

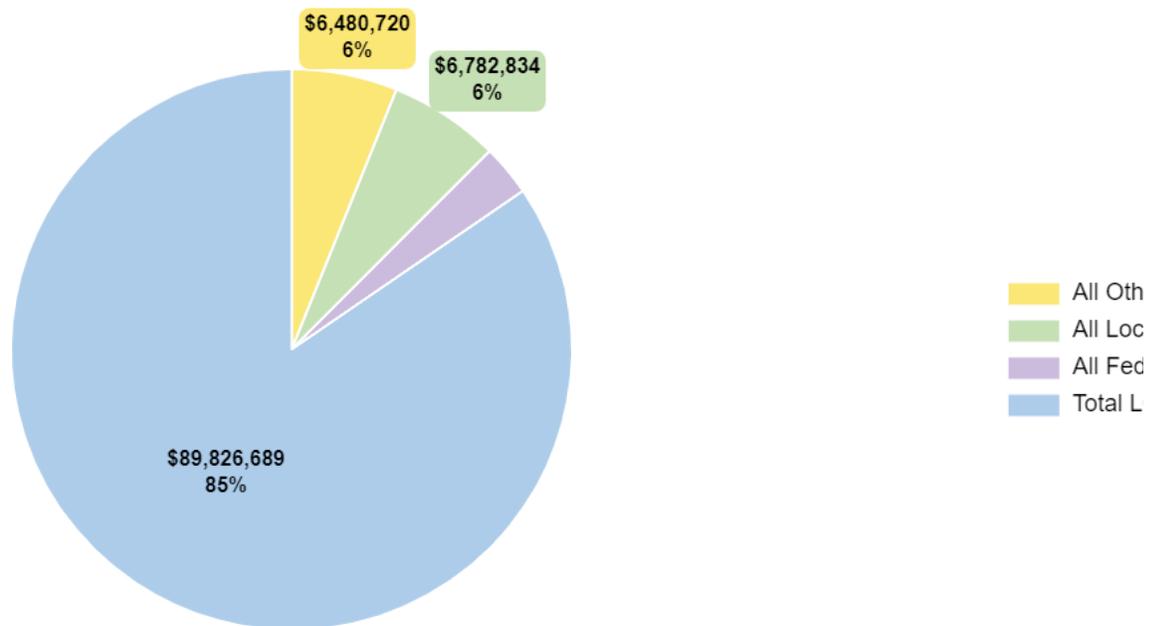
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Luis Coastal Unified  
 CDS Code: 40688090000000  
 School Year: 2021-22  
 LEA Contact Information: Richard Mayfield | rmayfield@slcusd.org | 805-549-1225

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

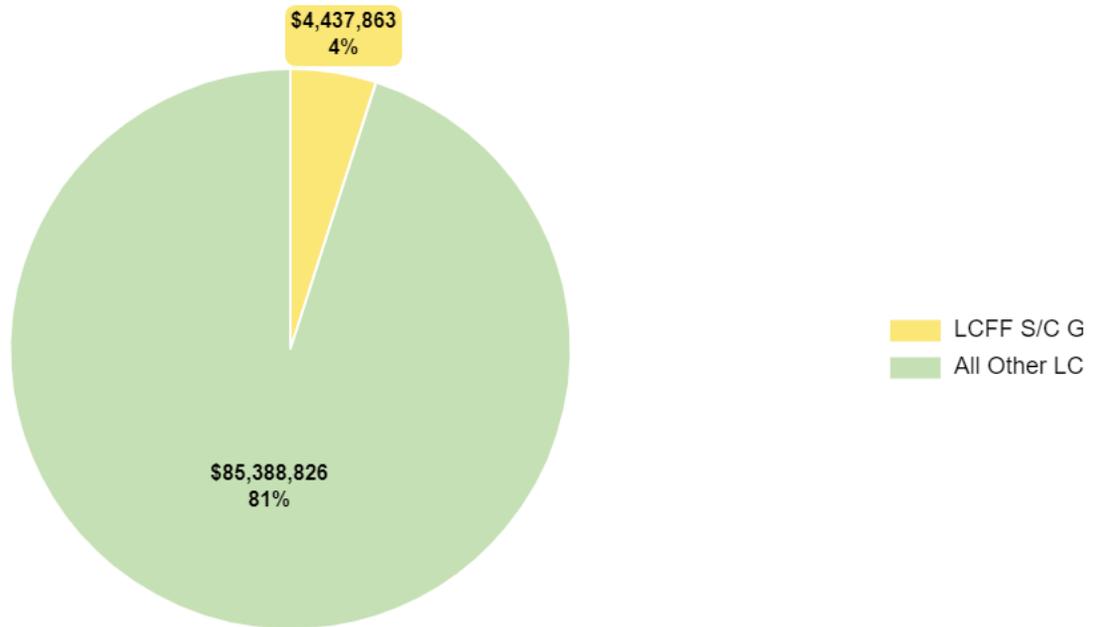
## Budget Overview for the 2021-22 LCAP Year

### Projected Revenue by Fund Source



| Source                | Funds        | Percentage |
|-----------------------|--------------|------------|
| All Other State Funds | \$6,480,720  | 6%         |
| All Local Funds       | \$6,782,834  | 6%         |
| All Federal Funds     | \$3,120,142  | 3%         |
| Total LCFF Funds      | \$89,826,689 | 85%        |

# Breakdown of Total LCFF Funds



| Source               | Funds        | Percentage |
|----------------------|--------------|------------|
| LCFF S/C Grants      | \$4,437,863  | 4%         |
| All Other LCFF Funds | \$85,388,826 | 81%        |

*These charts show the total general purpose revenue San Luis Coastal Unified expects to receive in the coming year from all sources.*

The total revenue projected for San Luis Coastal Unified is \$106,210,385, of which \$89,826,689 is Local Control Funding Formula (LCFF), \$6,480,720 is other state funds, \$6,782,834 is local funds, and \$3,120,142 is federal funds. Of the \$89,826,689 in LCFF Funds, \$4,437,863 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# Budgeted Expenditures in the LCAP



*This chart provides a quick summary of how much San Luis Coastal Unified plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.*

San Luis Coastal Unified plans to spend \$106,124,202 for the 2021-22 school year. Of that amount, \$11,676,934 is tied to actions/services in the LCAP and \$94,447,268 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

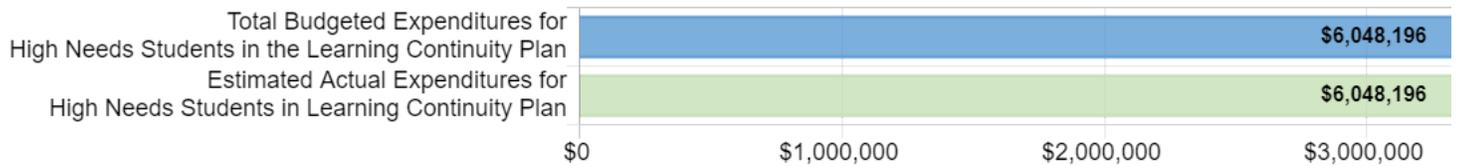
General fund expenditures are primarily school and district personnel costs. On an annual basis, 85% of the district's budget is spent on personnel related expenses (certificated, classified, benefits). Only positions directly related to the LCAP are funded using the revenues allocated to the plan. Other costs/expenses not in the LCAP include: utilities, maintenance and operations, most equipment and materials, and supply purchases.

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

In 2021-22, San Luis Coastal Unified is projecting it will receive \$4,437,863 based on the enrollment of foster youth, English learner, and low-income students. San Luis Coastal Unified must describe how it intends to increase or improve services for high needs students in the LCAP. San Luis Coastal Unified plans to spend \$4,437,863 towards meeting this requirement, as described in the LCAP.

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

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



*This chart compares what San Luis Coastal Unified budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what San Luis Coastal Unified estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2020-21, San Luis Coastal Unified's Learning Continuity Plan budgeted \$6,048,196 for planned actions to increase or improve services for high needs students. San Luis Coastal Unified actually spent \$6,048,196 for actions to increase or improve services for high needs students in 2020-21.

# 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  |
|--|---|--|
| San Luis Coastal Unified School District | Rick Mayfield<br>Director of Learning and Achievement | <a href="mailto:rmayfield@slcusd.org">rmayfield@slcusd.org</a><br>(805) 549-1225 |

## Plan Summary 2021-2024

### General Information

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

San Luis Coastal Unified School District’s (SLCUSD) schools include ten elementary, two middle, two comprehensive high schools, and one continuation high school. Maintaining small schools reflects our educational philosophy of knowing students on a very personal level. Our schools are dynamic, student-centered learning communities where all children are expected to take risks, explore new opportunities, and discover their unique potential.

Our Students: With a student enrollment of 7,638, over 10% (771) are English learners, and 34.8% (2,657) come from socioeconomically disadvantaged (SED) households. Through the three “Rs” of rigor, relevance, and relationship, students are provided valuable opportunities to become the very best they can be. “Success for All” requires many hands, multiple networks of thoughtful people, and an expectation that every child can achieve to their fullest potential. This is our conscious journey as a school district.

Our Community: SLCUSD shares the broader community with the postsecondary learning institutions of Cuesta Community College and California Polytechnic University. We have established strong partnerships with both schools. We have also partnered with several nonprofit agencies to open Family Resource Centers (FRCs) in the communities of Los Osos and San Luis Obispo. FRCs are designed to assist our families who struggle with the challenges of poverty, employment, and navigating the school system. We also have developed strong relationships with the City of Morro Bay, City of San Luis Obispo and the County of San Luis Obispo. The City and the YMCA play instrumental roles in providing before and after school care for our students.

San Luis Coastal Unified School District is a “Basic Aid” or “Community Funded School District,” property taxes are higher than the amount we would receive from the state. With the future closure of the Diablo Canyon Nuclear Power Plant, a large portion of those property taxes will gradually go away. To assist with this loss of revenue, SB 1090 was passed by the State Legislature and signed by the Governor. This law has provided the district with funds to ease the loss of revenue as well as establish a district foundation. \$10 million of the SB 1090 mitigation fund goes directly to the new San Luis Coastal Education Foundation. The San Luis Coastal Education Foundation has quickly made a mark on the district and will be a needed resource for innovative programs to help our students and staff in the years to come.

San Luis Coastal has some of the best educators and leaders serving our students and their families. These amazing educators symbolize who we are as a learning community. Our principals and district leaders create innovative programs and inspire high-level professional learning communities. We have an engaged and involved parent community that supports the success of our schools through PTA, Booster organizations, DELAC, DTAC, and other parent organizations.

## Reflections: Successes

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

*Note: Due to Covid-19, the state has suspended reporting on the 2020 Dashboard. The information below comes from the 2019 Dashboard.*

SLCUSD continues to be most proud of the progress made in mathematics. All elementary and middle schools earned a change level of maintained, increased, or significantly increased. In addition, we were selected as a California Exemplary District in 2018, based on student achievement in mathematics. This high level of academic success is the result of eight years of ongoing professional development, adoption of rigorous, standard-aligned materials, and development of teacher leaders at each of our sites. The 2021-2024 plan is designed to build upon this success by continuing to develop site teacher leaders and provide site-based, ongoing professional development in research-based instruction.

We had a blue performance level in ELA, with all but two schools achieving either a green or blue performance level.

We also had a blue graduation rate, with either a blue or green status for all subgroups, except for our students with disabilities (SWD) group, which had an orange rating.

## 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.

*Note: Due to Covid-19, the state has suspended reporting on the 2020 Dashboard. The information below comes from the 2019 Dashboard.*

The English Learner Performance Indicator is based on the new ELPAC assessment and is therefore baseline data with no color being assigned in 2019. 49.3% are making progress towards English proficiency, which gives us a performance level of Medium. As we transition to the English Language Proficiency Assessment for California (ELPAC), there will be a new calculation formula for determining status, change, and performance level. SLCUSD is currently addressing this need with ongoing professional development for our principals, EL Specialists, and EL teachers.

Our suspension rate has dropped into the orange level. We will continue to develop and support our programs and processes, including PBIS, Restorative Approaches, WEB and LINK Crew training, and social-emotional support model to engage and support all students.

Based on a review of the California School Dashboard and local data, San Luis Coastal USD has identified the following performance gaps:

### **English Language Arts performance for Homeless, Hispanic, EL, SED, and SWD**

Homeless, Hispanic, EL, SED, and SWD student groups all performed at the yellow level in ELA. However, all these student groups increased their change level from the year before. We will continue to use data to diagnose individual student needs and develop plans for

instruction/intervention to accelerate academic success. In addition, we are planning to strengthen our site-based ELA interventions and target these student groups for both summer school and afterschool supports. We have developed a comprehensive MTSS model for student academic recovery in 2021-2022 as a response to Covid and distance learning. The above student groups will be a focus area.

### **The Mathematics performance for Homeless, Foster Youth, EL, SED, and SWD**

Homeless, Foster Youth, EL, SED, and SWD student groups all performed at the yellow level in mathematics. However, all these student groups increased their change level from the year before. We will continue to use data to diagnose individual student needs and develop plans for instruction/intervention to accelerate academic success. We are planning to strengthen our site-based mathematics interventions with the implementation of ST Math, an online, personalized math intervention for all elementary schools. We will target these student groups for both summer school and afterschool support. In addition, we will strengthen our co-teaching model by offering additional professional development to both SPED and general education teachers.

### **Graduation rate for Students with Disabilities (SWD)**

The Students with Disabilities group, representing 68 students, has a high graduation rate, but showed a decline of 1.7%. This resulted in an orange performance level. Our plan is to closely monitor our Students with Disabilities group student group, with the support of our data management system to ensure all students are on track for graduation.

### **Suspension for Foster Youth, SWD, African American, EL, Hispanic, Homeless, Two or More Races student groups**

The Foster Youth and SWD groups both dropped into the red performance level this year, with 8% and 2.1% increases in suspension, respectively. The African American, EL, Hispanic, and Homeless student groups all showed slight increases in suspension rates, which dropped them into orange this year. The two or more races student group remained in orange. We are continuing to develop alternatives for suspension through restorative justice practices. We will also strengthen outreach and engagement efforts for our foster youth through WEB and Link Crew intentional recruitment. By continuing this work, we should sustain the positive reductions in the suspension performance level for all student groups.

### **College and Career Readiness for EL, Hispanic, Homeless, SED, SWD**

English Learners, Hispanic, Homeless, Socio-economically disadvantaged, and Students with disabilities all were within the orange band. English Learners maintained their rate of prepared students, Hispanic students, homeless, SED, and SWD all declined from between 3.3% to 8.5%. All of these groups will be monitored for progress in this area. Meetings will occur with all students 1 on 1 with administrator or counselor to review the 4 year plan for High School in 8th grade. This will lay out a road for students to graduate college and career ready. These plans will be reviewed regularly with students and monitored for success.

## **LCAP Highlights**

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

The 2021-2024 LCAP features three strategic goals, based on a thorough review of the multiple measures identified in the California School Dashboard, along with the results from our extensive stakeholder engagement activities. The goals include the following:

All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.

All LCAP-identified student groups will achieve substantial academic gains through a multi-tiered system of support.

SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

## 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.

A range of efforts have been made to solicit ongoing stakeholder feedback. SLCUSD has surveyed and met with parents, teachers, school staff, and students throughout the school year to determine the needs and action steps that we must implement. Some of the methods we use to gather input included: District Local Control Accountability Plan Committee, Equity Committee, District English Learner Advisory Committee (DELAC), Student Senate, District Title I Advisory Committee, Common Ground Task Force, Principal Meetings, Site Staff Meetings, Board Meetings, Union Leadership Meetings, Staff Leadership Meetings and Parent Advisory Committee. Input was gathered through student, staff and parent surveys along with information gathered at our various involvement opportunities. The [LCAP Overview and outreach plan](#) is shared with the Board in April. The Student Senate, Common Ground Advisory Task Force, and Equity Leadership Team present their [recommendations](#) to the Board of Education in May. These recommendations are used to help finalize the LCAP. The SELPA administrator was consulted in the LCAP process.

A summary of the feedback provided by specific stakeholder groups.

## **Students:**

- Desire to be engaged in meaningful ways
- Desire for peer collaboration
- Desire for real-life, relevant assignments
- Desire for challenging assignments
- Real world connections to what students are learning/current events
- Student academic assistance
- Tutoring
- Help meeting graduation requirements
- One-on-one help from peers/teachers
- Respect and fairness desired including standing up to inappropriate behaviors
- Welcoming atmosphere/ good environment
- Relationship with the teacher matters
- Multiple opportunities to connect with teachers like chat, Zoom, office hours
- Responsiveness to students' social-emotional needs

## **Parents/Community:**

- Focus on effective, hands-on, project based, engaging instruction
- Curriculum, equipment, resources
- VAPA, technology, electives
- Training for staff
- Small class size
- Desire for quality feedback and communication from teachers

- Intervention/ individualized support
- After school opportunities for extra support
- Teaching training
- Academic interventions
- EL support
- Small group and individual help
- Accessible, caring staff
- Social-emotional curriculum
- Parent education and outside resources
- Counseling/mental health support
- Professional development for all staff
- Social justice taught with culturally relevant content

**Staff:**

- Hands-on learning
- Individualized instruction
- Decrease/maintain class size
- Small group instruction
- Desire for high-quality, meaningful professional development
- Tiered system of support - researched-based MTSS system
- Continue to analyze and implement effective interventions
- Continue support staff (paraeducators, EL support, tutors, instructional aides)
- Specialized programs such as AVID, EL support
- Reading/math intervention
- Before/after school academic support programs – with transportation
- Designated ELD instruction
- Counseling / Therapist interns
- Training
- Mindfulness
- Positive and encouraging adults – connect with each child each day
- Social-emotional intentional teaching
- Parent education and communication
- PD on culturally responsive teaching
- Hire culturally diverse staff
- Promote and educate all on equity and diversity

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

Many of the common elements of feedback have been included into the LCAP plan for 2021-24. Other feedback, while not a part of the LCAP, will be focus areas of professional development and site level goals for 2021-22. The SLCUSD LCAP has 3 strategic goals:

1. All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.
2. All LCAP-identified student groups will achieve substantial academic gains through a multi-tiered system of support.
3. SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

In Goal 1, we will focus on engaging teachers in professional development for best first instruction and providing engaging lessons. This would include a focus on individualizing instruction, small group instruction, and hands-on learning through our iINNOVATE Initiative. While not a specific part of the LCAP, our district has focused on smaller class sizes PreK-12.

In Goal 2, we will focus on a multi-tiered system of support to help students - especially the EL, SED, SWD, and Homeless and Foster Youth student subgroups - rebound from Covid learning loss, and to close the achievement gap. This was feedback across the board from all stakeholder groups. This will include designated ELD, EL support, after school small group instruction, and small learning pods. This will also include a robust summer program for invited students. Secondary schools will have AVID sections.

In Goal 3, the focus will be on social emotional learning and supporting the whole child. Increased counseling time, training for teachers and counselors, connecting with students daily, and increased therapist time are all items that were in the feedback from stakeholders. In addition, we will continue our work on equity, diversity, and inclusivity. Providing professional development and continuing to discuss ways to remove barriers to high academic success.

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 1      | All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum. (State Priorities: 1, 2, 4, 7, 8) |

An explanation of why the LEA has developed this goal.

The results from the 2019 California Assessment of Student Performance and Progress (CAASPP), LCFF Evaluation rubrics, district common assessments, stakeholder meetings notes, Student Senate notes, and stakeholder survey results were used to identify the current needs in instruction, curriculum, and student achievement.

Currently, the LCFF Evaluation rubrics place us at a green performance level for mathematics. The CAASPP results for mathematics showed 64% of all students met or exceeded standard, which was a two percentage point increase from 2017-18. The LCFF Evaluation rubrics place us at the blue performance level for English Language Arts. The CAASPP results for English Language Arts showed 70% of all students met or exceeded standard. This was a one percentage point increase from 2017-2018.

Stakeholder feedback, including the Superintendent’s Student Senate, indicates a need to stay focused on academic achievement as our “mission critical.” There is also strong interest in focusing on effective instruction that is engaging and challenging for our students.

First best instruction is our goal number 1 and research has shown that the best way to keep students out of interventions is with first best instruction.

## Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
| Student performance in mathematics will increase by 5% as measured by the CAASSP. | 64% (Green performance level)  | +5%            | +5%            | +5%            | 79%  |
| Student performance in mathematics will increase by 5% as measured by District    | K-5 Math Benchmark (19-20 2nd Trimester) = 82%<br>6th Benchmark (20-21 Task 2) = 42% | +5%            | +5%            | +5%            | K-5 Math Benchmark (2nd Trimester) = 97%<br>6th Benchmark (Task 2) = 57% |

|   |  |     |                 |                 |   |
|---|--|-----|-----------------|-----------------|---|
| Common Assessments.   | 7th Benchmark (20-21 Winter) = 35%<br>8th Benchmark (20-21 Winter) = 28%<br>Algebra 1 Benchmark (20-21 Winter) = 14%<br>Geometry Benchmark (20-21 Winter) = 16%<br>Algebra 2 Benchmark (20-21 Winter) = 8% |     |                 |                 | 7th Benchmark (Winter) = 50%<br>8th Benchmark (Winter) = 42%<br>Algebra 1 Benchmark (Winter) = 29%<br>Geometry Benchmark (Winter) = 30%<br>Algebra 2 Benchmark (Winter) = 23%                         |
| Math Participation Rate on Statewide testing among SWD will increase 1% to 95% participation. | 19-20 LEA = 94%  | +1% | Maintain at 95% | Maintain at 95% | Maintain at 95%   |
| Student performance in English Language Arts will increase by 5%, as measured by the CAASPP.  | 70% (Blue performance level)   | +5% | +5%             | +5%             | 85%   |
| Student performance in ELA will increase by 5% as measured by District Common Assessments.    | K-1 Benchmark (20-21 2nd Trimester) = 30%<br>3-6 Fastbridge (20-21 2nd Trimester) = 72%<br>Grade 2-6 T1 & T2, K-6 EOY (20-21 1st Trimester) = 33%<br>Grade 7 (20-21) Narrative = 56%                       | +5% | +5%             | +5%             | K-2 BAS (2nd Trimester) = 45%<br>3-6 RI (2nd Trimester) = 87%<br>K-6 Writing (2nd Trimester) = 48%<br>Grade 7 Narrative = 71%<br>Informational = INC<br>Argument = no data<br>Grade 8 Narrative = 75% |

|   |  |                                 |                                 |                                 |  |
|---|--|---------------------------------|---------------------------------|---------------------------------|--|
|   | <p>Informational = INC<br/>Argument = no data</p> <p>Grade 8 (20-21)<br/>Narrative = 60%<br/>Informational = INC<br/>Argument = no data</p> <p>Grade 9 (20-21)<br/>Narrative = 83%<br/>Informational = 74%<br/>Argument = no data</p> <p>Grade 10 (20-21)<br/>Narrative = 86%<br/>Informational = 86%<br/>Argument = INC</p> <p>Grade 11 (20-21)<br/>Narrative = 85%<br/>Informational = 87%<br/>Argument = INC</p> <p>Grade 12 (20-21)<br/>Narrative = 85%<br/>Informational = 90%<br/>Argument = INC</p> |                                 |                                 |                                 | <p>Informational = INC<br/>Argument = no data</p> <p>Grade 9<br/>Narrative = 98%<br/>Informational = 89%<br/>Argument = no data</p> <p>Grade 10<br/>Narrative = 100%<br/>Informational = 100%<br/>Argument = INC</p> <p>Grade 11<br/>Narrative = 100%<br/>Informational = 100%<br/>Argument = INC</p> <p>Grade 12<br/>Narrative = 100%<br/>Informational = 100%<br/>Argument = INC</p> |
| Student performance in ELD will increase by 5% as measured by the ELPAC.                                  | 18-19 = 19% (no testing in 19-20 due to COVID)   | +5%                             | +5%                             | +5%                             | 34%  |
| All elementary students will engage in three FOSS NGSS learning modules during the 2021-2022 school year. | Students engaged in three units  | Students engaged in three units | Students engaged in three units | Students engaged in three units | Students engaged in three units  |
| Secondary students will engage in fully aligned NGSS courses in the                                       | Full Implementation  | Full Implementation             | Full Implementation             | Full Implementation             | Full Implementation  |

|  |   |                                     |                                     |                                     |   |
|--|---|-------------------------------------|-------------------------------------|-------------------------------------|---|
| 2021-2022 school year.   |   |                                     |                                     |                                     |   |
| Student performance in science (grades 5, 8 and 11) will increase by 5% as measured by the CAST.   | No baseline due to COVID.                                   | Baseline data                       | +5%                                 | +5%                                 | Baseline + 10%                          |
| Increase the percentage of high school students who complete an a-g curriculum within a Career Technical Education (CTE) pathway by 5 percentage points.   | 19-20:<br>SLOHS = 14%<br>MBHS = 45%                         | +5%                                 | +5%                                 | +5%                                 | SLOHS = 29%<br>MBHS = 60%               |
| Youth Truth survey results will indicate a 1-point increase (on a 5-point scale) in positive student perception around college and career understanding.   | October 2019:<br>PBHS = 4.13<br>SLOHS = 3.08<br>MBHS = 2.87 | +1 point                            | +1 point                            | +1 point                            | PBHS = 5.0<br>SLOHS = 5.0<br>MBHS = 5.0 |
| All teachers will be appropriately assigned, based on either the appropriate credential for the assignment or a valid option provided by California Code of Regulations, Title 5, or the Education Code. | All teachers appropriately assigned                         | All teachers appropriately assigned | All teachers appropriately assigned | All teachers appropriately assigned | All teachers appropriately assigned     |

|   |  |                          |                          |                          |                          |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
| All students will have access to standards-aligned instructional materials.   | All students have access   | All students have access | All students have access | All students have access | All students have access |
| Student performance in ELA will increase within the conditional and ready categories combined, as measured by EAP.                                | We did not administer back assessments in 19-20 year due to COVID. | Baseline year            | +5%                      | +5%                      | Baseline + 10%           |
| Student performance in math will increase within the conditional and ready categories combined, as measured by EAP.                               | We did not administer back assessments in 19-20 year due to COVID. | Baseline year            | +5%                      | +5%                      | Baseline + 10%           |
| We will increase by 3% the number of students who participate in and demonstrate college preparedness in the Early Assessment Program.            | We did not administer back assessments in 19-20 year due to COVID. | Baseline year            | +3%                      | +3%                      | Baseline +6%             |
| In each area of the academic performance standards, our goal will be to move up one level, i.e.: beginning development to initial implementation. | Not reported<br>Dashboard suspended                                | +1 level                 | Maintain level           | Maintain level           | Full implementation      |

# Actions

| Action # | Title               | Description  | Total Funds | Contributing |
|----------|---------------------|--|-------------|--------------|
| 1        | Core academics      | Strengthen teachers' depth of knowledge of standards and curriculum in core academic areas.  | \$425,950   | N            |
| 2        | Danielson Framework | Strengthen classroom instructional strategies based on the Danielson Framework for Teaching. | \$171,600   | N            |
| 3        | Innovation          | Enhance hands-on, integrated and innovative curriculum, programs, and strategies             | \$290,127   | N            |
| 4        | Assessment and Data | Use Assessment and Data to drive instructional decision making.                              | \$896,200   | N            |
| 5        | CTE pathways        | Create and develop effective CTE pathways.   | \$464,003   | N            |
| 6        | VAPA programs       | Enhance and modernize VAPA programs.   | \$113,800   | N            |

# Goal Analysis

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.

N/A for 2021-22

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

N/A for 2021-22

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

N/A for 2021-22

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.

N/A for 2021-22

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

# Goal

| Goal # | Description  |
|--------|--|
| 2      | All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support. (State Priorities: 1, 2, 4) |

An explanation of why the LEA has developed this goal.

The results from the 2019 California Assessment of Student Performance and Progress (CAASPP), LCFF Evaluation rubrics, district common assessments, stakeholder meetings notes, Student Senate notes, and stakeholder survey results were used to identify the current needs in instruction, curriculum, and student achievement.

The CAASPP results for mathematics showed 64% of all students met or exceeded standard, while only 42% of socioeconomically disadvantaged students met or exceeded standard, 20% of English learners met or exceeded standard, and 57% of reclassified English proficient students met or exceeded standard. No results were available for 2020-21 due to COVID.

The CAASPP results for English Language Arts showed 69% of all students met or exceeded standard, while only 48% of socioeconomically disadvantaged students met or exceeded standard, and 18% of English learners met or exceeded standard. On a positive note, 69% of reclassified English proficient students met or exceeded standard. No results were available for 2020-21 due to COVID.

After reviewing the data from both the CAASPP and district common assessments, we identified the need to continue to raise achievement for all students and close the achievement gap for our LCAP-identified students. Stakeholder feedback supported our continued focus on early intervention and support provided by well-trained staff. The need for continuing preschool, early literacy, online courses and targeted summer school was a high priority.

A focus on unduplicated students subgroups and English Learner, SED, and Homeless/Foster Youth is a primary focus of the LCAP. Goal 2 is highlighted by a comprehensive MTSS system to support all students to be successful, but especially those groups. This 3 year LCAP cycle has a drastically improved MTSS system with substantial resources dedicated to recovering learning loss and focussed on our most vulnerable students.

## Measuring and Reporting Results

| Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                      |
|---|---|----------------|----------------|----------------|--|
| Student performance in mathematics will increase by 5% as measured by the CAASPP for LCAP student groups. | SED = 42% (Green performance level)<br>EL = 20% (Yellow performance level)<br>RFEP = 57%<br>SWD = 24% | +5%            | +5%            | +5%            | SED = 57%<br>EL = 35%<br>RFEP = 72%<br>SWD = 39% |

|   |  |            |            |            |   |
|---|--|------------|------------|------------|---|
| <p>Student performance in mathematics will increase by 5% as measured by District Common Assessments for LCAP-identified student groups</p> | <p>K-5 Math Benchmark (19-20 2nd trimester)<br/>         SED = 58%<br/>         EL = 54%<br/>         RFEP = 87%<br/>         SWD = 62%</p> <p>6th Benchmark (19-20 Task 3)<br/>         SED = 39%<br/>         EL = 12%<br/>         RFEP = 51%<br/>         SWD = 37%</p> <p>7th Benchmark (20-21 Winter)<br/>         SED = 17%<br/>         EL = 0%<br/>         RFEP = 32%<br/>         SWD = 8%</p> <p>8th Benchmark (20-21 Winter)<br/>         SED = 20%<br/>         EL = 4%<br/>         RFEP = 27%<br/>         SWD = 9%</p> <p>Algebra 1 Benchmark (20-21 Winter)<br/>         SED = 9%<br/>         EL = 6%<br/>         RFEP = 10%<br/>         SWD = 3%</p> <p>Geometry Benchmark (20-21 Winter)<br/>         SED = 15%<br/>         EL = 10%<br/>         RFEP = 12%<br/>         SWD = 4%</p> | <p>+5%</p> | <p>+5%</p> | <p>+5%</p> | <p>K-5 Math Benchmark (2nd trimester)<br/>         SED = 73%<br/>         EL = 69%<br/>         RFEP = 100%<br/>         SWD = 77%</p> <p>6th Benchmark (Task 3)<br/>         SED = 54%<br/>         EL = 27%<br/>         RFEP = 66%<br/>         SWD = 52%</p> <p>7th Benchmark (Winter)<br/>         SED = 32%<br/>         EL = 15%<br/>         RFEP = 47%<br/>         SWD = 23%</p> <p>8th Benchmark (Winter)<br/>         SED = 35%<br/>         EL = 19%<br/>         RFEP = 42%<br/>         SWD = 24%</p> <p>Algebra 1 Benchmark (Winter)<br/>         SED = 24%<br/>         EL = 21%<br/>         RFEP = 25%<br/>         SWD = 18%</p> <p>Geometry Benchmark (Winter)<br/>         SED = 30%<br/>         EL = 45%<br/>         RFEP = 27%<br/>         SWD = 19%</p> <p>Algebra 2 Benchmark (Winter)</p> |
|---|--|------------|------------|------------|---|

|   |  |     |     |     |   |
|---|--|-----|-----|-----|---|
|   | Algebra 2 Benchmark (20-21 Winter)<br>SED = 6%<br>EL = 0%<br>RFEP = 6%<br>SWD = N/A  |     |     |     | SED = 21%<br>EL = 15%<br>RFEP = 21%<br>SWD = TBD  |
| Student performance in English Language Arts will increase by 5%, as measured by the CAASPP for LCAP-identified student groups.                 | 19-20 results:<br>SED = 48%<br>EL = 18%<br>RFEP = 69%<br>SWD = 27%   | +5% | +5% | +5% | SED = 63%<br>EL = 33%<br>RFEP = 84%<br>SWD = 42%  |
| Student performance in English Language Arts will increase by 5% as measured by District Common Assessments for LCAP-identified student groups. | K-5 BAS Benchmark (20-21 2nd trimester)<br>SED = 18%<br>EL = 10%<br>RFEP = 100%<br>SWD = 16%<br><br>3-6 FastBridge (20-21 2nd Trimester)<br>SED = 52%<br>EL = 20%<br>RFEP = 68%<br>SWD = 40%<br><br>Grade 2-6 T1 & T2, K-6 EOY(20-21 1st Trimester)<br>SED = 17%<br>EL = 9%<br>RFEP = 31%<br>SWD = 13%<br><br>Grade 7 (19-20) Narrative<br>SED = 31%<br>EL = 10% | +5% | +5% | +5% | K-5 BAS Benchmark (2nd trimester)<br>SED = 33%<br>EL = 25%<br>RFEP = 100%<br>SWD = 31%<br><br>3-6 FastBridge (2nd Trimester)<br>SED = 67%<br>EL = 35%<br>RFEP = 83%<br>SWD = 55%<br><br>Grade 2-6 T1 & T2, K-6 EOY(1st Trimester)<br>SED = 32%<br>EL = 24%<br>RFEP = 46%<br>SWD = 28%<br><br>Grade 7 Narrative<br>SED = 46%<br>EL = 25%<br>RFEP = 60% |

RFEP = 45%  
 SWD = 19%  
*Informational*  
 SED = 28%  
 EL = 0%  
 RFEP = 34%  
 SWD = 14%  
*Argument*  
 SED = COVID  
 EL = COVID  
 RFEP = COVID  
 SWD = COVID  
  
 Grade 8 (19-20)  
*Narrative*  
 SED = 55%  
 EL = 30%  
 RFEP = 53%  
 SWD = 43%  
*Informational*  
 SED = 54%  
 EL = 25%  
 RFEP = 57%  
 SWD = 56%  
*Argument*  
 SED = COVID  
 EL = COVID  
 RFEP = COVID  
 SWD = COVID  
  
 Grade 9 (20-21)  
*Narrative*  
 SED = 72%  
 EL = 43%  
 RFEP = 79%  
 SWD = 54%  
*Informational*  
 SED = 61%  
 EL = 45%  
 RFEP = 70%  
 SWD = 44%

SWD = 34%  
*Informational*  
 SED = 43%  
 EL = 15%  
 RFEP = 49%  
 SWD = 29%  
*Argument*  
 SED = TBD  
 EL = TBD  
 RFEP = TBD  
 SWD = TBD  
  
 Grade 8  
*Narrative*  
 SED = 70%  
 EL = 45%  
 RFEP = 68%  
 SWD = 58%  
*Informational*  
 SED = 69%  
 EL = 40%  
 RFEP = 72%  
 SWD = 71%  
*Argument*  
 SED = TBD  
 EL = TBD  
 RFEP = TBD  
 SWD = TBD  
  
 Grade 9  
*Narrative*  
 SED = 87%  
 EL = 58%  
 RFEP = 94%  
 SWD = 69%  
*Informational*  
 SED = 76%  
 EL = 60%  
 RFEP = 85%  
 SWD = 59%  
*Argument*

*Argument*  
 SED = COVID  
 EL = COVID  
 RFEP = COVID  
 SWD = COVID  
  
 Grade 10  
*Narrative* (19-20)  
 SED = 64%  
 EL = 33%  
 RFEP = 65%  
 SWD = 46%  
*Informational* (20-21)  
 SED = 77%  
 EL = 38%  
 RFEP = 87%  
 SWD = 50%  
*Argument*  
 SED = COVID  
 EL = COVID  
 RFEP = COVID  
 SWD = COVID  
  
 Grade 11 (20-21)  
*Narrative*  
 SED = 70%  
 EL = 50%  
 RFEP = 76%  
 SWD = 29%  
*Informational*  
 SED = 62%  
 EL = 31%  
 RFEP = 63%  
 SWD = 32%  
*Argument*  
 SED = COVID  
 EL = COVID  
 RFEP = COVID  
 SWD = COVID  
  
 Grade 12 (20-21)  
*Narrative*

SED = TBD  
 EL = TBD  
 RFEP = TBD  
 SWD = TBD  
  
 Grade 10  
*Narrative*  
 SED = 79%  
 EL = 48%  
 RFEP = 80%  
 SWD = 61%  
*Informational*  
 SED = 92%  
 EL = 53%  
 RFEP = 100%  
 SWD = 65%  
*Argument*  
 SED = TBD  
 EL = TBD  
 RFEP = TBD  
 SWD = TBD  
  
 Grade 11  
*Narrative*  
 SED = 85%  
 EL = 65%  
 RFEP = 91%  
 SWD = 44%  
*Informational*  
 SED = 77%  
 EL = 46%  
 RFEP = 78%  
 SWD = 47%  
*Argument*  
 SED = TBD  
 EL = TBD  
 RFEP = TBD  
 SWD = TBD  
  
 Grade 12  
*Narrative*  
 SED = 93%

|   |   |              |              |              |  |
|---|---|--------------|--------------|--------------|--|
|   | SED = 78%<br>EL = 67%<br>RFEP = 78%<br>SWD = 38%<br><i>Informational</i><br>SED = 80%<br>EL = 62%<br>RFEP = 80%<br>SWD = 67%<br><i>Argument</i><br>SED = COVID<br>EL = COVID<br>RFEP = COVID<br>SWD = COVID |              |              |              | EL = 82%<br>RFEP = 93%<br>SWD = 53%<br><i>Informational</i><br>SED = 95%<br>EL = 77%<br>RFEP = 95%<br>SWD = 82%<br><i>Argument</i><br>SED = TBD<br>EL = TBD<br>RFEP = TBD<br>SWD = TBD |
| District generated, inside regular classroom (IRC) data will indicate a 2% increase in the time special education students spend in general education classrooms. | 19-20 Data:<br>>80% IRC = 64.21%<br><40 IRC = 13.23%  | +2%          | +2%          | +2%          | >80% IRC = 70.21%<br><40 IRC = 19.23%  |
| The redesignation rate for English Learner (EL) students will increase by 1% each of the three years of the LCAP Cycle.   | 13.6%   | +1%          | +1%          | +1%          | Redesignation rate of 16.6%  |
| Results of parent survey will indicate 90% rating on question regarding recommending school in the Youth truth Survey for Pacheco and Baywood 90/10 program.      | Results of parent survey indicate 85% approval rating.  | 90% or above | 90% or above | 90% or above | 90% or above   |

|  |  |     |     |     |  |
|--|--|-----|-----|-----|--|
| We will see an increase of 3% in the number of subgroup students who participate in band and choir. In addition, we will see an increase of 3% in the number of subgroup students who take AP classes. | Participation of subgroup students in band and choir 19-20 = 37%<br><br>The percentage of subgroup students enrolled in AP classes 19-20 = 22% | +3% | +3% | +3% | Participation of subgroup students in band and choir = 46%<br><br>The percentage of subgroup students enrolled in AP classes = 31% |
|--|--|-----|-----|-----|--|

## Actions

| Action # | Title                      | Description  | Total Funds | Contributing |
|----------|----------------------------|--|-------------|--------------|
| 1        | Multi-tiered support       | Strengthen district-wide multi-tiered system of support for meeting student's individual needs in academic areas.                | \$5,596,487 | Y            |
| 2        | Math supports              | Strengthen math supports for students needing interventions and accelerations, including personalized learning opportunities.    | \$65,301    | Y            |
| 3        | ELA/ELD supports           | Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities. | \$266,616   | Y            |
| 4        | ELA academics              | Strengthen academic supports for English learners.   | \$1,025,769 | Y            |
| 5        | Special Education students | Strengthen support for special education students with an emphasis on inclusion.   | \$210,000   | Y            |
| 6        | Pre-Kindergarten academics | Strengthen pre-Kindergarten academic learning opportunities for English learners and socio-economically disadvantaged students.  | \$645,500   | Y            |

## Goal Analysis

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.

N/A for 2021-22

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

N/A for 2021-22

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

N/A for 2021-22

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.

N/A for 2021-22

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

# Goal

| Goal # | Description   |
|--------|---|
| 3      | SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness. (State Priorities: 3, 5, 6, 7) |

An explanation of why the LEA has developed this goal.

California School Healthy Kids Survey results indicated that school connectedness decreased in the 7th grade by 10%, and in the 9th grade by 4% and the 11th grade by 11%.

Average Daily Attendance (ADA) through the end of Trimester 2, 2020 was at 95.49%

Expulsion rate for 2019-20 was .11%.

Final chronic absenteeism and ADA data will be available after June 15, 2021. At that time, data will be reexamined to pinpoint specific school and student needs for the 2021-22 school year.

Stakeholder feedback indicated Culture of Care is a high priority, specifically providing safe, caring environments and showing responsiveness to students’ social-emotional needs.

As middle school and high school dropout rates are released by the state, specific site needs will be reexamined.

Ongoing monitoring of student attendance, chronic absences, and truancy provides the data to support continued focus on enhancing interventions, supports, and engagement opportunities for all students in our schools.

Youth Truth survey results indicated a 3.59 positive perception (on a 5point scale) for middle school students and 3.55 positive perception for high school students around student engagement.

Feedback from the Common Ground Advisory Task Force indicated a need for professional development and ongoing training in the area of understanding diversity and inclusivity in our schools.

Social emotional health is an important part of students' overall success. This goal is designed to have a system to measure student well being and to respond with support in the form of SEL curriculum, counseling support, and training for teachers to have the skills and knowledge to provide support in the regular classroom setting.

## Measuring and Reporting Results

| Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                    |
|--|--|----------------|----------------|----------------|--|
| Agree or strongly agree to positive statements regarding | 19-20:<br>I feel welcome at my child’s school = 93.24% | +5%            | +5%            | +5%            | 90% agree or strongly agree for all statements |

|  |   |           |           |           |   |
|--|---|-----------|-----------|-----------|---|
| areas of safety and respect.   | My child is safe at school = 87.6%<br>My child is safe going to and from school = 84.3%<br>The teachers show respect for the students = 93.5%<br>The students show respect for other students = 77.2% |           |           |           |   |
| 100% of parents involved in Success for All preschools will participate in monthly parent involvement / education activities.  | 20-21:<br>Baywood = 100%<br>Pacheco = 96.5%   | 100%      | 100%      | 100%      | 100%  |
| Suspension rate among SWD will decrease by 1%  | 18-19 = 7.6%  | -1%       | -1%       | -1%       | 4.6%  |
| Healthy Kids Survey will indicate an increase in positive indicators in the area of School Developmental Supports and Connectedness for our 7th graders, 3% for our 8th graders, and 3% for our 9th graders. | SLCUSD high schools in 2020 showed an improvement from the 2018 administration of 6 points in the high schools while middle schools decreased by 27 points.   | +3 points | +3 points | +3 points | Baseline +9 points                                |
| Records of counseling support will increase by 2% in the number of students served,  | 19-20 data:<br>EL students served:<br>Elementary- 341 students, 46%   | +2%       | +2%       | +2%       | EL students:<br>Elementary- 52%<br>Secondary- 99% |

|   |   |       |       |       |   |
|---|---|-------|-------|-------|---|
| including socio-economically disadvantaged students and English learners.   | <p>Secondary- 223 students, 93%</p> <p>SED students served:<br/>Elementary- 852 students, 56%<br/>Secondary- 1111 students, 90%</p> <p>Sped students served:<br/>Elementary- 257 students, 52%<br/>Secondary- 374 students, 94%</p> |       |       |       | <p>SED students:<br/>Elementary- 62%<br/>Secondary- 96%</p> <p>Sped students:<br/>Elementary- 58%<br/>Secondary- 100%</p> |
| Attendance data will indicate a decrease in chronic absenteeism by 1%.  | Chronic absenteeism for 19-20 was not available through CALPADS.  | -1%   | -1%   | -1%   | <b>Baseline - 3%</b>  |
| Suspension rates will decrease for all students and LCAP student groups by 0.3% or more, as prescribed and measured by the California School Dashboard. | 19-20 = 1.8%  | -0.3% | -0.3% | -0.3% | -0.9% decrease over three years   |
| Expulsion data will indicate a decrease in expulsions as measured by district data.   | 19-20 = 0.11%   | -1%   | -1%   | -1%   | -3% over three years  |
| Attendance data will indicate an increase in school attendance rates.   | The Average Daily Attendance (ADA) from August  | +1%   | +1%   | +1%   | 3% increase over three years  |

|  |  |          |          |          |                              |
|--|--|----------|----------|----------|------------------------------|
|  | 2019-March 2020 = 95.49%   |          |          |          |                              |
| Dropout rates in middle school will maintain at zero students.   | 19-20 = 11 dropouts  | -1%      | -1%      | -1%      | -3% over three years         |
| Dropout data will indicate a decrease in high school dropout rate.   | 19-20 = 11 dropouts  | -1%      | -1%      | -1%      | -3% over three years         |
| Graduation data will indicate an increase in graduation rate.  | 19-20 = 95.3% for 4 year programs and 95.6% for 5 year programs  | +1%      | +1%      | +1%      | 3% increase over three years |
| Graduation rates among SWD will improve by 1.5%  | 18-19 = 84.1%  | +1.5%    | +1.5%    | +1.5%    | 88.6%                        |
| Youth Truth survey results will indicate a 5% increase in positive student perceptions around relationships with peers (bullying).           | 19-20:<br>3 of 4 secondary sites in Fall 2019 = 7%<br><br>A single secondary site decreased in this area.                                  | +5%      | +5%      | +5%      | 22%                          |
| Youth Truth survey results will indicate a 1-point increase (on a 5-point scale) in students' positive perception around student engagement. | 19-20:<br>No schools realized a 1 point increase in this area, but all schools realized a percentile rank increase ranging from 8% to 23%. | +1 point | +1 point | +1 point | Baseline + 3 points          |
| All administrators will participate in a year-long equity  | Ongoing  | Ongoing  | Ongoing  | Ongoing  | Ongoing                      |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| professional development series designed to create awareness and analyze current practices. |  |  |  |  |  |
|---|--|--|--|--|--|

## Actions

| Action # | Title                             | Description  | Total Funds | Contributing |
|----------|-----------------------------------|--|-------------|--------------|
| 1        | Multi-tiered support              | Strengthen district-wide multi-tiered system of support for meeting student’s individual needs in social emotional areas     | \$1,395,826 | Y            |
| 2        | Support for identified groups     | Provide comprehensive supports for EL, SED, Foster/Homeless Youth, SWD and other identified students and their families.     | \$38,000    | Y            |
| 3        | Safe and nurturing campuses       | Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes. | \$198,501   | N            |
| 4        | Engage and educate parents        | Engage and educate parents regarding SLCUSD academic and social-emotional programs and parent education opportunities.       | \$66,000    | Y            |
| 5        | Equitable and inclusive practices | Develop equitable and inclusive practices for all students and staff, to include parent education opportunities.             | \$90,500    | Y            |

## Goal Analysis

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.

N/A for 2021-22

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

N/A for 2021-22

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

N/A for 2021-22

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.

N/A for 2021-22

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

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 6.93%                                      | \$4,437,863  |

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.

San Luis Coastal Unified School District continues to receive no increase in funds this year due to our status as a basic aid/community-funded district. However, we will have an increase in COVID funds from the state and federal government. We have made the commitment to increase general fund and federal spending for our low income, foster youth, and English learners as if we were fully funded with the supplemental and concentration grant funds. The number of unduplicated students is 2,607, or 36% of 2020-21 enrollment. SLCUSD’s Initiatives for Student Success, adopted by our school board, focus towards the increased achievement of all students, especially targeting students of low income, English learners, and foster youth in our district. Continued progress on our initiatives is at the core of the LCAP.

The funds are being most effectively used by targeting support for identified students in need of specific interventions and programs at each of our school sites, which includes low income, English learners, and foster youth. For the 2021-22 school year, we are focusing on the following services:

Elementary and Secondary Math Leads provide professional development, modeling, resources, and assistance with lesson development and instructional best practices in mathematics. Services are improved qualitatively for our unduplicated students with this additional support for teachers by our Math Leads. Our experience over the past ten years is that teachers’ efficacy is strengthened with ongoing support from a highly trained peer.

Two 1.0 FTE curricular Teacher on Special Assignment (TOSA) provides ongoing professional development, modeling, and materials in language arts, math, science for K-12 teachers. Services are improved qualitatively for our unduplicated students with this additional support for elementary teachers. The Danielson Framework, based on the research and work of Charlotte Danielson, is our guide to increasing the engagement and rigor for all, including our unduplicated students.

Provide a Section 504 Plan process support to all sites. A Program Specialist assists all elementary and secondary sites in the 504 process. Teacher and principal feedback supports continued use of this model.

A full time EL/Intervention TOSA coordinates our district interventions, as well as district wide ELD services. She also researches effective interventions to enhance our multi-tiered system of support. A major part of her work for the 2021-22 school year will be to provide training and support to our EL specialists and teachers with the ELD Standards and Framework, as they are able to provide professional development and support directly to classroom teachers. Designated ELD for all of our English Learners will be a focus area for 2021-22.

Targeted elementary and secondary summer school, with transportation, will be offered to students at three of our Title I sites and both of our comprehensive high schools for students who are not yet meeting grade-level proficiency. The majority of students represent our unduplicated populations. Our experience and data show that targeted summer intervention helps bridge the summer decline experienced by some students, especially SED, English learner, and foster youth. In addition, our DELAC leaders have made summer school a top request for the past seven years. Extended School Year (ESY) Program is offered to targeted students with IEPs. This year, post COVID, we will have an expanded program and school day with elective activities and ELA, Math, and STEAM as well.

Advancement Via Individual Determination (AVID) provides training for our teachers to use proven practices in order to prepare students for success in high school, college, and career, especially students traditionally underrepresented in higher education. AVID sections and field trips have been added and strengthened.

Aeries Analytics has provided teachers with software to improve our ability to integrate student information with our Student Study Team (SST) process.

Professional development for all staff will take place with Doug Fisher and Nancy Frey and be based on their book, *Rebound*. We will focus on first best instruction, especially for English learners, socioeconomically disadvantaged students and foster youth.

Professional development will be provided for all elementary teachers regarding classroom behavior interventions for both special and general education students. Staff feedback has determined a need for this type of training. This type of professional development is designed to increase student achievement, including our English learners, socioeconomically disadvantaged students and foster youth.

Professional development will be provided for elementary RSP teachers in the area of supporting behaviors among students with IEPs. This type of professional development will support engagement in the classroom.

Online courses have been researched and piloted. Implementing APEX online courses offers increased opportunities for our unduplicated students to close the achievement gap.

Research-based intervention class sections are offered at our two middle schools and two comprehensive high schools. The majority of students enrolled in these intervention sections are unduplicated students.

Bridges K-5 Math Intervention Program is based on the research of the Math Learning Center. Professional development, co-teaching, and classroom support will support the implementation of this intervention. The majority of students participating in this intervention are unduplicated students.

Personalized learning will continue at all elementary schools with the use of ST Math. ST Math is short for Spatial Temporal Math and is an individualized math intervention designed to boost math comprehension and proficiency through visual learning. It is based on the MIND Research Institute's research in learning and the brain. Buzz Math is a mobile application that focuses on learning and practicing middle school mathematics skills based on the National Council of Teachers of Mathematics curriculum and CCSS. The Blended Learning Research Clearinghouse identifies blended learning as an approach that is effective in meeting academic and nonacademic goals for student outcomes. These programs were selected after researching and piloting numerous intervention and personalized programs.

Leveled Literacy Intervention (LLI) provides every elementary site with powerful, research-based reading and writing intervention. We will continue with the increase of LLI funding to more efficiently meet the intervention needs of a greater number of our students. Data shows that over 60% of students from our unduplicated populations participate in LLI. (Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas and Pinnell Leveled Literacy Intervention System, 2009-2010). A .5 FTE, highly trained LLI teacher leader will provide ongoing professional development to increase efficacy and strengthen calibration.

Targeted reading and writing interventions in secondary are provided with the Read 180 Program. Research and district data supports the expansion of this program to reach additional at-risk readers. The majority of students enrolled in these interventions are unduplicated students.

Additional research-based intervention programs will be provided including SANDI and Edmark.

A Comprehensive Counseling Model will ensure services at each elementary and secondary school site that support all students, while targeting our unduplicated students at a more intensive level. Local community agencies work together with district counselors to offer student assistance programs, individual and group counseling support, and access to community-based services. Staff feedback indicates that providing additional support to our schools with the highest need for increased therapeutic services would greatly support the students' emotional and academic growth.

Instructional aides for our Transitional Kindergarten classes will be funded based on research of the importance of a strong, developmentally appropriate prekindergarten program. Utilizing instructional aides provides extra support for our unduplicated students (Long-Term Effects of an Early Childhood Intervention on Educational Achievement (2001).

Our dual-immersion program at Pacheco Elementary and Baywood Elementary offers an outstanding instructional model based on abundant research. Parent feedback demonstrates an 85% approval. ([http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el200310\\_thomas.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200310_thomas.pdf))

MTSS funded Intervention teachers will be funded by COVID and LCAP Supplemental funds to provide one-on-one and small group push-in or pull-out support for our not yet proficient students in meeting district standards in ELA and math. Our experience and student data supports this as a strong model for supplemental interventions.

The District Equity Plan will be based on research-based best practices of the ACSA Equity Project. Activities in year 4 of the Equity Plan include professional development, equity leadership team work on monitoring metrics, and guest speakers. Cultural proficiency is a mindset and a worldwide view for effectively describing, responding to, and planning for issues that arise in diverse environments.

Supplemental funds devoted exclusively to our unduplicated students include the following:

Success for All Preschool Programs will target low income and English learner students and their families. We will provide fully licensed preschool classes with fully credentialed teachers at three of our Title I sites. Parent education is a requirement for enrollment in our program and includes the "Raising a Reader" home reading program. Longitudinal data of students reading achievement in kindergarten, first, and second grade demonstrates that English learner students who participated in our preschool program outperformed English learner students who did not attend. (Expanding Access to High-Quality Preschool Programs, CSBA)

Latino Family Literacy classes will continue for English learner families both at elementary and secondary sites in 2021-2022 based on parent interest and positive parent feedback on classes held during the 2020-2021 school year.

Parent leaders from DELAC will continue to attend regional or state CAFE conferences to learn ideas, strategies, and programs that will assist English learner students and families. (ELD Standards, <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>)

English learner specialists provide supplemental designated ELD support to Level 1s and 2s, as well as coaching and support directly in the classroom. The ELD Standards and Framework make it clear that our English learners should not wait to participate in a rigorous and rich curriculum while they also learn a new language. (ELD Standards, (<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>))

Provide long-term English learners at our middle schools with a targeted LTEL class, AVID Excel, using research-based strategies for English learners and Long-Term English Learners.

EL aides provide support to our English learners in both elementary (Baywood, Del Mar, and Pacheco Elementary) and all secondary sites. They provide individual and small-group scaffolding of instruction to support English learners' access to the rigorous demands of the CCSS. Instructional aides allow students to fully participate in subject-area curriculum while learning a second language. They also provide after school support in academics and homework. (ELD Standards, (<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>))

Rosetta Stone is an individualized English language program used to support our Level 1 and 2 English learners as a supplemental support.

After extensive research, we have piloted and are now using the English 3D program as an intervention for our Long-Term English learners, developed by Dr. Kate Kinsella.

Our homeless liaison provides services, support, and resources to our homeless population of families. He will meet with community agencies and our two Family Resources to link families to needed supports. Our experience and data have shown this to be an effective way to make resources easily available to our families.

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

As the descriptions below will demonstrate, the San Luis Coastal Unified School District has determined it meets or exceeds our 6.93% requirement for increased services to unduplicated pupils and students with exceptional needs through the use of professional development, implementing a multiple tiered system of support, supporting the social and emotional development of the youth and community we serve.

### Professional Development

John Hattie's research indicates that collective teacher efficacy has the greatest effect size as it relates to accelerating learning and improving outcomes for unduplicated youth. With this in mind, SLCUSD invested in professional development in order to improve Tier 1 instruction and the acquisition of core academic language. Our iINNOVATE Initiative will focus on small group instruction, individualized learning, and hands-on activities. Administrators will monitor implementation through formal and informal observations. Staff will have the opportunity to visit their colleagues in order to see strategies modeled or observe Teachers on Special Assignment as they model best practices. Finally, Professional Learning Community time will be devoted to analyzing format and summative assessment data further refining implementation and identifying strategies that are particularly effective in the local context of the diverse sites comprising the SLCUSD. It is expected that local data will indicate that unduplicated youth will receive increased attention and targeted support during Tier 1 instruction as a result of this professional development.

### Multiple-tiered Systems of Support

Local survey and assessment data demonstrates that unduplicated youth have limited access to life experiences that form the foundation for much of the academic language necessary for college and career readiness. SLCUSD strategically identified and hired personnel with specific experiences in order to increase services for unduplicated pupils and students with exceptional needs. For example, Elementary and Secondary Math Leads model strategies for building conceptual understanding, rather than relying on algorithms, forming the foundation necessary to succeed in higher mathematics coursework. Intervention TOSAs train staff who work with students outside of core instruction regarding diagnosing reading performance levels and designing targeted instruction to accelerate learning. These services provide an additional 6 hours of instructional support per week beyond what is provided to all students. This represents a 9% increase. The targeted summer school represents a 100% increase since services are only offered to students who have identified learning gaps and isn't available to all students as a base program. Unduplicated pupils are the predominant demographic attending summer school.

### Social and Emotional Support

Local and national data indicate that unduplicated pupils have more Adverse Childhood Experiences (ACEs) than other demographic groups. This leads to challenges in learning and positive engagement at school. SLCUSD will increase social and emotional support for these students using a comprehensive counseling model. This model is available to all students but provides more frequent and greater intensity of services for unduplicated youth. This represents an increase of services for qualifying unduplicated pupils of at least 10%. Additionally, the counseling staff provides improved services as a result of their experience and enhanced training. For example, Counselors and other behavioral personnel have specialized training to minimize the trauma associated with ACEs and are experts at deescalating emotionally

charged situations with minimal loss of instructional time or loss of learning due to disciplinary sanctions.. The personnel have connections with outside agencies and state/federal services that improve SLCUSD's ability to provide the resources necessary to meet basic needs allowing unduplicated pupils and students with exceptional needs to maximize their learning.

By continuously improving Tier 1 instruction, providing multiple-tiered systems of support, and addressing the social and emotional needs of students and the community, SLCUSD will collect data to demonstrate that the proposed actions will increase support for unduplicated youth and students with exceptional needs to meet or exceed the 6.93% proportionality expectation.

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

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

| Local Educational Agency (LEA) Name      | Contact Name and Title                                   | Email and Phone                        |
|--|--|--|
| San Luis Unified Coastal School District | Richard Mayfield<br>Director of Learning and Achievement | rmayfield@slcusd.org<br>(805) 549-1225 |

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 achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: Focus 1

### Annual Measurable Outcomes

| Expected  | Actual   |
|---|--|
| Student performance in mathematics will increase by 5% as measured by the CAASPP. | Student performance in mathematics measured 2% points of growth from 2017-18 to 2018-19 school year: <ul style="list-style-type: none"> <li>(17-18) = 62%</li> </ul> |

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|---|---|
|   | <ul style="list-style-type: none"> <li>• (18-19) = 64%</li> </ul>   |
| <p>Student performance in mathematics will increase by 5% as measured by District Common Assessments.</p> | <p>K-5 student performance in mathematics measured 2 percentage points of growth from 2017-18 to 2018-19 school year:</p> <ul style="list-style-type: none"> <li>• (17-18) = 73%</li> <li>• (18-19) = 75%</li> </ul> <p>6th grade student performance in mathematics measured 2 percentage points of growth from 2017-18 to 2018-19 school year:</p> <ul style="list-style-type: none"> <li>• (17-18) = 49%</li> <li>• (18-19) = 51%</li> </ul> <p>7th grade student performance in mathematics decreased -7 percentage points from 2017-18 to 2018-19, end-of-year District Common Assessments:</p> <ul style="list-style-type: none"> <li>• (17-18) = 67%</li> <li>• (18-19) = 60%</li> </ul> <p>8th grade student performance in mathematics measured +1 percentage point of growth from 2017-18 to 2018-19, end-of-year District Common Assessments:</p> <ul style="list-style-type: none"> <li>• (17-18) = 56%</li> <li>• (18-19) = 57%</li> </ul> <p>Algebra 1 student performance decreased -26 percentage points of growth from 2017-18 to 2018-19, end-of-year District Common Assessments:</p> <ul style="list-style-type: none"> <li>• (17-18) = 67%</li> <li>• (18-19) = 41%</li> </ul> <p>Geometry student performance decreased -1 percentage point of growth from 2017-18 to 2018-19, end-of-year District Common Assessments:</p> <ul style="list-style-type: none"> <li>• (17-18) = 64%</li> <li>• (18-19) = 63%</li> </ul> <p>Algebra 2 student performance decreased -5 percentage points of growth from 2017-18 to 2018-19, end-of-year District Common Assessments:</p> <ul style="list-style-type: none"> <li>• (17-18) = 68%</li> <li>• (18-19) = 63%</li> </ul> |
| <p>Student performance in English Language Arts will increase by 5%, as measured by the CAASPP.</p>       | <p>Student performance in English language arts measured 2% points of growth from 2017-18 to 2018-19 school year:</p> <ul style="list-style-type: none"> <li>• (17-18) = 68%</li> </ul>   |

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| <p>Student performance in ELA will increase by 5% as measured by District Common Assessments.</p> | <ul style="list-style-type: none"> <li>● (18-19) = 70%</li> </ul> <p>K-2 student performance in reading measured -1 percentage point of growth from 2017-18 to 2018-19 school year:</p> <ul style="list-style-type: none"> <li>● BAS (17-18) = 79%</li> <li>● BAS (18-19) = 78%</li> </ul> <p>3-6 student performance in reading measured 0 percentage points of growth from 2017-18 to 2018-19 school year:</p> <ul style="list-style-type: none"> <li>● SRI (17-18) = 73%</li> <li>● SRI (18-19) = 73%</li> </ul> <p>K-6 student performance in writing measured 1 percentage points of growth from 2017-18 to 2018-19 school year:</p> <ul style="list-style-type: none"> <li>● On-Demand (17-18) = 67%</li> <li>● On-Demand (18-19) = 68%</li> </ul> <p>Grade 6 LOMS student performance in Narrative writing decreased -8 percentage points from 2017-18 to 2018-19</p> <ul style="list-style-type: none"> <li>● (17-18) = 64%</li> <li>● (18-19) = 56%</li> </ul> <p>Grade 6 LOMS student performance in Informational/Explanatory writing decreased -7 percentage points from 2017-18 to 2018-19</p> <ul style="list-style-type: none"> <li>● (17-18) = 57%</li> <li>● (18-19) = 50%</li> </ul> <p>Grade 6 LOMS student performance in Argumentative writing decreased -14 percentage points from 2017-18 to 2018-19</p> <ul style="list-style-type: none"> <li>● (17-18) = 71%</li> <li>● (18-19) = 57%</li> </ul> <p>Grade 7-8 student performance in Narrative writing decreased -10 percentage points from 2017-18 to 2018-19</p> <ul style="list-style-type: none"> <li>● (17-18) = 70%</li> <li>● (18-19) = 60%</li> </ul> <p>Grade 7-8 student performance in Informational/Explanatory writing decreased -20 percentage points from 2017-18 to 2018-19:</p> <ul style="list-style-type: none"> <li>● (17-18) = 76%</li> <li>● (18-19) = 56%</li> </ul> <p>Grade 7-8 student performance in Argumentative writing decreased -12 percentage points from 2017-18 to 2018-19:</p> <ul style="list-style-type: none"> <li>● (17-18) = 68%</li> <li>● (18-19) = 56%</li> </ul> <p>Grade 9-12 student performance in Narrative writing increased 4 percentage points from 2017-18 to 2018-19</p> |
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|  | <ul style="list-style-type: none"> <li>• (17-18) = 76%</li> <li>• (18-19) = 80%</li> </ul> <p>Grade 9-12 student performance in Informative writing increased 1 percentage point from 2017-18 to 2018-19</p> <ul style="list-style-type: none"> <li>• (17-18) = 74%</li> <li>• (18-19) = 75%</li> </ul> <p>Grade 9-12 student performance in Argumentative writing maintained from 2017-18 to 2018-19</p> <ul style="list-style-type: none"> <li>• (17-18) = 74%</li> <li>• (18-19) = 74%</li> </ul> |
| Student performance in ELD will increase by 5% as measured by the ELPAC.   | <p>Student performance in English Language Development on Summative ELPAC</p> <ul style="list-style-type: none"> <li>• (17-18) = 34% Proficient</li> <li>• (18-19) = 19% Proficient</li> </ul> <p>The drop is connected to a change in cut scores to qualify for a Level 4.</p>  |
| All elementary students will engage in three FOSS NGSS learning modules during the 2019-2020 school year.  | <p>Elementary teachers have implemented 3 FOSS modules, focusing on priority investigations as per the recommended scope and sequence that were developed for each grade level by teacher teams last year. These scope and sequence recommendations were revised with teacher input in the spring of 2020.</p>   |
| Secondary students will engage in fully aligned NGSS courses in the 2019-20 school year.   | <p>Biology and Chemistry courses have aligned to new CA science framework courses. Biology teachers are in the second year of implementing new instructional materials. Chemistry teachers have piloted and selected new instructional materials for adoption to support curriculum changes to support NGSS. Physics course still needs to be worked on.</p>   |
| Student performance in science (grades 3, 8 and 11) will increase by 5% as measured by the CAST.   | <p>Student performance on the California Science Test (CAST) in 2018-19 (Baseline year)</p> <ul style="list-style-type: none"> <li>• (18-19) = 50% Met/Exceeded standard</li> </ul>  |
| Increase the percentage of high school students who complete an a-g curriculum within a Career Technical Education (CTE) pathway by 5 percentage points. | <p>The percentage of high school students who completed an A-G curriculum within a Career Technical Education (CTE) pathway increased by 5 percentage points in 2019-20.</p>   |
| Youth Truth survey results will indicate a 1-point increase (on a 5-point scale) in positive student perception around college and career                | <p>The Youth Truth survey results showed an increase from 3.89 to 4.13 at PBHS and from 2.98 to 3.08 at SLOHS. MBHS did not show an</p>  |

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| understanding.  | increase on this indicator.  |
| All teachers will be appropriately assigned, based on either the appropriate credential for the assignment or a valid assignment option provided by California Code of Regulations, Title 5, or the Education Code. | All teachers were appropriately assigned, based on either the appropriate credential for the assignment or a valid assignment option provided by California Code of Regulations, Title 5, or the Education Code.   |
| All students will have access to standards-aligned instructional materials.   | All students had access to standards-aligned instructional materials.  |
| Student performance in ELA will increase within the conditional and ready categories combined, as measured by EAP.  | Student performance in ELA within the combined “Ready” and “Conditional Ready” categories from the EAP measured change from 2017-18 to 2018-19 and indicated the following: (source: EAP Status Illuminate Report) <ul style="list-style-type: none"> <li>● MBHS: 67% to 69%, +2 percentage points</li> <li>● SLOHS: 76% to 82%, +6 percentage points</li> <li>● PBHS: 39% to 26%, -13 percentage points</li> <li>● SLCUSD: 72% to 76%, +4 percentage points</li> </ul>    |
| Student performance in math will increase within the conditional and ready categories combined, as measured by EAP.   | Student performance in Mathematics within the combined “Ready” and “Conditional Ready” categories from the EAP measured change from 2017-18 to 2018-19 and indicated the following: (source: EAP Status Illuminate Report) <ul style="list-style-type: none"> <li>● MBHS: 52% to 44%, -8 percentage points</li> <li>● SLOHS: 63% to 65%, +2 percentage point</li> <li>● PBHS: 6% to 5%, -1 percentage point</li> <li>● SLCUSD: 65% to 57%, -8 percentage points</li> </ul> |
| We will increase by 3% the number of students who participate in and demonstrate college preparedness in the Early Assessment Program.  | The Early Assessment Program was not implemented in 2019-20 due to COVID.  |
| In each area of the academic performance standards, our goal will be to move up one level, i.e.: beginning development to initial implementation.   | Made progress toward moving one level in each area.  |

## Actions / Services

| Planned Action/Service  | Budgeted Expenditures       | Actual Expenditures         |
|---|-----------------------------|-----------------------------|
| Strengthen teachers’ depth of knowledge of standards and curriculum in core academic areas. | A. \$109,930<br>B. \$12,200 | A. \$109,930<br>B. \$12,200 |

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|  | C. \$13,700<br>D. \$45,000<br>E. \$57,500<br>F. \$1,000<br>G. \$2,000<br>H. \$15,000<br>I. \$3,000    | C. \$13,700<br>D. \$45,000<br>E. \$57,500<br>F. \$1,000<br>G. \$2,000<br>H. \$15,000<br>I. \$3,000    |
| Strengthen classroom instructional strategies based on the Danielson Framework for Teaching. | A. \$64,500<br>B. \$42,300  | A. \$64,500<br>B. \$42,300  |
| Implement Next Generation Science Standards Plan.  | A. \$49,100<br>B. \$8,300<br>C. \$68,000<br>D. \$4,000<br>E. \$26,000                                 | A. \$49,100<br>B. \$8,300<br>C. \$68,000<br>D. \$4,000<br>E. \$26,000                                 |
| Develop Social Studies Implementation Plan and interpret the framework.                      | A. \$7,000<br>B. \$2,000<br>C. \$3,000<br>D. \$4,000<br>E. \$5,000<br>F. \$3,000                      | A. \$7,000<br>B. \$2,000<br>C. \$3,000<br>D. \$4,000<br>E. \$5,000<br>F. \$3,000                      |
| Create and develop effective CTE pathways.   | A. \$129,000<br>B. \$27,700<br>C. \$2,000<br>D. \$36,000<br>E. \$172,000<br>F. \$86,000<br>G. \$9,500 | A. \$129,000<br>B. \$27,700<br>C. \$2,000<br>D. \$36,000<br>E. \$172,000<br>F. \$86,000<br>G. \$9,500 |

|                                       |  |  |
|---------------------------------------|--|--|
| Enhance and modernize Music programs. | A. \$800<br>B. \$110,000<br>C. \$3,000 | A. \$800<br>B. \$110,000<br>C. \$3,000 |
|---------------------------------------|--|--|

## Goal Analysis

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

Most of the expenditures for 2019-20 were completed prior to the March closure due to COVID. With the onset of COVID-19 in Spring 2020, some professional development activities were put on hold. We shifted quickly to preparing for online learning via distance learning. We purchased Chromebooks and hotspots and provided all families with devices and internet service, if needed. We developed training for teachers in online instruction and developed plans to deliver that training. Home visits were conducted and resources given to families to support them in the difficult onset of COVID. The funds that were not expended for grade level planning and subs to administer reading assessments were redistributed for student support, teacher professional development and teacher hourly.

Due to Covid, a few of the grade level planning and assessment sub days were not done. In lieu of these expenditures, funds were used for teacher hourly, professional development, student support, and hardware and software purchases. We did not spend resources developing sessions for our midyear elementary professional development day, but rather shared a webinar prepared by the elementary ELA TOSA. We did not provide separate after school science professional development sessions, but were able to offer sessions at our Think Tank Thursday Collaboration PD. We did not spend budgeted resources on a New Secondary Teacher Academy, but were able to provide new teachers specific professional development on mandatory PD days. We provided technology professional development and paid teachers for their participation in those PD events.

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

Before COVID hit in spring, we implemented the professional development activities described above. Most of the actions and services outlined in the LCAP were conducted prior to March 2020. The implementation of Goal 1 actions/services developed in the LCAP were completed, with the exception of four actions. Professional development, modeling, resources, and assistance with lesson development and instructional best practices were implemented in mathematics. Math site leaders supported teachers through continued collaboration and professional development with our fully-aligned K-Algebra 2 curricula. New teachers were supported and grade/course specific collaboration sessions were offered.

In ELA/ELD, professional development and resources were provided to support elementary teachers in the next year of implementation of reading curriculum. Sixth grade teachers were supported with ongoing collaboration on the reading curriculum. Books were purchased to support reading adoption at all sites. In secondary, teachers were supported with ongoing professional development and development of teacher leaders. Units, lessons, and assessments were developed. EL shadowing professional development to increase student opportunity for academic language and engagement took place at all school sites.

Utilizing Teachscape, all administrators were calibrated to increase efficacy in understanding the Danielson Framework for Instruction. As part of our efforts to improve instructional practices, all administrators utilized the Teachboost Program for teacher observations and evaluation.

In Science, teacher leaders were developed at each site through continued collaboration and professional development. All elementary teachers taught a minimum of three of the NGSS modules. Secondary Science teachers developed curriculum to align with NGSS expectations. Materials were purchased aligned to the curriculum.

In HSS, a multiyear Implementation Plan was developed. Lead teachers participated in HSS Framework Roll Out workshops and HSS overview presentations.

CTE pathways were created and developed. An effort to recruit underserved students was made by CTE TOSA at secondary sites.

Our elementary music and secondary band and choir programs were enhanced through purchase of needed instruments and materials, and offering professional development opportunities.

Student performance in mathematics, as measured by the CAASPP, indicated a 3-point percentage increase from the previous year (59%-62%). SBAC was not administered in 2020 and so we do not have comparison data. LCFF Rubric for Mathematics Achievement indicated that SLCUSD is performing at the high (green) level.

Student performance in ELA, as measured by the CAASPP, indicated a 2-point percentage increase from the previous year (65% to 67%) when SBAC results were available. LCFF Rubric for English Language Arts Achievement indicated that SLCUSD is at the high (green) level.

Common Assessment results also indicate growth from the previous year in the percentage of students who are meeting standards in all grades for mathematics. Reading Common Assessment results indicate continued progress for grades K-2, and increased growth for grades 4-6. K-6th writing results indicate a growth of 4 percentage points. Secondary ELA assessment results range between 62% and 72%. These outcomes will serve as a baseline to measure future growth in ELA. Overall, the actions/services proved effective in supporting all students to achieve academic gains in mathematics and ELA.

Goal 1 will be modified to strengthen our commitment to providing rigorous, relevant, and engaging instruction and curriculum in all core areas, based on student feedback from the Youth Truth survey. Strengthening classroom instructional strategies, based on the

Danielson Framework for Teaching, will continue to be central to this goal. To assist students and teachers with a rebound effort in goal one we will provide significant professional development in the area of first best instruction.

For English learners, once we have our initial ELPAC results we will be able to develop improvement goals. Core subject areas of Science, HSS, CTE, and Music will continue to be part of this goal. We will increase our expectations for full implementation of standards-aligned Science instruction and begin implementation of multiyear HSS Plan. CTE goals will continue. The elementary instrument yearly plan has been met, so we will focus on instrument maintenance.

## Goal 2

All LCAP-identified student groups will achieve substantial academic gains through a multi-tiered system of support.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: Focus 2

### Annual Measurable Outcomes

| Expected   | Actual   |
|--|--|
| <p>Student performance in mathematics will increase by 5% as measured by the CAASPP for LCAP student groups.</p>                             | <p>Student performance results in mathematics measured growth from 2017-18 to 2018-19 by the CAASPP &amp; indicated the following:</p> <ul style="list-style-type: none"> <li>● All students - 62% to 64%, + 2 percentage points</li> <li>● NonSED - 75% to 75%, maintained</li> <li>● SED - 41% to 42 %, +1 percentage point</li> <li>● EL - 17% to 20%, +3 percentage points</li> <li>● RFEP - 54% to 57%, +3 percentage points</li> <li>● SWD - 20% to 24%, +4 percentage points</li> </ul> |
| <p>Student performance in mathematics will increase by 5% as measured by District Common Assessments for LCAP-identified student groups.</p> | <p>K-5 2017-18 to 2018-19 Math T3 Assessment indicated the following:</p> <ul style="list-style-type: none"> <li>● All students - 73% to 75%, +2 percentage points</li> <li>● NonSED - 83% to 83%, maintained</li> <li>● SED - 58% to 61%, +3 percentage points</li> <li>● EL - 48% to 48%, maintained</li> </ul>  |

- RFEP - 69% to 73%, +4 percentage points
- SWD - 42% to 49%, +7 percentage points

6 2017-18 to 2018-19 Math Tasks indicated the following:

- All students - 49% to 51%, +2 percentage points
- NonSED - 62% to 63%, +1 percentage point
- SED - 31% to 31%, maintained
- EL - 2% to 3%, +1 percentage point
- RFEP - 44% to 47%, +3 percentage points
- SWD - 25% to 17%, -8 percentage points

7-12

- 7th grade mathematics as measured growth from 2017-18 to 2018-19, end-of-year District Common Assessments:
  - All students 67% to 60%, -7 percentage points
  - NonSED 76% to 69%, -7 percentage points
  - SED 49% to 53%, +4 percentage points
  - EL 48% to 23%, -25 percentage points
  - RFEP 50% to 53%, +3 percentage points
  - SWD 34% to 52%, +18 percentage points
- 8th grade mathematics as measured growth from 2017-18 to 2018-19, end-of District Common Assessments:
  - All students 56% to 57% , +1 percentage point
  - NonSED 61% to 64%, +3 percentage points
  - SED 47% to 42%, -5 percentage points
  - EL 47% to 13%, -34 percentage points
  - RFEP 51% to 46%, -5 percentage points
  - SWD 46% to 39%, -7 percentage points
- Algebra 1 District Common Assessment as measured growth from 2017-18 to 2018-19 end-of-year District Common Assessments:
  - All students 67% to 41% -26 percentage points
  - NonSED 73% to 40%, +3 percentage points
  - SED 56% to 43 % , -5 percentage points
  - EL 40% to 17%, -10 percentage points
  - RFEP 63% to 39%, + 9 percentage points
  - SWD 44% to 25%, -28 percentage points
- Geometry end-of year District Common Assessment growth

|  |   |
|--|---|
|  | <p>from 2017-18 to 2018-19</p> <ul style="list-style-type: none"> <li>○ All students - 64% to 63%, -1 percentage point</li> <li>○ NonSED - 69% to 71%, +1 percentage point</li> <li>○ SED - 56% to 40%, -16 percentage points</li> <li>○ EL - 40% to 10%, -30 percentage points</li> <li>○ RFEP - 64% to 53%, -11 percentage points</li> <li>○ SWD - 55% to 27%, -28 percentage points</li> </ul> <ul style="list-style-type: none"> <li>● Algebra II end-of year District Common Assessment growth from 2017-18 to 2018-19 <ul style="list-style-type: none"> <li>○ All students 68% to 49%, -19 percentage points</li> <li>○ NonSED 72% to 56%, -16 percentage points</li> <li>○ SED 58% to 33%, -25 percentage points</li> <li>○ EL 22% to 36%, +16 percentage points</li> <li>○ RFEP 51% to 34%, -17 percentage points</li> <li>○ SWD 44% to 50%, +6 percentage points</li> </ul> </li> </ul> |
| <p>Student performance in English Language Arts will increase by 5%, as measured by the CAASPP for LCAP-identified student groups.</p>                 | <p>Student performance results in English Language Arts measured growth from 2017-18 to 2018-19 by the CAASPP &amp; indicated the following:</p> <ul style="list-style-type: none"> <li>● All students - 68% to 70%, +2 percentage points</li> <li>● NonSED - 82% to 81%, -1 percentage point</li> <li>● SED - 48% to 48%, maintained</li> <li>● EL - 15% to 18%, +3 percentage points</li> <li>● RFEP - 63% to 69%, +6 percentage points</li> <li>● SWD - 23% to 27%, +4 percentage points</li> </ul>  |
| <p>Student performance in English Language Arts will increase by 5% as measured by District Common Assessments for LCAP-identified student groups.</p> | <p>K-2 2017-18 to 2018-19 BAS indicated the following:</p> <ul style="list-style-type: none"> <li>● All students - 79% to 78%, -1 percentage point</li> <li>● NonSED - 86% to 85%, -1 percentage point</li> <li>● SED - 67% to 67%, maintained</li> <li>● EL - 59% to 51%, -8 percentage points</li> <li>● RFEP - 78% to 86%, +8 percentage points</li> <li>● SWD - 47% to 46%, -1 percentage point</li> </ul> <p>3-6 2017-18 to 2018-19 SRI indicated the following:</p> <ul style="list-style-type: none"> <li>● All students - 73% to 73%, maintained</li> <li>● NonSED - 86% to 87%, +1 percentage point</li> <li>● SED - 54% to 54%, maintained</li> <li>● EL - 19% to 20%, +1 percentage point</li> <li>● RFEP - 70% to 74%, +4 percentage points</li> </ul>  |

- SWD - 33% to 33%, maintained
- K-6 2017-18 to 2018-19 Writing On-Demand indicated the following:
- All students - 67% to 68%, +1 percentage point
  - NonSED - 77% to 78%, +1 percentage point
  - SED - 53% to 52%, -1 percentage point
  - EL - 49% to 40%, -9 percentage points
  - RFEP - 55% to 64%, +9 percentage points
  - SWD - 33% to 36%, +3 percentage points

6th (LOMS) ELA Narrative Writing Common Assessment 2017-18 to 2018-19 indicated the following:

- All students 64% to 56% -8 percentage points
- NonSED 71% to 68% -3 percentage points
- SED 58% to 38% -20 percentage points
- EL - 0% to 0% no change
- RFEP - 53% to 50% -3 percentage points
- SWD - 54% to 0% -54 percentage points

6th (LOMS) ELA Informational/Explanatory Writing from 2017-18 to 2018-19 indicated the following:

- All students 57% to 50% -7 percentage points
- NonSED 52% to 61% +9 percentage points
- SED 63% to 34% -29 percentage points
- EL - 0% to 0% no change
- RFEP - 50% to 56% +6 percentage points
- SWD - 50% to 0% -50 percentage points

6th (LOMS) ELA Argumentative Writing from 2017-18 to 2018-19 indicated the following:

- All students 71% to 57% -14 percentage points
- NonSED 73% to 68% -5 percentage points
- SED 68% to 43% -25 percentage points
- EL - 50% to 0% -50 percentage points
- RFEP - 87% to 75% -12 percentage points
- SWD - 57% to 24% -33 percentage points

7-8 ELA Narrative Writing from 2017-18 to 2018-19 indicated the following:

- All students 70% to 60% -10 percentage points
- NonSED 78% to 69% -9 percentage points

- SED 55% to 44% -11 percentage points
- EL - 39% to 11% -28 percentage points
- RFEP - 57% to 50% -7 percentage points
- SWD - 36% to 24% -12 percentage points

7-8 ELA Informational/Explanatory Writing from 2017-18 to 2018-19 indicated the following:

- All students -76% to 56% -20 percentage points
- NonSED 83% to 60% -23 percentage points
- SED 62% to 51% -11 percentage points
- EL - 31% to 18% -13 percentage points
- RFEP - 70% to 51% -19 percentage points
- SWD - 43% to 31% -11 percentage points

7-8 ELA Argumentative Writing from 2017-18 to 2018-19 indicated the following:

- All students -68% to 56% -12 percentage points
- NonSED 75% to 61% -14 percentage points
- SED 56% to 46% 10 percentage points
- EL - 31% to 7% -24 percentage points
- RFEP - 67% to 50% -17 percentage points
- SWD - 30% to 25% -5 percentage points

9-12 ELA Narrative Writing from 2017-18 to 2018-19 indicated the following:

- All students -76% to 80%, +4 percentage points
- NonSED 82% to 86%, +4 percentage points
- SED 64% to 67%, +3 percentage points
- EL 44% to 29%, -15 percentage points
- RFEP 65% to 69%, +4 percentage points
- SWD 32% to 41%, +9 percentage points

9-12 ELA Informative/Expository Writing from 2017-18 to 2018-19 indicated the following:

- All students 74% to 75% +1 percentage point
- NonSED 81% to 83% +12 percentage points
- SED 59% to 58% -1 percentage point
- EL 34% to 21% -13 percentage points
- RFEP 61% to 59% -2 percentage points

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>SWD 37% to 29% -8 percentage points</li> </ul> <p>9-12 ELA Argumentative Writing from 2017-18 to 2018-19 indicated the following:</p> <ul style="list-style-type: none"> <li>All students- 74% to 74% maintained</li> <li>NonSED- 81% to 81% maintained</li> <li>SED- 59% to 58% -1 percentage point</li> <li>EL - 35% to 30% -5 percentage points</li> <li>RFEP - 64% to 61% -3 percentage points</li> <li>SWD - 46% to 39% -7 percentage points</li> </ul> |
| District generated, inside regular classroom (IRC) data will indicate a 2% increase in the time special education students spend in general education classrooms.                                      | CDE data from 18.19 indicated:<br>>80% IRC. 51.7% to 53.9%, 2.2% increase<br><40 IRC 16.8% to 15.74/%, .96% decrease<br>Both targets met  |
| Results of parent survey will indicate 90% approval rating for Pacheco 90/10 program.  | Results of the parent survey indicate 91% of Pacheco parents surveyed agreed or strongly agreed that the bilingual program is meeting their expectations.   |
| We will increase our English learner redesignation rate from 14% to 15% during the 2019-2020 school year.  | The reclassification rate went from 14% to 12%. (2018-2019 County is 10% and State is 14%; 2017-2018 County was 17% and State was 15%)  |
| We will see an increase of 3% in the number of subgroup students who participate in band and choir. In addition, we will see an increase of 3% in the number of subgroup students who take AP classes. | Participation of subgroup students in band and choir increased by 13 percentage points from 2018-19 to 2019-20 (24% to 37%). The percentage of subgroup students enrolled in AP classes decreased by 3 percentage points from 2018-19 to 2019-20 (25% to 22%).  |

**Actions / Services**

| Planned Action/Service  | Budgeted Expenditures                                       | Actual Expenditures   |
|---|---|---|
| Strengthen district-wide multi-tiered system of support for meeting student’s individual needs in academic areas. | A. \$1,500<br>B. \$1,015,120<br>C. \$230,535<br>D. \$10,000 | A. \$1,500<br>B. \$1,015,120<br>C. \$230,535<br>D. \$10,000 |

|  |   |   |
|--|---|---|
|  | E. \$6,000<br>F. \$131,500<br>G. \$3,000  | E. \$6,000<br>F. \$131,500<br>G. \$3,000  |
| Strengthen math supports for students needing interventions and accelerations, including personalized learning opportunities.    | A. \$4,000<br>B. \$34,512<br>C. 6,500   | A. \$4,000<br>B. \$34,512<br>C. 6,500   |
| Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities. | A. \$400<br>B. \$29,500<br>C. \$142,500<br>D. \$3,000<br>E. \$20,000<br>F. \$5,000<br>G. \$44,000 | A. \$400<br>B. \$29,500<br>C. \$142,500<br>D. \$3,000<br>E. \$20,000<br>F. \$5,000<br>G. \$44,000 |
| Strengthen academic supports for English learners.   | A. \$640,000<br>B. \$379,000<br>C. \$15,000<br>D. \$4,000<br>E. \$6,750                           | A. \$640,000<br>B. \$379,000<br>C. \$15,000<br>D. \$4,000<br>E. \$6,750                           |
| Strengthen support for special education students with an emphasis on inclusion.   | A. \$11,500<br>B. \$3,000<br>C. \$1,000<br>D. \$7,000<br>E. \$14,500                              | A. \$11,500<br>B. \$3,000<br>C. \$1,000<br>D. \$7,000<br>E. \$14,500                              |
| Strengthen pre-Kindergarten academic learning opportunities for English learners and socio-economically disadvantaged students.  | A. \$280,000<br>B. \$182,000<br>C. \$1,250  | A. \$280,000<br>B. \$182,000<br>C. \$1,250  |

|  |                           |                           |
|--|---------------------------|---------------------------|
|  | D. \$1,500<br>E. \$14,000 | D. \$1,500<br>E. \$14,000 |
|--|---------------------------|---------------------------|

## Goal Analysis

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

There were two differences between budgeted expenditure and actual expenditures. The upper elementary reading interventions were not piloted. Additionally, we did not spend all of the allocated funds to provide professional development and observation of model classrooms in the areas of co-teaching and learning center models. Instead, we researched Learning Center models for future implementation.

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

The implementation of Focus 2 actions/services developed in the LCAP were completed, with the exception of two actions. Districtwide multi-tiered system of support for meeting student's individual needs in academic areas was provided through coordinated and strengthened interventions. MTSS model was further developed.

Three preschool programs were provided for families who would otherwise not be able to access preschool. Additional support was included in our TK classrooms. A full time EL/Intervention TOSA coordinated district interventions, including supplemental support for English learners. Summer School, with transportation, was implemented for English learners, socioeconomically disadvantaged students and others needing credit recovery. AVID, Leveled Literacy Intervention, online math interventions, Bridges math intervention, and secondary intervention classes were all part of the coordinated effort to close the achievement gap for LCAP-identified student groups.

The overall effectiveness of the actions/services is measured by student achievement. Student performance in mathematics as measured by the CAASPP indicated a 1-point percentage increase from the previous year (39% to 40%) when SBAC data was available, and a 4-point percentage increase for our English learners (18% to 22%). California School Dashboard Academic Indicator in mathematics for our English learner (EL) group was at the yellow performance level with a status of low, showing an increase from the prior year. The dashboard is currently suspended. Performance for socioeconomically disadvantaged (SED) student group is at an orange performance level with a status of low, which maintained from the prior year. All of these indicators are based on previous dashboard and SBAC levels as SBAC was not administered and dashboard is suspended.

In ELA, student performance, as measured by the CAASPP indicated at 1-point percentage drop (45% to 44%) for our SED student group and no change in the EL student group (16% to 16%). California School Dashboard Academic Indicator for our EL and SED group was at the orange performance level with a status of low and maintained from the prior year. All of these indicators are based on previous dashboard and SBAC levels as SBAC was not administered and the Dashboard is suspended.

Common assessment results for this year demonstrate growth in elementary performance for both our EL and SED student groups in mathematics, reading (3rd-6th), and writing from the previous year in the percentage of students who are meeting standards. Secondary common assessments results indicate significant growth in performance for both our EL and SED students groups in mathematics. Revised secondary ELA assessments will be used as a baseline to measure future growth. Common assessment results are used and other indicators are based on previous dashboard and SBAC levels as SBAC was not administered and the Dashboard is suspended.

Inside Regular Classroom data indicated a decrease, as opposed to the increase we would have liked to see. While data reporting may have led to a portion of the decrease, it's more likely that the greater number of students in our SDC classrooms have contributed to the change.

Results of parent survey indicated an 85% approval rating for Pacheco 90/10 program.

Focus 2 will be modified to focus more directly on our LCAP-identified student groups achieving significant gains to close the achievement gap through a multi-tiered system of support. Specifically, EL/Intervention Teacher on Special Assignment (TOSA) will work directly with each of our school sites to coordinate interventions, including ELD services, to enhance the multi-tiered system of academic support, including equitable practices. In addition, we will add a principal on special assignment to support our MTSS effort. Successful interventions will be continued based on data analysis, including online personalized learning. Leveled Literacy Intervention (LLI) and Read 180 will be strengthened through ongoing professional development and data analysis with teachers. Research on possible upper elementary reading intervention will be added with a possible pilot of materials. All professional development offerings will include embedded strategies for supporting English learners with designated/integrated ELD.

Early intervention preschool programs for LCAP-identified students will be an important component of this goal, as well as strengthening support for special education students with an emphasis on inclusion.

Professional development will continue to be provided for elementary teachers on classroom behavior intervention and for Special Education teachers on supporting behaviors of students with IEPs, as well as effective inclusion strategies.

### Goal 3

SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 7

Local Priorities: Focus 3

### Annual Measurable Outcomes

| Expected  | Actual  |
|---|---|
| <p>The results on the SLCUSD elementary parent survey will indicate that 90% of parents agree or strongly agree to positive statements regarding areas of safety and respect.</p>                                   | <p>The results on the SLCUSD elementary parent survey indicated the following number of parents agreed or strongly agreed with the following statements:<br/>                     My child is safe at school: 87.6%<br/>                     My child is safe going to and from school: 84.3%<br/>                     The teachers show respect for the students: 93.5%<br/>                     The students show respect for other students: 77.2%</p> |
| <p>100% of parents involved in Success for All Pre-Schools will participate in monthly parent involvement/education activities.</p>   | <p>100% of Bishop Peak and 96.5% of Pacheco parents involved in Success for All Pre-Schools participated in monthly parent involvement/education activities.</p>  |
| <p>Healthy Kids Survey will indicate an increase in positive indicators in the area of School Developmental Supports and Connectedness for our 7th graders, 3% for our 8th graders, and 3% for our 9th graders.</p> | <p>Wested changed the way this category was represented in 19-20 in the main report and is difficult to compare to past surveys. However, in the category of overall supports and engagement in the school climate report, which is entirely based on the CHKS, SLCUSD high schools in 2020 showed an improvement from the 2018 administration of 6 points in the high schools while middle schools decreased by 27 points.</p>                           |
| <p>Records of counseling support will increase by 2% in the number of students served, including socio-economically disadvantaged students and English learners.</p>  | <p>Counseling supports for our most at risk students were a continued focus at our sites. Data for all subgroups can be found here:<br/> <a href="https://docs.google.com/presentation/d/1f1YdtvWt-7onmrvk4-XDQ8mK0DOqxymm_cxZ4GTyWDE/edit?usp=sharing">https://docs.google.com/presentation/d/1f1YdtvWt-7onmrvk4-XDQ8mK0DOqxymm_cxZ4GTyWDE/edit?usp=sharing</a></p>  |

|  |   |
|--|---|
| Attendance data will indicate a decrease in chronic absenteeism by 1%.   | Chronic absenteeism for 19-20 is not available through CALPADS.   |
| Suspension rates will decrease for all students and LCAP student groups by .3% or more, as prescribed and measured by the California School Dashboard. | Suspension rate in 19-20 was 1.8% compared to 2.8% in 18-19.  |
| Expulsion data will indicate a decrease in expulsions as measured by district data.  | Expulsion rate in 19-20 was 0.11% compared to 0.14% in 18-19.   |
| Attendance data will indicate an increase in school attendance rates.  | The Average Daily Attendance (ADA) in 18-19 for August 2018-March 2019 was 95.49%. The ADA from August 2019-March 2020 was also 95.49%.   |
| Dropout data will indicate a decrease in middle school dropout rate.   | Dropouts increased from 7 in 18-19 to 11 in 19-20. According to Data Quest dropout numbers range from 6 a year in 12-13 to 12 a year in 15-16.  |
| Dropout data will indicate a decrease in high school dropout rate.   | The dropout rate increased from 7 dropouts in 18-19 to 11 dropouts in 19-20.  |
| Graduation data will indicate an increase in graduation rate.  | Graduation rates between 18-19 and 19-20 increased by 1.1% for 4 year programs (94.2% to 95.3%) and increased by 0.2% for 5 year programs (95.4% to 95.6%).   |
| Youth Truth survey results will indicate a 5% increase in positive student perceptions around relationships with peers (bullying).                     | 3 of 4 secondary sites increased in their percentile ranking for Fall 2018 to Fall 2019 in the area of "relationships" or bullying (1% to 7% increased realized in 3 schools. A single secondary site decreased in this area. |
| Youth Truth survey results will indicate a 1-point increase (on a 5-point scale) in students' positive perception around student engagement.           | No schools realized a 1 point increase in this area, but all schools realized a percentile rank increase ranging from 8% to 23%.  |
| All administrators will participate in a year-long equity professional development series designed to create awareness and analyze current practices.  | Equity training was ongoing for the administrative team. Training included Equity Institute for Racial Healing, Culturally Responsive Practice, and equity walks, including visits to multiple level schools K-12.            |

## Actions / Services

| Planned Action/Service   | Budgeted Expenditures   | Actual Expenditures   |
|--|---|---|
| Enhance social-emotional support, including counseling model to ensure support for families and students in need, while increasing connections with community-based organizations. | A. \$1,000<br>B. \$484,000<br>C. \$14,000<br>D. \$3,000<br>E. \$162,000<br>F. \$89,000<br>G. \$70,000 | A. \$1,000<br>B. \$484,000<br>C. \$14,000<br>D. \$3,000<br>E. \$162,000<br>F. \$89,000<br>G. \$70,000 |
| Provide comprehensive supports for EL, SED, Foster/Homeless Youth and other identified students and their families.  | A. \$36,000<br>B. \$540,000   | A. \$36,000<br>B. \$540,000   |
| Strengthen early connection to English learner and socio-economically disadvantaged families and identification of students needing support prior to enrollment in Kindergarten.   | A. \$2,000  | A. \$2,000  |
| Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.   | A. \$30,000<br>B. \$133,661<br>C. \$10,000<br>D. \$5,000  | A. \$30,000<br>B. \$133,661<br>C. \$10,000<br>D. \$5,000  |
| Engage and educate parents regarding SLCUSD academic and social-emotional programs and parent education opportunities.   | A. \$3,000<br>B. \$1,000<br>C. \$3,000<br>D. \$2,000<br>E. \$38,000<br>F. \$10,000                    | A. \$3,000<br>B. \$1,000<br>C. \$3,000<br>D. \$2,000<br>E. \$38,000<br>F. \$10,000                    |

|  |  |  |
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| Develop equitable and inclusive practices for all students and staff, to include parent education opportunities. | A. \$50,000<br>B. \$7,000<br>C. \$72,500 | A. \$50,000<br>B. \$7,000<br>C. \$72,500 |
|--|--|--|

## Goal Analysis

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

None.

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

The implementation of all Goal 3 actions/services developed in the LCAP were completed prior to COVID closure in March. A major focus of this goal was to enhance our counseling model to ensure support for families and students in need, increase our understanding of suicide prevention and postvention in our school communities, and support families and students who are experiencing anxiety and stress. We also hoped to increase connections with community-based organizations. Creating positive campuses, free from bullying and harassment, was a focus as well. Comprehensive supports for EL, SED, Foster/Homeless Youth, and other identified students and families included extended transportation, breakfast program, and community-based services provided by City and Coast family advocates. Three preschool programs were provided for families who may not otherwise be able to access preschool. Additional support was included in our TK classrooms. A full time EL/Intervention TOSA coordinated district interventions, including supplemental supports for our English learners. Summer School, with transportation, was implemented for English learners, socioeconomically disadvantaged students, and others needing credit recovery. Ensuring safe and nurturing campuses was supported through ongoing training, monitoring, and support of programs, including PBIS, Restorative Approaches, WEB, and LINK Crew.

The overall effectiveness of Goal 3 is evidenced by the decrease in overall suspensions throughout the district again this past year. Elementary and secondary counselors increased the amount of students served with the support of contracted MFTI services. Chronic absenteeism decreased to a low of 9.8%, adjusted prior to COVID closure. The California School Dashboard indicates that SLCUSD is at green performance level based on low status (2.2%) and a change showing a decline in suspensions for 2017-18, prior to the dashboard being suspended due to COVID. Both high schools have implemented a program for alternative means of correction to address infractions. This has resulted in a significant decrease in suspensions. Analysis of specific LCAP-identified group suspension data shows a significant decline for our English learners, students with disabilities and African American students, and a decline in

suspensions for our socioeconomically disadvantaged, homeless, and Hispanic student groups. There is a concern for our foster youth student group, who had an increase in suspensions and is at the red (high) performance level.

Goal 3 will be modified to include action items in the area of Equity Across the District. Equity Walks and evaluation of our processes and procedures as it pertains to Equity will be highlighted in changes for 2019-2020. There will be minimal changes in the metrics. There will be continued focus on social-emotional support for families and students in need, including training and curriculum for secondary staff. To address the complex needs of our homeless-foster youth, we have applied for and received the Education for Homeless Children and Youth Grant, which will provide us funding for three years to better support this student group.

## Goal 4

SLCUSD will expand technology and promote innovation to prepare students for college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 7, 8

Local Priorities: Focus 4

### Annual Measurable Outcomes

| Expected   | Actual  |
|--|---|
| Student frequency of learning digital citizenship will improve from Advanced to Exemplary, as measured by the BrightBytes Survey.  | SLCUSD has discontinued the use of BrightBytes.         |
| Teachers will increase regular online use of 4Cs (Collaboration, Creativity, Communication, and Critical Thinking) with students from Advanced to Exemplary as measured by the BrightBytes Survey. | SLCUSD has discontinued the use of BrightBytes.         |
| Improve student home access to technology from Advanced to Exemplary as measured by BrightBytes Survey.  | SLCUSD has discontinued the use of BrightBytes.         |
| 100% of facilities will be considered in good repair.  | 100% of facilities are considered to be in good repair. |

## Actions / Services

| Planned Action/Service   | Budgeted Expenditures       | Actual Expenditures         |
|--|-----------------------------|-----------------------------|
| Develop visionary leadership teams that model best practices in the area of technology and innovation. | A. \$95,000<br>B. \$2,000   | A. \$95,000<br>B. \$2,000   |
| Utilize data to modernize and improve learning and target professional development.                    | A. \$300,000<br>B. \$99,125 | A. \$300,000<br>B. \$99,125 |
| Implement online and personalized learning opportunities.  | A. \$3,000<br>B. \$ 91,630  | A. \$3,000<br>B. \$91,630   |
| Develop and articulate integrated units and model STEAM programs.                                      | A. \$40,000<br>B. \$14,000  | A. \$40,000<br>B. \$14,000  |

## Goal Analysis

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

District Technology Innovation Advisory Committee meetings were minimized based on needs of the committee. In addition, professional development on modern engineering practices/strategies/curriculum did not happen.

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

The overall implementation of the actions/services for Goal 4, developed in the LCAP were completed, with the exception of two actions/services. Goal 4 focused on developing visionary leadership teams that modeled best practices in the area of technology and innovation, facilitated by a .5 Educational Technology TOSA. Professional development and onsite support enhanced teachers' growth in using technology to match 21st century skills, as well as the use of data through Illuminate. We strengthened our focus on understanding and incorporating digital literacy skills and continued to research and implement online and personalized learning

opportunities. Finally, we increased and improved communication with our families through expanded use of School Messenger. Next year, Goal 4 will be included and embedded into the three previous goals and focus areas.

The overall effectiveness of the actions/services in Goal 4 includes a substantial increase in devices available for students at both high schools, ongoing professional development for staff, and resources provided for teachers and principals in the area of digital citizenship. In addition, all students participated in grade-level appropriate lessons on digital literacy and parent education resources were provided on a monthly basis.

Based on feedback from stakeholders we will make the following changes to this goal:

- Transition from MyOn to Newsela online reading subscription for all elementary sites.
- Provide devices and mifi hotspots in order to increase access at home for students in need.
- Expand purchases of materials to support elementary STEAM opportunities.
- Provide opportunities for sites to develop innovative technology labs.
- Further develop digital citizenship lesson design.

## Goal 5

SLCUSD will strengthen data use to improve academic achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: Focus 5

### Annual Measurable Outcomes

| Expected   | Actual   |
|--|--|
| SLCUSD will increase the number of students satisfying the University of | Students satisfying the University of California/ California State |

|   |  |
|---|--|
| California/ California State University (UC/CSU) minimum a-g requirements for college admission by 2% (61% to 63% for 2019 graduates).          | University (UC/CSU) minimum a-g requirements for college admission as measured from 2017-18 to 2018-19 indicates: <ul style="list-style-type: none"> <li>• 17-18 = 61%</li> <li>• 18-19 = 63%</li> </ul> Increased by 2 percentage points. |
| Student enrollment in AP courses will increase by 2% from 41% to 43% (2019 graduates).  | Student enrollment in AP courses as measured from 2017-18 to 2018-19 indicates: <ul style="list-style-type: none"> <li>• 2017-18 = 41%</li> <li>• 2018-19 = 39%</li> </ul> Decreased by 2 percentage points.                               |
| SLCUSD student pass rates on AP exams will increase by 2% from 75% to 77% (2019 graduates).<br>(source: Illuminate AP College Readiness Report) | Student pass rates on AP exams as measured from 2017-18 to 2018-19 indicates: <ul style="list-style-type: none"> <li>• 2017-18 = 75%</li> <li>• 2018-19 = 74%</li> </ul> Decreased by 1 percentage point.                                  |
| All elementary students will be evaluated using a standards-based report card or modified standards-based report card.                          | All students were evaluated using the SLCUSD Standards-Based Report Card for the first two trimesters of 2019-20. Trimester three grading was not done due to school closures caused by COVID-19.  |
| The regular use of digital or online assessments will increase from Proficient to Advanced as measured by the BrightBytes Survey.               | SLCUSD has discontinued the use of BrightBytes.  |

**Actions / Services**

| <b>Planned Action/Service</b>                                 | <b>Budgeted Expenditures</b>  | <b>Actual Expenditures</b>  |
|---|---|---|
| Utilize student data for progress monitoring in a data cycle. | A. \$26,500<br>B. \$171,000<br>C. \$1,000<br>D. \$5,000<br>E. \$104,584<br>F. \$7,000<br>G. \$5,000 | A. \$26,500<br>B. \$171,000<br>C. \$1,000<br>D. \$5,000<br>E. \$104,584<br>F. \$7,000<br>G. \$5,000 |

## Goal Analysis

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

None.

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

The overall implementation of the actions/services for Goal 5 was completed. Utilizing student data for progress monitoring has been the major work of Focus 5. Common assessments have been revised to better align with standards-based report card and Common Core State Standards. Two .5 Assessment Teachers on Special Assignment have provided professional development, classroom modeling, and support in using and interpreting data to inform instruction. Interim assessments were widely used in upper elementary and secondary classrooms. All K-2 teachers utilized the Benchmark Assessment System (BAS) to assess students' reading progress. Writing calibration and scoring was facilitated at the site level. Secondary common assessments in both ELA and Math were refined and implemented.

The overall effectiveness of the actions/services is evidenced by student achievement. As teachers become more proficient in using and interpreting student data to inform next steps in instruction, student achievement increases. The K-2 BAS provides the time for teachers to work one-on-one with students to pinpoint next steps for increased learning. Writing calibration scoring professional development has supported an increase in overall students reaching proficiency on the on-demand writing assessments.

Current metrics for Focus 5 include the following:

- Number of students satisfying the University of California/California State University (UC/CSU) minimum a-g requirements for college admission increased from 63% to 65%, a 2 percentage point increase.
- Student enrollment in AP courses remained the same at 38%.
- Pass rate on AP exams decreased from 77% to 71%, a decrease of 6 percentage points.
- All elementary students were evaluated using a standards-based or modified standards-based report card, three times per school year.
- Teacher use of digital or online assessment improved from Emerging to Proficient, as measured by the BrightBytes Survey.

Changes to actions/services for 2018-19 includes purchasing Benchmark Assessment System (BAS), 3rd Edition for all K-2 teachers. This updated assessment will provide teachers with a more thorough understanding of their students progress in reading to inform instruction. We will provide ongoing principal professional development on utilizing data to impact instruction.

An additional change will be the purchase of the National Student Clearinghouse which verifies student enrollment and outcomes in post secondary organizations.

# 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 |
|--|----------------------|-------------------------------|--------------|
| The District will support the cities of San Luis Obispo, Morro Bay, and the YMCA to run child care programs at various sites to assist parents and the community while in distance learning. Due to this support, the providers are going to cut the cost of childcare in half, making it much more affordable for families. | \$600,000            | \$600,000                     | Y            |
| Certificated and classified staff may volunteer for in-person instruction with specific students. This was negotiated with all three of our union groups as an incentive to have employees work directly with students when possible. We will start with our neediest student populations.                                   | \$300,000            | \$300,000                     | Y            |
| Personal protective supplies for in-person instruction will be supplied for employees and students.  | \$50,000             | \$50,000                      | N            |

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.

San Luis Coastal provided classroom-based instruction when possible with a focus on small group instruction for our students who are at the greatest risk. Our plan was carried out as written. Students with our highest needs, including special education students were brought back first. We continue to expand to additional special education students, and then to additional high risk students as we were able. All students returned who desired to do so in March of 2021. Child care was supported and PPE was provided.

### Analysis of In-Person Instructional Offerings

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

The entire district started in a distance learning format in the fall of the 20/21 school year. Early in the year we gained permission to bring back some students in an in-person format with many protocols in place. We had agreed to an MOU with our teachers association stating that returning to in-person instruction would be voluntary for teachers until the district board decided everyone was coming back to in-person instruction.

We began with teacher volunteers in November, 2020 at three elementary schools with their entire PK/TK/K and first grade programs returning. Parents were given the option to return to in-person half day instruction or remain in distance learning. The majority wanted to return. We developed an am/pm half day program with additional asynchronous work to make sure we met instructional minutes. Parents, teachers, and especially students were very happy to be returning to in-person instruction. We saw immediate gains with students who had difficulty in distance learning. Engagement obviously went up, but so too did reading and math retention and comprehension.

We began to organize PODS for a return to in-person support in November and December of 2020. We began to bring students back at all sites in early February for a half day program with child care support to make a full day of it. Parents were appreciative of this and it allowed for them to work and know their children were safe and learning. It was difficult to recruit and staff for these PODS. It was also difficult to train everyone in the protocols and ensure that they were being monitored. We focussed on the most vulnerable students, and those who were struggling during distance learning.

We brought back all students PK-12 in March of 2021. Families were given the option to remain in distance learning or return to in-person instruction. We also tried to give all staff the same option. We organized schedules around student and family responses to a survey and then staffed with those teachers according to their need and preference. We managed to accommodate all and it worked fairly well. Again, engagement increased, participation in extracurriculars as well, and learning achievement followed. The logistics of staffing all of the different desires were tremendous. At the elementary level we had about 80% return to in-person and 20% remain in distance learning. At secondary the numbers were more 70% returned and 30% remained in distance learning.

For all students we continued to ensure a rigorous day was provided and to track attendance and engagement. We provided asynchronous work to all students in addition to their in-person day. We continued to monitor student engagement and to ensure high school students remained on track to graduate. There were many challenges to bringing students back to in-person instruction during the 2020-2021 school year. Communication with all stakeholders was key. Regular meetings with the teachers association as well as administrators was critical to success. Weekly communication to parents occurred via the superintendent's office to keep parents engaged. We held a series of online zoom meetings with teachers, parents, and the community to keep everyone engaged and informed. We have seen the benefits in student achievement and engagement and are ready to return to full in-person instruction in August 2021.

## Distance Learning Program

### Actions Related to the Distance Learning Program

| Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Devices  | \$1,300,000          | \$1,300,000                   | Y            |
| Hotspots   | \$200,000            | \$200,000                     | Y            |
| Safety Planning  | \$50,000             | \$50,000                      | N            |
| Attorney fees  | \$100,000            | \$100,000                     | N            |
| Virtual Learning Program (the program that provides a year guarantee in distance learning) | \$635,000            | \$635,000                     | N            |
| Training and professional development  | \$145,000            | \$145,000                     | Y            |
| Materials and supplies for use at home   | \$1,000,000          | \$1,000,000                   | Y            |
| Staffing for instructional strategy development and a system of support                    | \$300,000            | \$300,000                     | Y            |
| Online resources (SeeSaw, Clever, Zoom, etc.)  | \$350,000            | \$350,000                     | Y            |
| ParentSquare Communication Platform  | \$41,230             | \$41,230                      | Y            |
| Resource Officers to address disengagement and behavior supports                           | \$361,000            | \$361,000                     | Y            |
| Counseling Needs   | \$120,000            | \$120,000                     | Y            |
| Family Resource Centers  | \$100,000            | \$100,000                     | 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.

A comprehensive distance learning program was provided to all students until we could come back in-person. Families were given the option to remain in distance learning for the remainder of the year with specific medical needs. Budget expenditures happened according to the plan.

## **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:** SLCUSD developed a comprehensive Distance Learning Plan (DLP) for all levels - preschool to grade 12. The plan was developed with input from parents, teachers, staff and the community and details how the curriculum will be delivered at each grade level span, instructional minute requirements, synchronous and asynchronous instruction requirements, and teacher and student expectations. It included sample daily schedules that ensured rigorous and comparable curriculum and teaching to an in-person school setting. The DLP was taught by district personnel through Google classroom and outlined technology and software resources that were used. The transition from a distance learning model to an in-person learning model will be facilitated by this similarity of delivery of instruction. The district has developed a comprehensive plan for fully in-person or a blended learning model, depending on circumstances in the future. Instruction was delivered with small group instruction time each day to assist students with learning.

**Access to Devices and Connectivity:** Each school site surveyed parents for device and connectivity needs before the school year began. We have distributed over 3,000 Chromebooks and 1,200 hotspots. Each site has communicated with families who have a need and helped to troubleshoot any problems with connectivity. We have confirmed that all of our students and families are connected and engaged in learning and actively pursue any students who are not engaged and participating in learning daily.

**Pupil Participation and Progress:** San Luis Coastal Unified School District will assess student progress in a variety of formats. During live instruction, teachers will check for understanding through class discussions, questioning techniques, and feedback. Students will also complete assignments in an asynchronous format. Teachers will review these assignments, provide feedback and corrections, and assign grades. Each site had a district adopted plan to ensure student engagement.

**Distance Learning Professional Development:** San Luis Coastal will provide professional development, collaboration, planning, and resources in order to support the distance learning program. Professional development time was added to the days before school started in order to provide additional training and support. The following topics were covered during the week of August 17, 2020: SIS/Gradebook, Building relationships in a DL environment, teacher clarity, engagement & instruction, assessment tools, math tools, Google Apps, Zoom and content area training for use in DL. Also included were self-guided modules using basic tech tools for differentiated professional development. All PD resources have been posted in a shared google folder for teachers to access, and are

linked to our SLCUSD websites. Additional tech support is provided for SLCUSD families via phone and email. Regular distance learning professional development was offered to teachers on an ongoing basis.

**Staff Roles and Responsibilities:** San Luis Coastal has chosen distance learning until at least January 2021. As a result, staff will be following the District's [Distance Learning Plan](#) along with the [Tiered Support Plan](#) to ensure access and accommodations for identified students requiring intervention. School sites have created organized systems of following up on all students who are not engaged in learning. New roles have been created for teacher leaders to train and support staff in implementing these plans. Teachers have created systems that can be implemented on-line for typical classroom procedures such as taking attendance, meeting with small groups, turning in assignments, etc. Any staff member working on a district facility is required to perform a daily health check before coming to work. In addition, many staff members have voluntarily worked outside their typical job description in order to step up to the ever-changing needs of the organization. For example, LVNs were willing to create and respond to the newly formed call center for the Family Resource Center, while bus drivers packaged 4000 innovation boxes for elementary school students to be able to participate in hands-on learning opportunities from home.

**Supports for Pupils with Unique Needs:** A wide range of additional supports are provided for students with unique needs during distance learning. For English Language Learners classroom teachers provide designated and integrated English language development (ELD) through whole class and small group instruction in the distance learning setting. At the elementary level, such instruction is supported by EL Specialists. At the secondary level, such instruction is also provided by ELD teachers and supported by bilingual aides. Bilingual staff are available to help solve technology challenges and make sure that technology is not a barrier for English learner students. DELAC, ELAC, and English Learner Parent Forums provide specialized venues, in addition to other District meetings and forums, to gather input and help English learner families address instructional challenges. For our special education students, after consultation with the SLO County Public Health Department the most vulnerable of our special education students will return in small groups for services on our campuses. While we are starting with our most vulnerable, we will systematically continue to expand the students we serve in small, safe groups who would benefit from in person services on our campuses. While we are in Distance Learning, our special education students are receiving services and supports in their IEP through an Individualized Distance Learning Plan. Education Specialists are providing synchronous direct instruction, and asynchronous and alternate learning activities targeted to student needs. Paraeducators are supporting students in whole class virtual settings, and one on one sessions with students under the direct supervision of an Education Specialist. Related services providers are providing interactive services through a virtual platform. Specialized technology supports: headphones, touch screens, document cameras, etc, are provided to students to address unique learning challenges in the distance learning format. For other students with unique needs, our Family Resource Center created a call center to address the basic needs of students and families. Devices and hot spots have been provided for every pupil in need. Food services have served homeless, foster, and other socio-economically disadvantaged students throughout the summer and continue to address needs during the distance learning in the Fall. Professional development, collaboration time, and planning time took place the week before school started so that instructional and support needs can be addressed effectively.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

| Description                          | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--------------------------------------|----------------------|-------------------------------|--------------|
| Multi-Tiered System of Support TOSAs | \$300,000            | \$300,000                     | Y            |
| FastBridge Assessment System         | \$35,966             | \$35,966                      | 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.

No significant differences between what was budgeted and what was spent on the above actions.

### 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.

Our district is utilizing universal screening assessments in English language arts and mathematics for students in first grade and above. The data from these assessments will provide information about general performance levels, student strengths, and learning gaps. Teachers will use the data to inform and tailor instruction to meet the needs of the students.

Each teacher, PK-12, has 90 minutes of tiered support time built into the afternoon. Teachers will use student work and formative assessments to identify areas of need. Then, teachers will call students back for additional instruction during the tiered support block. Any student can be included in tiered support, including those that need accelerated learning opportunities. Special attention will be paid to English learners, low-income, foster youth, students with exceptional needs and those experiencing homelessness. Tiered support groups are flexible in minutes, number of days, and number of students participating. However, teachers must deliver synchronous tiered support instruction 90 minutes a day.

Within tiered support, ongoing progress monitoring and assessment tools will be used. In addition, the district will use trimester common assessments to measure learning. In-person instruction is in small groups and students have picked up quickly the standards they need to be successful. We continue to monitor learning and are making plans for in-person full instruction in the 2021-2022 school year.

## **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.

San Luis Coastal Unified School District will support the mental health and social emotional well-being of students and staff during the school year. In order to support staff well-being, all secondary certificated staff participated in a training on August 19 provided by SLO County Behavioral Health. In addition to topics designed to determine the mental health needs of our students, the presenters, two LMFT, provided training that included teacher self-care. The elementary staff were trained by the Elementary PPS Counselors on priority lessons for the social emotional curriculum and mindfulness practices and self-care/self-evaluation of social/emotional needs. Employees have been notified of the Employee Assistance Program offered through our health insurance provider that is available to offer information and assistance to staff on a wide range of personal issues. Next, during the goal setting meetings that administrators do one-on-one with all certificated staff members, discussions will take place about the social and emotional well-being of each staff member. Lastly, administrators will check in with each staff member on a personal basis monthly.

In order to support student well-being, elementary teachers implemented priority lessons from the district adopted Social Emotional curriculum during the fall semester. Elementary PPS counselors will work with classes to complete a return to school questionnaire and class discussion around COVID impacts on families and lead monthly Mental Health Team meetings to discuss action plans for students needing additional support. All paraeducators attended a training on August 20, 2020 by San Luis Obispo SELPA that focused on Trauma Informed Practices with a lens on COVID .

For our students, SEL curriculum has been purchased for implementation at the elementary level, while grade level appropriate SEL lessons will be implemented at the secondary level. A Counselor on Special Assignment has been added to our tiers of support with a focus on SEL implementation, a universal screener throughout the district, and coordination of Mental Health Teams on all campuses. Finally, our already robust MFT and MFT(i) allocation across all schools in the district has been increased. Site visits have been conducted by staff to check on student welfare.

## **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.

SLCUSD has developed a tiered student support time each day to engage with students who are struggling, students who are not participating, and to provide support for learning. This time each day is K-12 and teachers log their interaction with students. Students who do not attend these mandatory sessions are followed up with in a structured way by teachers, counselors and administrators. This time can be for small group instruction, one-on-one with teacher and student, to conduct socio-emotional outreach, to provide designated ELD, and to connect with students who are not participating. Teachers were given professional development the week

before school started on best practice for small group and one-on-one intervention. This professional development will continue during the year to strengthen teacher effectiveness and ensure student engagement. Record logs will be monitored and students identified who need additional support. Student success team (SST) meetings will be conducted with students who are not responding to tiered intervention. Each school site has an English Learner specialist who will reach out to provide support for families who do not speak English. This may include designated ELD instruction as well as assistance with engagement strategies for the student. Student participation will be monitored.

## Analysis of School Nutrition

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

Our school food service program continues to feed students no matter the instructional model. In distance/virtual learning, our district offers weekly meal kits for all pupils, including those eligible for free or reduced price meals. Menus meet program requirements and provide at least one nutritionally adequate meal per day. Families can pre-order weekly meal kits online and a meal helpline has been established to ensure access for all students/families with both English and Spanish speaking operators. When our district moves to in person instruction or a hybrid of in person/distance learning, we will continue to feed students, including those eligible for the meal program. We have outlined best practices for in classroom dining, in cafeteria service, and mobile meal pick up. Food Services will ensure participants are recorded correctly and duplicate meals are not claimed. Food Services also ensures health and hygiene promotion, cleanliness and sanitation, meal preparation, and communication best practices to support a healthy school meal program.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description     | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---------|-----------------|----------------------|-------------------------------|--------------|
| N/A     | Family Advocate | \$60,000             | \$60,000                      | 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.

No substantive differences occurred between budgeted and actual actions and expenditures.

## Overall Analysis

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

The experience of the last year and of both in-person and distance learning programs have shown us the importance of connecting with students, offering differing opportunities, and making sure we have a robust intervention program in place. SLCUSD was already in the process of developing and implementing a comprehensive MTSS process. The experience of the past year has made that implementation more important than ever. We have added many MTSS staff and support personnel and plan to have MTSS intervention staffing at all sites in the fall. We have also added social-emotional learning programs and supports. We know that student wellbeing will be vitally important next year. We are also adding an independent study program to accommodate students who wish to have an alternative educational experience. Professional development will also be a priority for our staff. We have planned PD with leading experts on learning recovery for the fall.

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

We have continued to monitor student success this school year through a comprehensive benchmark assessment system and we are also giving the SBAC assessment to ensure we have the proper data to monitor student academic progress and student socio-emotional growth and development. We are using Fastbridge to assess all students in reading, writing, and math. We are using our district developed benchmark assessments to monitor grade level and student growth. All students will participate in the SBAC administration. Fastbridge also has an SEL component that we are administering to grades 2-12 students. Special emphasis will be placed on our most fragile learners and all subgroup populations.

We know that learning loss has been critical at the K-2 levels and with early literacy. Our 2021-24 LCAP cycle reflects this knowledge and a focus on making sure we are fully staffed with a robust MTSS program that focuses on early literacy and math. We are hiring additional staff and will provide significant training and ongoing support to make sure we can catch our students up. Each Title I site will have a new full time MTSS coordinator and other certificated and classified staff will be provided to provide instructional support.

We are implementing an enhanced summer learning experience that will be in-person and by invitation for those students that assessments show need the most support. Special emphasis will be placed on SED, EL, and SWD. We will run an extended school year for special education students and ensure that all students who can be mainstreamed in regular education classes will be in those classrooms. Summer program is high quality, limited class size, and includes ELA, math, STEAM, and creative activities and goes from 8:30-2:30 Monday-Thursday.

We have learned that student social emotional wellbeing is critical to student success. We have assessments in place, planned PD for SEL programs, and increased counselor and therapist time at sites.

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.

No significant difference between actions identified and those implemented.

## **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.

We have continued to monitor student success this school year through a comprehensive benchmark assessment system and we are also giving the SBAC assessment to ensure we have the proper data to monitor student academic progress and student socio-emotional growth and development. We are using Fastbridge to assess all students in reading, writing, and math. We are using our district developed benchmark assessments to monitor grade level and student growth. All students will participate in the SBAC administration. Fastbridge also has an SEL component that we are administering to grades 2-12 students. Special emphasis will be placed on our most fragile learners and all subgroup populations.

We know that learning loss has been critical at the K-2 levels and with early literacy. Our 2021-24 LCAP cycle reflects this knowledge and a focus on making sure we are fully staffed with a robust MTSS program that focuses on early literacy and math. We are hiring additional staff and will provide significant training and ongoing support to make sure we can catch our students up. Each Title I site will have a new full time MTSS coordinator and other certificated and classified staff will be provided to provide instructional support.

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We have learned that student social emotional wellbeing is critical to student success. We have assessments in place, planned PD for SEL programs, and increased counselor and therapist time at sites.

These realizations and data analysis has led to the creation of a 2021-24 LCAP that reflects: 1) PD for first best instruction and helping teachers have the tools to help students rebound, 2) A more robust MTSS and intervention plan with increased staffing, especially at Title I sites, and leadership to implement interventions for student academic recovery, 3) Social emotional learning programs and teacher training, along with increased counselor time.

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

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

| Local Educational Agency (LEA) Name      | Contact Name and Title                                   | Email and Phone                        |
|--|--|--|
| San Luis Unified Coastal School District | Richard Mayfield<br>Director of Learning and Achievement | rmayfield@slcusd.org<br>(805) 549-1225 |

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 achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: Focus 1

### Annual Measurable Outcomes

| Expected  | Actual   |
|---|--|
| Student performance in mathematics will increase by 5% as measured by the CAASPP. | Student performance in mathematics measured 2% points of growth from 2017-18 to 2018-19 school year: <ul style="list-style-type: none"> <li>(17-18) = 62%</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• (18-19) = 64%</li> </ul>   |
| <p>Student performance in mathematics will increase by 5% as measured by District Common Assessments.</p> | <p>K-5 student performance in mathematics measured 2 percentage points of growth from 2017-18 to 2018-19 school year:</p> <ul style="list-style-type: none"> <li>• (17-18) = 73%</li> <li>• (18-19) = 75%</li> </ul> <p>6th grade student performance in mathematics measured 2 percentage points of growth from 2017-18 to 2018-19 school year:</p> <ul style="list-style-type: none"> <li>• (17-18) = 49%</li> <li>• (18-19) = 51%</li> </ul> <p>7th grade student performance in mathematics decreased -7 percentage points from 2017-18 to 2018-19, end-of-year District Common Assessments:</p> <ul style="list-style-type: none"> <li>• (17-18) = 67%</li> <li>• (18-19) = 60%</li> </ul> <p>8th grade student performance in mathematics measured +1 percentage point of growth from 2017-18 to 2018-19, end-of-year District Common Assessments:</p> <ul style="list-style-type: none"> <li>• (17-18) = 56%</li> <li>• (18-19) = 57%</li> </ul> <p>Algebra 1 student performance decreased -26 percentage points of growth from 2017-18 to 2018-19, end-of-year District Common Assessments:</p> <ul style="list-style-type: none"> <li>• (17-18) = 67%</li> <li>• (18-19) = 41%</li> </ul> <p>Geometry student performance decreased -1 percentage point of growth from 2017-18 to 2018-19, end-of-year District Common Assessments:</p> <ul style="list-style-type: none"> <li>• (17-18) = 64%</li> <li>• (18-19) = 63%</li> </ul> <p>Algebra 2 student performance decreased -5 percentage points of growth from 2017-18 to 2018-19, end-of-year District Common Assessments:</p> <ul style="list-style-type: none"> <li>• (17-18) = 68%</li> <li>• (18-19) = 63%</li> </ul> |
| <p>Student performance in English Language Arts will increase by 5%, as measured by the CAASPP.</p>       | <p>Student performance in English language arts measured 2% points of growth from 2017-18 to 2018-19 school year:</p> <ul style="list-style-type: none"> <li>• (17-18) = 68%</li> </ul>   |

|   |  |
|---|--|
| <p>Student performance in ELA will increase by 5% as measured by District Common Assessments.</p> | <ul style="list-style-type: none"> <li>● (18-19) = 70%</li> </ul> <p>K-2 student performance in reading measured -1 percentage point of growth from 2017-18 to 2018-19 school year:</p> <ul style="list-style-type: none"> <li>● BAS (17-18) = 79%</li> <li>● BAS (18-19) = 78%</li> </ul> <p>3-6 student performance in reading measured 0 percentage points of growth from 2017-18 to 2018-19 school year:</p> <ul style="list-style-type: none"> <li>● SRI (17-18) = 73%</li> <li>● SRI (18-19) = 73%</li> </ul> <p>K-6 student performance in writing measured 1 percentage points of growth from 2017-18 to 2018-19 school year:</p> <ul style="list-style-type: none"> <li>● On-Demand (17-18) = 67%</li> <li>● On-Demand (18-19) = 68%</li> </ul> <p>Grade 6 LOMS student performance in Narrative writing decreased -8 percentage points from 2017-18 to 2018-19</p> <ul style="list-style-type: none"> <li>● (17-18) = 64%</li> <li>● (18-19) = 56%</li> </ul> <p>Grade 6 LOMS student performance in Informational/Explanatory writing decreased -7 percentage points from 2017-18 to 2018-19</p> <ul style="list-style-type: none"> <li>● (17-18) = 57%</li> <li>● (18-19) = 50%</li> </ul> <p>Grade 6 LOMS student performance in Argumentative writing decreased -14 percentage points from 2017-18 to 2018-19</p> <ul style="list-style-type: none"> <li>● (17-18) = 71%</li> <li>● (18-19) = 57%</li> </ul> <p>Grade 7-8 student performance in Narrative writing decreased -10 percentage points from 2017-18 to 2018-19</p> <ul style="list-style-type: none"> <li>● (17-18) = 70%</li> <li>● (18-19) = 60%</li> </ul> <p>Grade 7-8 student performance in Informational/Explanatory writing decreased -20 percentage points from 2017-18 to 2018-19:</p> <ul style="list-style-type: none"> <li>● (17-18) = 76%</li> <li>● (18-19) = 56%</li> </ul> <p>Grade 7-8 student performance in Argumentative writing decreased -12 percentage points from 2017-18 to 2018-19:</p> <ul style="list-style-type: none"> <li>● (17-18) = 68%</li> <li>● (18-19) = 56%</li> </ul> <p>Grade 9-12 student performance in Narrative writing increased 4 percentage points from 2017-18 to 2018-19</p> |
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|  | <ul style="list-style-type: none"> <li>• (17-18) = 76%</li> <li>• (18-19) = 80%</li> </ul> <p>Grade 9-12 student performance in Informative writing increased 1 percentage point from 2017-18 to 2018-19</p> <ul style="list-style-type: none"> <li>• (17-18) = 74%</li> <li>• (18-19) = 75%</li> </ul> <p>Grade 9-12 student performance in Argumentative writing maintained from 2017-18 to 2018-19</p> <ul style="list-style-type: none"> <li>• (17-18) = 74%</li> <li>• (18-19) = 74%</li> </ul> |
| Student performance in ELD will increase by 5% as measured by the ELPAC.   | <p>Student performance in English Language Development on Summative ELPAC</p> <ul style="list-style-type: none"> <li>• (17-18) = 34% Proficient</li> <li>• (18-19) = 19% Proficient</li> </ul> <p>The drop is connected to a change in cut scores to qualify for a Level 4.</p>  |
| All elementary students will engage in three FOSS NGSS learning modules during the 2019-2020 school year.  | <p>Elementary teachers have implemented 3 FOSS modules, focusing on priority investigations as per the recommended scope and sequence that were developed for each grade level by teacher teams last year. These scope and sequence recommendations were revised with teacher input in the spring of 2020.</p>   |
| Secondary students will engage in fully aligned NGSS courses in the 2019-20 school year.   | <p>Biology and Chemistry courses have aligned to new CA science framework courses. Biology teachers are in the second year of implementing new instructional materials. Chemistry teachers have piloted and selected new instructional materials for adoption to support curriculum changes to support NGSS. Physics course still needs to be worked on.</p>   |
| Student performance in science (grades 3, 8 and 11) will increase by 5% as measured by the CAST.   | <p>Student performance on the California Science Test (CAST) in 2018-19 (Baseline year)</p> <ul style="list-style-type: none"> <li>• (18-19) = 50% Met/Exceeded standard</li> </ul>  |
| Increase the percentage of high school students who complete an a-g curriculum within a Career Technical Education (CTE) pathway by 5 percentage points. | <p>The percentage of high school students who completed an A-G curriculum within a Career Technical Education (CTE) pathway increased by 5 percentage points in 2019-20.</p>   |
| Youth Truth survey results will indicate a 1-point increase (on a 5-point scale) in positive student perception around college and career                | <p>The Youth Truth survey results showed an increase from 3.89 to 4.13 at PBHS and from 2.98 to 3.08 at SLOHS. MBHS did not show an</p>  |

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| understanding.  | increase on this indicator.  |
| All teachers will be appropriately assigned, based on either the appropriate credential for the assignment or a valid assignment option provided by California Code of Regulations, Title 5, or the Education Code. | All teachers were appropriately assigned, based on either the appropriate credential for the assignment or a valid assignment option provided by California Code of Regulations, Title 5, or the Education Code.   |
| All students will have access to standards-aligned instructional materials.   | All students had access to standards-aligned instructional materials.  |
| Student performance in ELA will increase within the conditional and ready categories combined, as measured by EAP.  | Student performance in ELA within the combined “Ready” and “Conditional Ready” categories from the EAP measured change from 2017-18 to 2018-19 and indicated the following: (source: EAP Status Illuminate Report) <ul style="list-style-type: none"> <li>● MBHS: 67% to 69%, +2 percentage points</li> <li>● SLOHS: 76% to 82%, +6 percentage points</li> <li>● PBHS: 39% to 26%, -13 percentage points</li> <li>● SLCUSD: 72% to 76%, +4 percentage points</li> </ul>    |
| Student performance in math will increase within the conditional and ready categories combined, as measured by EAP.   | Student performance in Mathematics within the combined “Ready” and “Conditional Ready” categories from the EAP measured change from 2017-18 to 2018-19 and indicated the following: (source: EAP Status Illuminate Report) <ul style="list-style-type: none"> <li>● MBHS: 52% to 44%, -8 percentage points</li> <li>● SLOHS: 63% to 65%, +2 percentage point</li> <li>● PBHS: 6% to 5%, -1 percentage point</li> <li>● SLCUSD: 65% to 57%, -8 percentage points</li> </ul> |
| We will increase by 3% the number of students who participate in and demonstrate college preparedness in the Early Assessment Program.  | The Early Assessment Program was not implemented in 2019-20 due to COVID.  |
| In each area of the academic performance standards, our goal will be to move up one level, i.e.: beginning development to initial implementation.   | Made progress toward moving one level in each area.  |

## Actions / Services

| Planned Action/Service  | Budgeted Expenditures       | Actual Expenditures         |
|---|-----------------------------|-----------------------------|
| Strengthen teachers’ depth of knowledge of standards and curriculum in core academic areas. | A. \$109,930<br>B. \$12,200 | A. \$109,930<br>B. \$12,200 |

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|  | C. \$13,700<br>D. \$45,000<br>E. \$57,500<br>F. \$1,000<br>G. \$2,000<br>H. \$15,000<br>I. \$3,000    | C. \$13,700<br>D. \$45,000<br>E. \$57,500<br>F. \$1,000<br>G. \$2,000<br>H. \$15,000<br>I. \$3,000    |
| Strengthen classroom instructional strategies based on the Danielson Framework for Teaching. | A. \$64,500<br>B. \$42,300  | A. \$64,500<br>B. \$42,300  |
| Implement Next Generation Science Standards Plan.  | A. \$49,100<br>B. \$8,300<br>C. \$68,000<br>D. \$4,000<br>E. \$26,000                                 | A. \$49,100<br>B. \$8,300<br>C. \$68,000<br>D. \$4,000<br>E. \$26,000                                 |
| Develop Social Studies Implementation Plan and interpret the framework.                      | A. \$7,000<br>B. \$2,000<br>C. \$3,000<br>D. \$4,000<br>E. \$5,000<br>F. \$3,000                      | A. \$7,000<br>B. \$2,000<br>C. \$3,000<br>D. \$4,000<br>E. \$5,000<br>F. \$3,000                      |
| Create and develop effective CTE pathways.   | A. \$129,000<br>B. \$27,700<br>C. \$2,000<br>D. \$36,000<br>E. \$172,000<br>F. \$86,000<br>G. \$9,500 | A. \$129,000<br>B. \$27,700<br>C. \$2,000<br>D. \$36,000<br>E. \$172,000<br>F. \$86,000<br>G. \$9,500 |

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| Enhance and modernize Music programs. | A. \$800<br>B. \$110,000<br>C. \$3,000 | A. \$800<br>B. \$110,000<br>C. \$3,000 |
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## Goal Analysis

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

Most of the expenditures for 2019-20 were completed prior to the March closure due to COVID. With the onset of COVID-19 in Spring 2020, some professional development activities were put on hold. We shifted quickly to preparing for online learning via distance learning. We purchased Chromebooks and hotspots and provided all families with devices and internet service, if needed. We developed training for teachers in online instruction and developed plans to deliver that training. Home visits were conducted and resources given to families to support them in the difficult onset of COVID. The funds that were not expended for grade level planning and subs to administer reading assessments were redistributed for student support, teacher professional development and teacher hourly.

Due to Covid, a few of the grade level planning and assessment sub days were not done. In lieu of these expenditures, funds were used for teacher hourly, professional development, student support, and hardware and software purchases. We did not spend resources developing sessions for our midyear elementary professional development day, but rather shared a webinar prepared by the elementary ELA TOSA. We did not provide separate after school science professional development sessions, but were able to offer sessions at our Think Tank Thursday Collaboration PD. We did not spend budgeted resources on a New Secondary Teacher Academy, but were able to provide new teachers specific professional development on mandatory PD days. We provided technology professional development and paid teachers for their participation in those PD events.

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

Before COVID hit in spring, we implemented the professional development activities described above. Most of the actions and services outlined in the LCAP were conducted prior to March 2020. The implementation of Goal 1 actions/services developed in the LCAP were completed, with the exception of four actions. Professional development, modeling, resources, and assistance with lesson development and instructional best practices were implemented in mathematics. Math site leaders supported teachers through continued collaboration and professional development with our fully-aligned K-Algebra 2 curricula. New teachers were supported and grade/course specific collaboration sessions were offered.

In ELA/ELD, professional development and resources were provided to support elementary teachers in the next year of implementation of reading curriculum. Sixth grade teachers were supported with ongoing collaboration on the reading curriculum. Books were purchased to support reading adoption at all sites. In secondary, teachers were supported with ongoing professional development and development of teacher leaders. Units, lessons, and assessments were developed. EL shadowing professional development to increase student opportunity for academic language and engagement took place at all school sites.

Utilizing Teachscape, all administrators were calibrated to increase efficacy in understanding the Danielson Framework for Instruction. As part of our efforts to improve instructional practices, all administrators utilized the Teachboost Program for teacher observations and evaluation.

In Science, teacher leaders were developed at each site through continued collaboration and professional development. All elementary teachers taught a minimum of three of the NGSS modules. Secondary Science teachers developed curriculum to align with NGSS expectations. Materials were purchased aligned to the curriculum.

In HSS, a multiyear Implementation Plan was developed. Lead teachers participated in HSS Framework Roll Out workshops and HSS overview presentations.

CTE pathways were created and developed. An effort to recruit underserved students was made by CTE TOSA at secondary sites.

Our elementary music and secondary band and choir programs were enhanced through purchase of needed instruments and materials, and offering professional development opportunities.

Student performance in mathematics, as measured by the CAASPP, indicated a 3-point percentage increase from the previous year (59%-62%). SBAC was not administered in 2020 and so we do not have comparison data. LCFF Rubric for Mathematics Achievement indicated that SLCUSD is performing at the high (green) level.

Student performance in ELA, as measured by the CAASPP, indicated a 2-point percentage increase from the previous year (65% to 67%) when SBAC results were available. LCFF Rubric for English Language Arts Achievement indicated that SLCUSD is at the high (green) level.

Common Assessment results also indicate growth from the previous year in the percentage of students who are meeting standards in all grades for mathematics. Reading Common Assessment results indicate continued progress for grades K-2, and increased growth for grades 4-6. K-6th writing results indicate a growth of 4 percentage points. Secondary ELA assessment results range between 62% and 72%. These outcomes will serve as a baseline to measure future growth in ELA. Overall, the actions/services proved effective in supporting all students to achieve academic gains in mathematics and ELA.

Goal 1 will be modified to strengthen our commitment to providing rigorous, relevant, and engaging instruction and curriculum in all core areas, based on student feedback from the Youth Truth survey. Strengthening classroom instructional strategies, based on the

Danielson Framework for Teaching, will continue to be central to this goal. To assist students and teachers with a rebound effort in goal one we will provide significant professional development in the area of first best instruction.

For English learners, once we have our initial ELPAC results we will be able to develop improvement goals. Core subject areas of Science, HSS, CTE, and Music will continue to be part of this goal. We will increase our expectations for full implementation of standards-aligned Science instruction and begin implementation of multiyear HSS Plan. CTE goals will continue. The elementary instrument yearly plan has been met, so we will focus on instrument maintenance.

## Goal 2

All LCAP-identified student groups will achieve substantial academic gains through a multi-tiered system of support.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: Focus 2

### Annual Measurable Outcomes

| Expected   | Actual   |
|--|--|
| <p>Student performance in mathematics will increase by 5% as measured by the CAASPP for LCAP student groups.</p>                             | <p>Student performance results in mathematics measured growth from 2017-18 to 2018-19 by the CAASPP &amp; indicated the following:</p> <ul style="list-style-type: none"> <li>● All students - 62% to 64%, + 2 percentage points</li> <li>● NonSED - 75% to 75%, maintained</li> <li>● SED - 41% to 42 %, +1 percentage point</li> <li>● EL - 17% to 20%, +3 percentage points</li> <li>● RFEP - 54% to 57%, +3 percentage points</li> <li>● SWD - 20% to 24%, +4 percentage points</li> </ul> |
| <p>Student performance in mathematics will increase by 5% as measured by District Common Assessments for LCAP-identified student groups.</p> | <p>K-5 2017-18 to 2018-19 Math T3 Assessment indicated the following:</p> <ul style="list-style-type: none"> <li>● All students - 73% to 75%, +2 percentage points</li> <li>● NonSED - 83% to 83%, maintained</li> <li>● SED - 58% to 61%, +3 percentage points</li> <li>● EL - 48% to 48%, maintained</li> </ul>  |

- RFEP - 69% to 73%, +4 percentage points
- SWD - 42% to 49%, +7 percentage points

6 2017-18 to 2018-19 Math Tasks indicated the following:

- All students - 49% to 51%, +2 percentage points
- NonSED - 62% to 63%, +1 percentage point
- SED - 31% to 31%, maintained
- EL - 2% to 3%, +1 percentage point
- RFEP - 44% to 47%, +3 percentage points
- SWD - 25% to 17%, -8 percentage points

7-12

- 7th grade mathematics as measured growth from 2017-18 to 2018-19, end-of-year District Common Assessments:
  - All students 67% to 60%, -7 percentage points
  - NonSED 76% to 69%, -7 percentage points
  - SED 49% to 53%, +4 percentage points
  - EL 48% to 23%, -25 percentage points
  - RFEP 50% to 53%, +3 percentage points
  - SWD 34% to 52%, +18 percentage points
- 8th grade mathematics as measured growth from 2017-18 to 2018-19, end-of District Common Assessments:
  - All students 56% to 57% , +1 percentage point
  - NonSED 61% to 64%, +3 percentage points
  - SED 47% to 42%, -5 percentage points
  - EL 47% to 13%, -34 percentage points
  - RFEP 51% to 46%, -5 percentage points
  - SWD 46% to 39%, -7 percentage points
- Algebra 1 District Common Assessment as measured growth from 2017-18 to 2018-19 end-of-year District Common Assessments:
  - All students 67% to 41% -26 percentage points
  - NonSED 73% to 40%, +3 percentage points
  - SED 56% to 43 % , -5 percentage points
  - EL 40% to 17%, -10 percentage points
  - RFEP 63% to 39%, + 9 percentage points
  - SWD 44% to 25%, -28 percentage points
- Geometry end-of year District Common Assessment growth

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|  | <p>from 2017-18 to 2018-19</p> <ul style="list-style-type: none"> <li>○ All students - 64% to 63%, -1 percentage point</li> <li>○ NonSED - 69% to 71%, +1 percentage point</li> <li>○ SED - 56% to 40%, -16 percentage points</li> <li>○ EL - 40% to 10%, -30 percentage points</li> <li>○ RFEP - 64% to 53%, -11 percentage points</li> <li>○ SWD - 55% to 27%, -28 percentage points</li> </ul> <ul style="list-style-type: none"> <li>● Algebra II end-of year District Common Assessment growth from 2017-18 to 2018-19 <ul style="list-style-type: none"> <li>○ All students 68% to 49%, -19 percentage points</li> <li>○ NonSED 72% to 56%, -16 percentage points</li> <li>○ SED 58% to 33%, -25 percentage points</li> <li>○ EL 22% to 36%, +16 percentage points</li> <li>○ RFEP 51% to 34%, -17 percentage points</li> <li>○ SWD 44% to 50%, +6 percentage points</li> </ul> </li> </ul> |
| <p>Student performance in English Language Arts will increase by 5%, as measured by the CAASPP for LCAP-identified student groups.</p>                 | <p>Student performance results in English Language Arts measured growth from 2017-18 to 2018-19 by the CAASPP &amp; indicated the following:</p> <ul style="list-style-type: none"> <li>● All students - 68% to 70%, +2 percentage points</li> <li>● NonSED - 82% to 81%, -1 percentage point</li> <li>● SED - 48% to 48%, maintained</li> <li>● EL - 15% to 18%, +3 percentage points</li> <li>● RFEP - 63% to 69%, +6 percentage points</li> <li>● SWD - 23% to 27%, +4 percentage points</li> </ul>  |
| <p>Student performance in English Language Arts will increase by 5% as measured by District Common Assessments for LCAP-identified student groups.</p> | <p>K-2 2017-18 to 2018-19 BAS indicated the following:</p> <ul style="list-style-type: none"> <li>● All students - 79% to 78%, -1 percentage point</li> <li>● NonSED - 86% to 85%, -1 percentage point</li> <li>● SED - 67% to 67%, maintained</li> <li>● EL - 59% to 51%, -8 percentage points</li> <li>● RFEP - 78% to 86%, +8 percentage points</li> <li>● SWD - 47% to 46%, -1 percentage point</li> </ul> <p>3-6 2017-18 to 2018-19 SRI indicated the following:</p> <ul style="list-style-type: none"> <li>● All students - 73% to 73%, maintained</li> <li>● NonSED - 86% to 87%, +1 percentage point</li> <li>● SED - 54% to 54%, maintained</li> <li>● EL - 19% to 20%, +1 percentage point</li> <li>● RFEP - 70% to 74%, +4 percentage points</li> </ul>  |

- SWD - 33% to 33%, maintained
- K-6 2017-18 to 2018-19 Writing On-Demand indicated the following:
- All students - 67% to 68%, +1 percentage point
  - NonSED - 77% to 78%, +1 percentage point
  - SED - 53% to 52%, -1 percentage point
  - EL - 49% to 40%, -9 percentage points
  - RFEP - 55% to 64%, +9 percentage points
  - SWD - 33% to 36%, +3 percentage points

6th (LOMS) ELA Narrative Writing Common Assessment 2017-18 to 2018-19 indicated the following:

- All students 64% to 56% -8 percentage points
- NonSED 71% to 68% -3 percentage points
- SED 58% to 38% -20 percentage points
- EL - 0% to 0% no change
- RFEP - 53% to 50% -3 percentage points
- SWD - 54% to 0% -54 percentage points

6th (LOMS) ELA Informational/Explanatory Writing from 2017-18 to 2018-19 indicated the following:

- All students 57% to 50% -7 percentage points
- NonSED 52% to 61% +9 percentage points
- SED 63% to 34% -29 percentage points
- EL - 0% to 0% no change
- RFEP - 50% to 56% +6 percentage points
- SWD - 50% to 0% -50 percentage points

6th (LOMS) ELA Argumentative Writing from 2017-18 to 2018-19 indicated the following:

- All students 71% to 57% -14 percentage points
- NonSED 73% to 68% -5 percentage points
- SED 68% to 43% -25 percentage points
- EL - 50% to 0% -50 percentage points
- RFEP - 87% to 75% -12 percentage points
- SWD - 57% to 24% -33 percentage points

7-8 ELA Narrative Writing from 2017-18 to 2018-19 indicated the following:

- All students 70% to 60% -10 percentage points
- NonSED 78% to 69% -9 percentage points

- SED 55% to 44% -11 percentage points
- EL - 39% to 11% -28 percentage points
- RFEP - 57% to 50% -7 percentage points
- SWD - 36% to 24% -12 percentage points

7-8 ELA Informational/Explanatory Writing from 2017-18 to 2018-19 indicated the following:

- All students -76% to 56% -20 percentage points
- NonSED 83% to 60% -23 percentage points
- SED 62% to 51% -11 percentage points
- EL - 31% to 18% -13 percentage points
- RFEP - 70% to 51% -19 percentage points
- SWD - 43% to 31% -11 percentage points

7-8 ELA Argumentative Writing from 2017-18 to 2018-19 indicated the following:

- All students -68% to 56% -12 percentage points
- NonSED 75% to 61% -14 percentage points
- SED 56% to 46% 10 percentage points
- EL - 31% to 7% -24 percentage points
- RFEP - 67% to 50% -17 percentage points
- SWD - 30% to 25% -5 percentage points

9-12 ELA Narrative Writing from 2017-18 to 2018-19 indicated the following:

- All students -76% to 80%, +4 percentage points
- NonSED 82% to 86%, +4 percentage points
- SED 64% to 67%, +3 percentage points
- EL 44% to 29%, -15 percentage points
- RFEP 65% to 69%, +4 percentage points
- SWD 32% to 41%, +9 percentage points

9-12 ELA Informative/Expository Writing from 2017-18 to 2018-19 indicated the following:

- All students 74% to 75% +1 percentage point
- NonSED 81% to 83% +12 percentage points
- SED 59% to 58% -1 percentage point
- EL 34% to 21% -13 percentage points
- RFEP 61% to 59% -2 percentage points

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|  | <ul style="list-style-type: none"> <li>SWD 37% to 29% -8 percentage points</li> </ul> <p>9-12 ELA Argumentative Writing from 2017-18 to 2018-19 indicated the following:</p> <ul style="list-style-type: none"> <li>All students- 74% to 74% maintained</li> <li>NonSED- 81% to 81% maintained</li> <li>SED- 59% to 58% -1 percentage point</li> <li>EL - 35% to 30% -5 percentage points</li> <li>RFEP - 64% to 61% -3 percentage points</li> <li>SWD - 46% to 39% -7 percentage points</li> </ul> |
| District generated, inside regular classroom (IRC) data will indicate a 2% increase in the time special education students spend in general education classrooms.                                      | CDE data from 18.19 indicated:<br>>80% IRC. 51.7% to 53.9%, 2.2% increase<br><40 IRC 16.8% to 15.74/%, .96% decrease<br>Both targets met  |
| Results of parent survey will indicate 90% approval rating for Pacheco 90/10 program.  | Results of the parent survey indicate 91% of Pacheco parents surveyed agreed or strongly agreed that the bilingual program is meeting their expectations.   |
| We will increase our English learner redesignation rate from 14% to 15% during the 2019-2020 school year.  | The reclassification rate went from 14% to 12%. (2018-2019 County is 10% and State is 14%; 2017-2018 County was 17% and State was 15%)  |
| We will see an increase of 3% in the number of subgroup students who participate in band and choir. In addition, we will see an increase of 3% in the number of subgroup students who take AP classes. | Participation of subgroup students in band and choir increased by 13 percentage points from 2018-19 to 2019-20 (24% to 37%). The percentage of subgroup students enrolled in AP classes decreased by 3 percentage points from 2018-19 to 2019-20 (25% to 22%).  |

**Actions / Services**

| Planned Action/Service  | Budgeted Expenditures                                       | Actual Expenditures   |
|---|---|---|
| Strengthen district-wide multi-tiered system of support for meeting student’s individual needs in academic areas. | A. \$1,500<br>B. \$1,015,120<br>C. \$230,535<br>D. \$10,000 | A. \$1,500<br>B. \$1,015,120<br>C. \$230,535<br>D. \$10,000 |

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|  | E. \$6,000<br>F. \$131,500<br>G. \$3,000  | E. \$6,000<br>F. \$131,500<br>G. \$3,000  |
| Strengthen math supports for students needing interventions and accelerations, including personalized learning opportunities.    | A. \$4,000<br>B. \$34,512<br>C. 6,500   | A. \$4,000<br>B. \$34,512<br>C. 6,500   |
| Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities. | A. \$400<br>B. \$29,500<br>C. \$142,500<br>D. \$3,000<br>E. \$20,000<br>F. \$5,000<br>G. \$44,000 | A. \$400<br>B. \$29,500<br>C. \$142,500<br>D. \$3,000<br>E. \$20,000<br>F. \$5,000<br>G. \$44,000 |
| Strengthen academic supports for English learners.   | A. \$640,000<br>B. \$379,000<br>C. \$15,000<br>D. \$4,000<br>E. \$6,750                           | A. \$640,000<br>B. \$379,000<br>C. \$15,000<br>D. \$4,000<br>E. \$6,750                           |
| Strengthen support for special education students with an emphasis on inclusion.   | A. \$11,500<br>B. \$3,000<br>C. \$1,000<br>D. \$7,000<br>E. \$14,500                              | A. \$11,500<br>B. \$3,000<br>C. \$1,000<br>D. \$7,000<br>E. \$14,500                              |
| Strengthen pre-Kindergarten academic learning opportunities for English learners and socio-economically disadvantaged students.  | A. \$280,000<br>B. \$182,000<br>C. \$1,250  | A. \$280,000<br>B. \$182,000<br>C. \$1,250  |

|  |                           |                           |
|--|---------------------------|---------------------------|
|  | D. \$1,500<br>E. \$14,000 | D. \$1,500<br>E. \$14,000 |
|--|---------------------------|---------------------------|

## Goal Analysis

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

There were two differences between budgeted expenditure and actual expenditures. The upper elementary reading interventions were not piloted. Additionally, we did not spend all of the allocated funds to provide professional development and observation of model classrooms in the areas of co-teaching and learning center models. Instead, we researched Learning Center models for future implementation.

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

The implementation of Focus 2 actions/services developed in the LCAP were completed, with the exception of two actions. Districtwide multi-tiered system of support for meeting student's individual needs in academic areas was provided through coordinated and strengthened interventions. MTSS model was further developed.

Three preschool programs were provided for families who would otherwise not be able to access preschool. Additional support was included in our TK classrooms. A full time EL/Intervention TOSA coordinated district interventions, including supplemental support for English learners. Summer School, with transportation, was implemented for English learners, socioeconomically disadvantaged students and others needing credit recovery. AVID, Leveled Literacy Intervention, online math interventions, Bridges math intervention, and secondary intervention classes were all part of the coordinated effort to close the achievement gap for LCAP-identified student groups.

The overall effectiveness of the actions/services is measured by student achievement. Student performance in mathematics as measured by the CAASPP indicated a 1-point percentage increase from the previous year (39% to 40%) when SBAC data was available, and a 4-point percentage increase for our English learners (18% to 22%). California School Dashboard Academic Indicator in mathematics for our English learner (EL) group was at the yellow performance level with a status of low, showing an increase from the prior year. The dashboard is currently suspended. Performance for socioeconomically disadvantaged (SED) student group is at an orange performance level with a status of low, which maintained from the prior year. All of these indicators are based on previous dashboard and SBAC levels as SBAC was not administered and dashboard is suspended.

In ELA, student performance, as measured by the CAASPP indicated at 1-point percentage drop (45% to 44%) for our SED student group and no change in the EL student group (16% to 16%). California School Dashboard Academic Indicator for our EL and SED group was at the orange performance level with a status of low and maintained from the prior year. All of these indicators are based on previous dashboard and SBAC levels as SBAC was not administered and the Dashboard is suspended.

Common assessment results for this year demonstrate growth in elementary performance for both our EL and SED student groups in mathematics, reading (3rd-6th), and writing from the previous year in the percentage of students who are meeting standards. Secondary common assessments results indicate significant growth in performance for both our EL and SED students groups in mathematics. Revised secondary ELA assessments will be used as a baseline to measure future growth. Common assessment results are used and other indicators are based on previous dashboard and SBAC levels as SBAC was not administered and the Dashboard is suspended.

Inside Regular Classroom data indicated a decrease, as opposed to the increase we would have liked to see. While data reporting may have led to a portion of the decrease, it's more likely that the greater number of students in our SDC classrooms have contributed to the change.

Results of parent survey indicated an 85% approval rating for Pacheco 90/10 program.

Focus 2 will be modified to focus more directly on our LCAP-identified student groups achieving significant gains to close the achievement gap through a multi-tiered system of support. Specifically, EL/Intervention Teacher on Special Assignment (TOSA) will work directly with each of our school sites to coordinate interventions, including ELD services, to enhance the multi-tiered system of academic support, including equitable practices. In addition, we will add a principal on special assignment to support our MTSS effort. Successful interventions will be continued based on data analysis, including online personalized learning. Leveled Literacy Intervention (LLI) and Read 180 will be strengthened through ongoing professional development and data analysis with teachers. Research on possible upper elementary reading intervention will be added with a possible pilot of materials. All professional development offerings will include embedded strategies for supporting English learners with designated/integrated ELD.

Early intervention preschool programs for LCAP-identified students will be an important component of this goal, as well as strengthening support for special education students with an emphasis on inclusion.

Professional development will continue to be provided for elementary teachers on classroom behavior intervention and for Special Education teachers on supporting behaviors of students with IEPs, as well as effective inclusion strategies.

### Goal 3

SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 7

Local Priorities: Focus 3

### Annual Measurable Outcomes

| Expected  | Actual  |
|---|---|
| <p>The results on the SLCUSD elementary parent survey will indicate that 90% of parents agree or strongly agree to positive statements regarding areas of safety and respect.</p>                                   | <p>The results on the SLCUSD elementary parent survey indicated the following number of parents agreed or strongly agreed with the following statements:<br/>                     My child is safe at school: 87.6%<br/>                     My child is safe going to and from school: 84.3%<br/>                     The teachers show respect for the students: 93.5%<br/>                     The students show respect for other students: 77.2%</p> |
| <p>100% of parents involved in Success for All Pre-Schools will participate in monthly parent involvement/education activities.</p>   | <p>100% of Bishop Peak and 96.5% of Pacheco parents involved in Success for All Pre-Schools participated in monthly parent involvement/education activities.</p>  |
| <p>Healthy Kids Survey will indicate an increase in positive indicators in the area of School Developmental Supports and Connectedness for our 7th graders, 3% for our 8th graders, and 3% for our 9th graders.</p> | <p>Wested changed the way this category was represented in 19-20 in the main report and is difficult to compare to past surveys. However, in the category of overall supports and engagement in the school climate report, which is entirely based on the CHKS, SLCUSD high schools in 2020 showed an improvement from the 2018 administration of 6 points in the high schools while middle schools decreased by 27 points.</p>                           |
| <p>Records of counseling support will increase by 2% in the number of students served, including socio-economically disadvantaged students and English learners.</p>  | <p>Counseling supports for our most at risk students were a continued focus at our sites. Data for all subgroups can be found here:<br/> <a href="https://docs.google.com/presentation/d/1f1YdtvWt-7onmrvk4-XDQ8mK0DOqxymm_cxZ4GTyWDE/edit?usp=sharing">https://docs.google.com/presentation/d/1f1YdtvWt-7onmrvk4-XDQ8mK0DOqxymm_cxZ4GTyWDE/edit?usp=sharing</a></p>  |

|  |   |
|--|---|
| Attendance data will indicate a decrease in chronic absenteeism by 1%.   | Chronic absenteeism for 19-20 is not available through CALPADS.   |
| Suspension rates will decrease for all students and LCAP student groups by .3% or more, as prescribed and measured by the California School Dashboard. | Suspension rate in 19-20 was 1.8% compared to 2.8% in 18-19.  |
| Expulsion data will indicate a decrease in expulsions as measured by district data.  | Expulsion rate in 19-20 was 0.11% compared to 0.14% in 18-19.   |
| Attendance data will indicate an increase in school attendance rates.  | The Average Daily Attendance (ADA) in 18-19 for August 2018-March 2019 was 95.49%. The ADA from August 2019-March 2020 was also 95.49%.   |
| Dropout data will indicate a decrease in middle school dropout rate.   | Dropouts increased from 7 in 18-19 to 11 in 19-20. According to Data Quest dropout numbers range from 6 a year in 12-13 to 12 a year in 15-16.  |
| Dropout data will indicate a decrease in high school dropout rate.   | The dropout rate increased from 7 dropouts in 18-19 to 11 dropouts in 19-20.  |
| Graduation data will indicate an increase in graduation rate.  | Graduation rates between 18-19 and 19-20 increased by 1.1% for 4 year programs (94.2% to 95.3%) and increased by 0.2% for 5 year programs (95.4% to 95.6%).   |
| Youth Truth survey results will indicate a 5% increase in positive student perceptions around relationships with peers (bullying).                     | 3 of 4 secondary sites increased in their percentile ranking for Fall 2018 to Fall 2019 in the area of "relationships" or bullying (1% to 7% increased realized in 3 schools. A single secondary site decreased in this area. |
| Youth Truth survey results will indicate a 1-point increase (on a 5-point scale) in students' positive perception around student engagement.           | No schools realized a 1 point increase in this area, but all schools realized a percentile rank increase ranging from 8% to 23%.  |
| All administrators will participate in a year-long equity professional development series designed to create awareness and analyze current practices.  | Equity training was ongoing for the administrative team. Training included Equity Institute for Racial Healing, Culturally Responsive Practice, and equity walks, including visits to multiple level schools K-12.            |

## Actions / Services

| Planned Action/Service   | Budgeted Expenditures   | Actual Expenditures   |
|--|---|---|
| Enhance social-emotional support, including counseling model to ensure support for families and students in need, while increasing connections with community-based organizations. | A. \$1,000<br>B. \$484,000<br>C. \$14,000<br>D. \$3,000<br>E. \$162,000<br>F. \$89,000<br>G. \$70,000 | A. \$1,000<br>B. \$484,000<br>C. \$14,000<br>D. \$3,000<br>E. \$162,000<br>F. \$89,000<br>G. \$70,000 |
| Provide comprehensive supports for EL, SED, Foster/Homeless Youth and other identified students and their families.  | A. \$36,000<br>B. \$540,000   | A. \$36,000<br>B. \$540,000   |
| Strengthen early connection to English learner and socio-economically disadvantaged families and identification of students needing support prior to enrollment in Kindergarten.   | A. \$2,000  | A. \$2,000  |
| Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.   | A. \$30,000<br>B. \$133,661<br>C. \$10,000<br>D. \$5,000  | A. \$30,000<br>B. \$133,661<br>C. \$10,000<br>D. \$5,000  |
| Engage and educate parents regarding SLCUSD academic and social-emotional programs and parent education opportunities.   | A. \$3,000<br>B. \$1,000<br>C. \$3,000<br>D. \$2,000<br>E. \$38,000<br>F. \$10,000                    | A. \$3,000<br>B. \$1,000<br>C. \$3,000<br>D. \$2,000<br>E. \$38,000<br>F. \$10,000                    |

|  |  |  |
|--|--|--|
| Develop equitable and inclusive practices for all students and staff, to include parent education opportunities. | A. \$50,000<br>B. \$7,000<br>C. \$72,500 | A. \$50,000<br>B. \$7,000<br>C. \$72,500 |
|--|--|--|

## Goal Analysis

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

None.

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

The implementation of all Goal 3 actions/services developed in the LCAP were completed prior to COVID closure in March. A major focus of this goal was to enhance our counseling model to ensure support for families and students in need, increase our understanding of suicide prevention and postvention in our school communities, and support families and students who are experiencing anxiety and stress. We also hoped to increase connections with community-based organizations. Creating positive campuses, free from bullying and harassment, was a focus as well. Comprehensive supports for EL, SED, Foster/Homeless Youth, and other identified students and families included extended transportation, breakfast program, and community-based services provided by City and Coast family advocates. Three preschool programs were provided for families who may not otherwise be able to access preschool. Additional support was included in our TK classrooms. A full time EL/Intervention TOSA coordinated district interventions, including supplemental supports for our English learners. Summer School, with transportation, was implemented for English learners, socioeconomically disadvantaged students, and others needing credit recovery. Ensuring safe and nurturing campuses was supported through ongoing training, monitoring, and support of programs, including PBIS, Restorative Approaches, WEB, and LINK Crew.

The overall effectiveness of Goal 3 is evidenced by the decrease in overall suspensions throughout the district again this past year. Elementary and secondary counselors increased the amount of students served with the support of contracted MFTI services. Chronic absenteeism decreased to a low of 9.8%, adjusted prior to COVID closure. The California School Dashboard indicates that SLCUSD is at green performance level based on low status (2.2%) and a change showing a decline in suspensions for 2017-18, prior to the dashboard being suspended due to COVID. Both high schools have implemented a program for alternative means of correction to address infractions. This has resulted in a significant decrease in suspensions. Analysis of specific LCAP-identified group suspension data shows a significant decline for our English learners, students with disabilities and African American students, and a decline in

suspensions for our socioeconomically disadvantaged, homeless, and Hispanic student groups. There is a concern for our foster youth student group, who had an increase in suspensions and is at the red (high) performance level.

Goal 3 will be modified to include action items in the area of Equity Across the District. Equity Walks and evaluation of our processes and procedures as it pertains to Equity will be highlighted in changes for 2019-2020. There will be minimal changes in the metrics. There will be continued focus on social-emotional support for families and students in need, including training and curriculum for secondary staff. To address the complex needs of our homeless-foster youth, we have applied for and received the Education for Homeless Children and Youth Grant, which will provide us funding for three years to better support this student group.

## Goal 4

SLCUSD will expand technology and promote innovation to prepare students for college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 7, 8

Local Priorities: Focus 4

### Annual Measurable Outcomes

| Expected   | Actual  |
|--|---|
| Student frequency of learning digital citizenship will improve from Advanced to Exemplary, as measured by the BrightBytes Survey.  | SLCUSD has discontinued the use of BrightBytes.         |
| Teachers will increase regular online use of 4Cs (Collaboration, Creativity, Communication, and Critical Thinking) with students from Advanced to Exemplary as measured by the BrightBytes Survey. | SLCUSD has discontinued the use of BrightBytes.         |
| Improve student home access to technology from Advanced to Exemplary as measured by BrightBytes Survey.  | SLCUSD has discontinued the use of BrightBytes.         |
| 100% of facilities will be considered in good repair.  | 100% of facilities are considered to be in good repair. |

## Actions / Services

| Planned Action/Service   | Budgeted Expenditures       | Actual Expenditures         |
|--|-----------------------------|-----------------------------|
| Develop visionary leadership teams that model best practices in the area of technology and innovation. | A. \$95,000<br>B. \$2,000   | A. \$95,000<br>B. \$2,000   |
| Utilize data to modernize and improve learning and target professional development.                    | A. \$300,000<br>B. \$99,125 | A. \$300,000<br>B. \$99,125 |
| Implement online and personalized learning opportunities.  | A. \$3,000<br>B. \$ 91,630  | A. \$3,000<br>B. \$91,630   |
| Develop and articulate integrated units and model STEAM programs.                                      | A. \$40,000<br>B. \$14,000  | A. \$40,000<br>B. \$14,000  |

## Goal Analysis

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

District Technology Innovation Advisory Committee meetings were minimized based on needs of the committee. In addition, professional development on modern engineering practices/strategies/curriculum did not happen.

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

The overall implementation of the actions/services for Goal 4, developed in the LCAP were completed, with the exception of two actions/services. Goal 4 focused on developing visionary leadership teams that modeled best practices in the area of technology and innovation, facilitated by a .5 Educational Technology TOSA. Professional development and onsite support enhanced teachers' growth in using technology to match 21st century skills, as well as the use of data through Illuminate. We strengthened our focus on understanding and incorporating digital literacy skills and continued to research and implement online and personalized learning

opportunities. Finally, we increased and improved communication with our families through expanded use of School Messenger. Next year, Goal 4 will be included and embedded into the three previous goals and focus areas.

The overall effectiveness of the actions/services in Goal 4 includes a substantial increase in devices available for students at both high schools, ongoing professional development for staff, and resources provided for teachers and principals in the area of digital citizenship. In addition, all students participated in grade-level appropriate lessons on digital literacy and parent education resources were provided on a monthly basis.

Based on feedback from stakeholders we will make the following changes to this goal:

- Transition from MyOn to Newsela online reading subscription for all elementary sites.
- Provide devices and mifi hotspots in order to increase access at home for students in need.
- Expand purchases of materials to support elementary STEAM opportunities.
- Provide opportunities for sites to develop innovative technology labs.
- Further develop digital citizenship lesson design.

## Goal 5

SLCUSD will strengthen data use to improve academic achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: Focus 5

### Annual Measurable Outcomes

| Expected   | Actual   |
|--|--|
| SLCUSD will increase the number of students satisfying the University of | Students satisfying the University of California/ California State |

|   |  |
|---|--|
| California/ California State University (UC/CSU) minimum a-g requirements for college admission by 2% (61% to 63% for 2019 graduates).          | University (UC/CSU) minimum a-g requirements for college admission as measured from 2017-18 to 2018-19 indicates: <ul style="list-style-type: none"> <li>• 17-18 = 61%</li> <li>• 18-19 = 63%</li> </ul> Increased by 2 percentage points. |
| Student enrollment in AP courses will increase by 2% from 41% to 43% (2019 graduates).  | Student enrollment in AP courses as measured from 2017-18 to 2018-19 indicates: <ul style="list-style-type: none"> <li>• 2017-18 = 41%</li> <li>• 2018-19 = 39%</li> </ul> Decreased by 2 percentage points.                               |
| SLCUSD student pass rates on AP exams will increase by 2% from 75% to 77% (2019 graduates).<br>(source: Illuminate AP College Readiness Report) | Student pass rates on AP exams as measured from 2017-18 to 2018-19 indicates: <ul style="list-style-type: none"> <li>• 2017-18 = 75%</li> <li>• 2018-19 = 74%</li> </ul> Decreased by 1 percentage point.                                  |
| All elementary students will be evaluated using a standards-based report card or modified standards-based report card.                          | All students were evaluated using the SLCUSD Standards-Based Report Card for the first two trimesters of 2019-20. Trimester three grading was not done due to school closures caused by COVID-19.  |
| The regular use of digital or online assessments will increase from Proficient to Advanced as measured by the BrightBytes Survey.               | SLCUSD has discontinued the use of BrightBytes.  |

**Actions / Services**

| <b>Planned Action/Service</b>                                 | <b>Budgeted Expenditures</b>  | <b>Actual Expenditures</b>  |
|---|---|---|
| Utilize student data for progress monitoring in a data cycle. | A. \$26,500<br>B. \$171,000<br>C. \$1,000<br>D. \$5,000<br>E. \$104,584<br>F. \$7,000<br>G. \$5,000 | A. \$26,500<br>B. \$171,000<br>C. \$1,000<br>D. \$5,000<br>E. \$104,584<br>F. \$7,000<br>G. \$5,000 |

## Goal Analysis

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

None.

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

The overall implementation of the actions/services for Goal 5 was completed. Utilizing student data for progress monitoring has been the major work of Focus 5. Common assessments have been revised to better align with standards-based report card and Common Core State Standards. Two .5 Assessment Teachers on Special Assignment have provided professional development, classroom modeling, and support in using and interpreting data to inform instruction. Interim assessments were widely used in upper elementary and secondary classrooms. All K-2 teachers utilized the Benchmark Assessment System (BAS) to assess students' reading progress. Writing calibration and scoring was facilitated at the site level. Secondary common assessments in both ELA and Math were refined and implemented.

The overall effectiveness of the actions/services is evidenced by student achievement. As teachers become more proficient in using and interpreting student data to inform next steps in instruction, student achievement increases. The K-2 BAS provides the time for teachers to work one-on-one with students to pinpoint next steps for increased learning. Writing calibration scoring professional development has supported an increase in overall students reaching proficiency on the on-demand writing assessments.

Current metrics for Focus 5 include the following:

- Number of students satisfying the University of California/California State University (UC/CSU) minimum a-g requirements for college admission increased from 63% to 65%, a 2 percentage point increase.
- Student enrollment in AP courses remained the same at 38%.
- Pass rate on AP exams decreased from 77% to 71%, a decrease of 6 percentage points.
- All elementary students were evaluated using a standards-based or modified standards-based report card, three times per school year.
- Teacher use of digital or online assessment improved from Emerging to Proficient, as measured by the BrightBytes Survey.

Changes to actions/services for 2018-19 includes purchasing Benchmark Assessment System (BAS), 3rd Edition for all K-2 teachers. This updated assessment will provide teachers with a more thorough understanding of their students progress in reading to inform instruction. We will provide ongoing principal professional development on utilizing data to impact instruction.

An additional change will be the purchase of the National Student Clearinghouse which verifies student enrollment and outcomes in post secondary organizations.

# 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 |
|--|----------------------|-------------------------------|--------------|
| The District will support the cities of San Luis Obispo, Morro Bay, and the YMCA to run child care programs at various sites to assist parents and the community while in distance learning. Due to this support, the providers are going to cut the cost of childcare in half, making it much more affordable for families. | \$600,000            | \$600,000                     | Y            |
| Certificated and classified staff may volunteer for in-person instruction with specific students. This was negotiated with all three of our union groups as an incentive to have employees work directly with students when possible. We will start with our neediest student populations.                                   | \$300,000            | \$300,000                     | Y            |
| Personal protective supplies for in-person instruction will be supplied for employees and students.  | \$50,000             | \$50,000                      | N            |

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.

San Luis Coastal provided classroom-based instruction when possible with a focus on small group instruction for our students who are at the greatest risk. Our plan was carried out as written. Students with our highest needs, including special education students were brought back first. We continue to expand to additional special education students, and then to additional high risk students as we were able. All students returned who desired to do so in March of 2021. Child care was supported and PPE was provided.

### Analysis of In-Person Instructional Offerings

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

The entire district started in a distance learning format in the fall of the 20/21 school year. Early in the year we gained permission to bring back some students in an in-person format with many protocols in place. We had agreed to an MOU with our teachers association stating that returning to in-person instruction would be voluntary for teachers until the district board decided everyone was coming back to in-person instruction.

We began with teacher volunteers in November, 2020 at three elementary schools with their entire PK/TK/K and first grade programs returning. Parents were given the option to return to in-person half day instruction or remain in distance learning. The majority wanted to return. We developed an am/pm half day program with additional asynchronous work to make sure we met instructional minutes. Parents, teachers, and especially students were very happy to be returning to in-person instruction. We saw immediate gains with students who had difficulty in distance learning. Engagement obviously went up, but so too did reading and math retention and comprehension.

We began to organize PODS for a return to in-person support in November and December of 2020. We began to bring students back at all sites in early February for a half day program with child care support to make a full day of it. Parents were appreciative of this and it allowed for them to work and know their children were safe and learning. It was difficult to recruit and staff for these PODS. It was also difficult to train everyone in the protocols and ensure that they were being monitored. We focussed on the most vulnerable students, and those who were struggling during distance learning.

We brought back all students PK-12 in March of 2021. Families were given the option to remain in distance learning or return to in-person instruction. We also tried to give all staff the same option. We organized schedules around student and family responses to a survey and then staffed with those teachers according to their need and preference. We managed to accommodate all and it worked fairly well. Again, engagement increased, participation in extracurriculars as well, and learning achievement followed. The logistics of staffing all of the different desires were tremendous. At the elementary level we had about 80% return to in-person and 20% remain in distance learning. At secondary the numbers were more 70% returned and 30% remained in distance learning.

For all students we continued to ensure a rigorous day was provided and to track attendance and engagement. We provided asynchronous work to all students in addition to their in-person day. We continued to monitor student engagement and to ensure high school students remained on track to graduate. There were many challenges to bringing students back to in-person instruction during the 2020-2021 school year. Communication with all stakeholders was key. Regular meetings with the teachers association as well as administrators was critical to success. Weekly communication to parents occurred via the superintendent's office to keep parents engaged. We held a series of online zoom meetings with teachers, parents, and the community to keep everyone engaged and informed. We have seen the benefits in student achievement and engagement and are ready to return to full in-person instruction in August 2021.

## Distance Learning Program

### Actions Related to the Distance Learning Program

| Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Devices  | \$1,300,000          | \$1,300,000                   | Y            |
| Hotspots   | \$200,000            | \$200,000                     | Y            |
| Safety Planning  | \$50,000             | \$50,000                      | N            |
| Attorney fees  | \$100,000            | \$100,000                     | N            |
| Virtual Learning Program (the program that provides a year guarantee in distance learning) | \$635,000            | \$635,000                     | N            |
| Training and professional development  | \$145,000            | \$145,000                     | Y            |
| Materials and supplies for use at home   | \$1,000,000          | \$1,000,000                   | Y            |
| Staffing for instructional strategy development and a system of support                    | \$300,000            | \$300,000                     | Y            |
| Online resources (SeeSaw, Clever, Zoom, etc.)  | \$350,000            | \$350,000                     | Y            |
| ParentSquare Communication Platform  | \$41,230             | \$41,230                      | Y            |
| Resource Officers to address disengagement and behavior supports                           | \$361,000            | \$361,000                     | Y            |
| Counseling Needs   | \$120,000            | \$120,000                     | Y            |
| Family Resource Centers  | \$100,000            | \$100,000                     | 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.

A comprehensive distance learning program was provided to all students until we could come back in-person. Families were given the option to remain in distance learning for the remainder of the year with specific medical needs. Budget expenditures happened according to the plan.

## 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:** SLCUSD developed a comprehensive Distance Learning Plan (DLP) for all levels - preschool to grade 12. The plan was developed with input from parents, teachers, staff and the community and details how the curriculum will be delivered at each grade level span, instructional minute requirements, synchronous and asynchronous instruction requirements, and teacher and student expectations. It included sample daily schedules that ensured rigorous and comparable curriculum and teaching to an in-person school setting. The DLP was taught by district personnel through Google classroom and outlined technology and software resources that were used. The transition from a distance learning model to an in-person learning model will be facilitated by this similarity of delivery of instruction. The district has developed a comprehensive plan for fully in-person or a blended learning model, depending on circumstances in the future. Instruction was delivered with small group instruction time each day to assist students with learning.

**Access to Devices and Connectivity:** Each school site surveyed parents for device and connectivity needs before the school year began. We have distributed over 3,000 Chromebooks and 1,200 hotspots. Each site has communicated with families who have a need and helped to troubleshoot any problems with connectivity. We have confirmed that all of our students and families are connected and engaged in learning and actively pursue any students who are not engaged and participating in learning daily.

**Pupil Participation and Progress:** San Luis Coastal Unified School District will assess student progress in a variety of formats. During live instruction, teachers will check for understanding through class discussions, questioning techniques, and feedback. Students will also complete assignments in an asynchronous format. Teachers will review these assignments, provide feedback and corrections, and assign grades. Each site had a district adopted plan to ensure student engagement.

**Distance Learning Professional Development:** San Luis Coastal will provide professional development, collaboration, planning, and resources in order to support the distance learning program. Professional development time was added to the days before school started in order to provide additional training and support. The following topics were covered during the week of August 17, 2020: SIS/Gradebook, Building relationships in a DL environment, teacher clarity, engagement & instruction, assessment tools, math tools, Google Apps, Zoom and content area training for use in DL. Also included were self-guided modules using basic tech tools for differentiated professional development. All PD resources have been posted in a shared google folder for teachers to access, and are

linked to our SLCUSD websites. Additional tech support is provided for SLCUSD families via phone and email. Regular distance learning professional development was offered to teachers on an ongoing basis.

**Staff Roles and Responsibilities:** San Luis Coastal has chosen distance learning until at least January 2021. As a result, staff will be following the District's [Distance Learning Plan](#) along with the [Tiered Support Plan](#) to ensure access and accommodations for identified students requiring intervention. School sites have created organized systems of following up on all students who are not engaged in learning. New roles have been created for teacher leaders to train and support staff in implementing these plans. Teachers have created systems that can be implemented on-line for typical classroom procedures such as taking attendance, meeting with small groups, turning in assignments, etc. Any staff member working on a district facility is required to perform a daily health check before coming to work. In addition, many staff members have voluntarily worked outside their typical job description in order to step up to the ever-changing needs of the organization. For example, LVNs were willing to create and respond to the newly formed call center for the Family Resource Center, while bus drivers packaged 4000 innovation boxes for elementary school students to be able to participate in hands-on learning opportunities from home.

**Supports for Pupils with Unique Needs:** A wide range of additional supports are provided for students with unique needs during distance learning. For English Language Learners classroom teachers provide designated and integrated English language development (ELD) through whole class and small group instruction in the distance learning setting. At the elementary level, such instruction is supported by EL Specialists. At the secondary level, such instruction is also provided by ELD teachers and supported by bilingual aides. Bilingual staff are available to help solve technology challenges and make sure that technology is not a barrier for English learner students. DELAC, ELAC, and English Learner Parent Forums provide specialized venues, in addition to other District meetings and forums, to gather input and help English learner families address instructional challenges. For our special education students, after consultation with the SLO County Public Health Department the most vulnerable of our special education students will return in small groups for services on our campuses. While we are starting with our most vulnerable, we will systematically continue to expand the students we serve in small, safe groups who would benefit from in person services on our campuses. While we are in Distance Learning, our special education students are receiving services and supports in their IEP through an Individualized Distance Learning Plan. Education Specialists are providing synchronous direct instruction, and asynchronous and alternate learning activities targeted to student needs. Paraeducators are supporting students in whole class virtual settings, and one on one sessions with students under the direct supervision of an Education Specialist. Related services providers are providing interactive services through a virtual platform. Specialized technology supports: headphones, touch screens, document cameras, etc, are provided to students to address unique learning challenges in the distance learning format. For other students with unique needs, our Family Resource Center created a call center to address the basic needs of students and families. Devices and hot spots have been provided for every pupil in need. Food services have served homeless, foster, and other socio-economically disadvantaged students throughout the summer and continue to address needs during the distance learning in the Fall. Professional development, collaboration time, and planning time took place the week before school started so that instructional and support needs can be addressed effectively.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

| Description                          | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--------------------------------------|----------------------|-------------------------------|--------------|
| Multi-Tiered System of Support TOSAs | \$300,000            | \$300,000                     | Y            |
| FastBridge Assessment System         | \$35,966             | \$35,966                      | 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.

No significant differences between what was budgeted and what was spent on the above actions.

### 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.

Our district is utilizing universal screening assessments in English language arts and mathematics for students in first grade and above. The data from these assessments will provide information about general performance levels, student strengths, and learning gaps. Teachers will use the data to inform and tailor instruction to meet the needs of the students.

Each teacher, PK-12, has 90 minutes of tiered support time built into the afternoon. Teachers will use student work and formative assessments to identify areas of need. Then, teachers will call students back for additional instruction during the tiered support block. Any student can be included in tiered support, including those that need accelerated learning opportunities. Special attention will be paid to English learners, low-income, foster youth, students with exceptional needs and those experiencing homelessness. Tiered support groups are flexible in minutes, number of days, and number of students participating. However, teachers must deliver synchronous tiered support instruction 90 minutes a day.

Within tiered support, ongoing progress monitoring and assessment tools will be used. In addition, the district will use trimester common assessments to measure learning. In-person instruction is in small groups and students have picked up quickly the standards they need to be successful. We continue to monitor learning and are making plans for in-person full instruction in the 2021-2022 school year.

## **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.

San Luis Coastal Unified School District will support the mental health and social emotional well-being of students and staff during the school year. In order to support staff well-being, all secondary certificated staff participated in a training on August 19 provided by SLO County Behavioral Health. In addition to topics designed to determine the mental health needs of our students, the presenters, two LMFT, provided training that included teacher self-care. The elementary staff were trained by the Elementary PPS Counselors on priority lessons for the social emotional curriculum and mindfulness practices and self-care/self-evaluation of social/emotional needs. Employees have been notified of the Employee Assistance Program offered through our health insurance provider that is available to offer information and assistance to staff on a wide range of personal issues. Next, during the goal setting meetings that administrators do one-on-one with all certificated staff members, discussions will take place about the social and emotional well-being of each staff member. Lastly, administrators will check in with each staff member on a personal basis monthly.

In order to support student well-being, elementary teachers implemented priority lessons from the district adopted Social Emotional curriculum during the fall semester. Elementary PPS counselors will work with classes to complete a return to school questionnaire and class discussion around COVID impacts on families and lead monthly Mental Health Team meetings to discuss action plans for students needing additional support. All paraeducators attended a training on August 20, 2020 by San Luis Obispo SELPA that focused on Trauma Informed Practices with a lens on COVID .

For our students, SEL curriculum has been purchased for implementation at the elementary level, while grade level appropriate SEL lessons will be implemented at the secondary level. A Counselor on Special Assignment has been added to our tiers of support with a focus on SEL implementation, a universal screener throughout the district, and coordination of Mental Health Teams on all campuses. Finally, our already robust MFT and MFT(i) allocation across all schools in the district has been increased. Site visits have been conducted by staff to check on student welfare.

## **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.

SLCUSD has developed a tiered student support time each day to engage with students who are struggling, students who are not participating, and to provide support for learning. This time each day is K-12 and teachers log their interaction with students. Students who do not attend these mandatory sessions are followed up with in a structured way by teachers, counselors and administrators. This time can be for small group instruction, one-on-one with teacher and student, to conduct socio-emotional outreach, to provide designated ELD, and to connect with students who are not participating. Teachers were given professional development the week

before school started on best practice for small group and one-on-one intervention. This professional development will continue during the year to strengthen teacher effectiveness and ensure student engagement. Record logs will be monitored and students identified who need additional support. Student success team (SST) meetings will be conducted with students who are not responding to tiered intervention. Each school site has an English Learner specialist who will reach out to provide support for families who do not speak English. This may include designated ELD instruction as well as assistance with engagement strategies for the student. Student participation will be monitored.

## Analysis of School Nutrition

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

Our school food service program continues to feed students no matter the instructional model. In distance/virtual learning, our district offers weekly meal kits for all pupils, including those eligible for free or reduced price meals. Menus meet program requirements and provide at least one nutritionally adequate meal per day. Families can pre-order weekly meal kits online and a meal helpline has been established to ensure access for all students/families with both English and Spanish speaking operators. When our district moves to in person instruction or a hybrid of in person/distance learning, we will continue to feed students, including those eligible for the meal program. We have outlined best practices for in classroom dining, in cafeteria service, and mobile meal pick up. Food Services will ensure participants are recorded correctly and duplicate meals are not claimed. Food Services also ensures health and hygiene promotion, cleanliness and sanitation, meal preparation, and communication best practices to support a healthy school meal program.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description     | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---------|-----------------|----------------------|-------------------------------|--------------|
| N/A     | Family Advocate | \$60,000             | \$60,000                      | 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.

No substantive differences occurred between budgeted and actual actions and expenditures.

## Overall Analysis

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

The experience of the last year and of both in-person and distance learning programs have shown us the importance of connecting with students, offering differing opportunities, and making sure we have a robust intervention program in place. SLCUSD was already in the process of developing and implementing a comprehensive MTSS process. The experience of the past year has made that implementation more important than ever. We have added many MTSS staff and support personnel and plan to have MTSS intervention staffing at all sites in the fall. We have also added social-emotional learning programs and supports. We know that student wellbeing will be vitally important next year. We are also adding an independent study program to accommodate students who wish to have an alternative educational experience. Professional development will also be a priority for our staff. We have planned PD with leading experts on learning recovery for the fall.

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

We have continued to monitor student success this school year through a comprehensive benchmark assessment system and we are also giving the SBAC assessment to ensure we have the proper data to monitor student academic progress and student socio-emotional growth and development. We are using Fastbridge to assess all students in reading, writing, and math. We are using our district developed benchmark assessments to monitor grade level and student growth. All students will participate in the SBAC administration. Fastbridge also has an SEL component that we are administering to grades 2-12 students. Special emphasis will be placed on our most fragile learners and all subgroup populations.

We know that learning loss has been critical at the K-2 levels and with early literacy. Our 2021-24 LCAP cycle reflects this knowledge and a focus on making sure we are fully staffed with a robust MTSS program that focuses on early literacy and math. We are hiring additional staff and will provide significant training and ongoing support to make sure we can catch our students up. Each Title I site will have a new full time MTSS coordinator and other certificated and classified staff will be provided to provide instructional support.

We are implementing an enhanced summer learning experience that will be in-person and by invitation for those students that assessments show need the most support. Special emphasis will be placed on SED, EL, and SWD. We will run an extended school year for special education students and ensure that all students who can be mainstreamed in regular education classes will be in those classrooms. Summer program is high quality, limited class size, and includes ELA, math, STEAM, and creative activities and goes from 8:30-2:30 Monday-Thursday.

We have learned that student social emotional wellbeing is critical to student success. We have assessments in place, planned PD for SEL programs, and increased counselor and therapist time at sites.

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.

No significant difference between actions identified and those implemented.

## **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.

We have continued to monitor student success this school year through a comprehensive benchmark assessment system and we are also giving the SBAC assessment to ensure we have the proper data to monitor student academic progress and student socio-emotional growth and development. We are using Fastbridge to assess all students in reading, writing, and math. We are using our district developed benchmark assessments to monitor grade level and student growth. All students will participate in the SBAC administration. Fastbridge also has an SEL component that we are administering to grades 2-12 students. Special emphasis will be placed on our most fragile learners and all subgroup populations.

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We have learned that student social emotional wellbeing is critical to student success. We have assessments in place, planned PD for SEL programs, and increased counselor and therapist time at sites.

These realizations and data analysis has led to the creation of a 2021-24 LCAP that reflects: 1) PD for first best instruction and helping teachers have the tools to help students rebound, 2) A more robust MTSS and intervention plan with increased staffing, especially at Title I sites, and leadership to implement interventions for student academic recovery, 3) Social emotional learning programs and teacher training, along with increased counselor time.

# 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  |
|--|---|--|
| San Luis Coastal Unified School District | Rick Mayfield<br>Director of Learning and Achievement | <a href="mailto:rmayfield@slcusd.org">rmayfield@slcusd.org</a><br>(805) 549-1225 |

## Plan Summary 2021-2024

### General Information

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

San Luis Coastal Unified School District’s (SLCUSD) schools include ten elementary, two middle, two comprehensive high schools, and one continuation high school. Maintaining small schools reflects our educational philosophy of knowing students on a very personal level. Our schools are dynamic, student-centered learning communities where all children are expected to take risks, explore new opportunities, and discover their unique potential.

Our Students: With a student enrollment of 7,638, over 10% (771) are English learners, and 34.8% (2,657) come from socioeconomically disadvantaged (SED) households. Through the three “Rs” of rigor, relevance, and relationship, students are provided valuable opportunities to become the very best they can be. “Success for All” requires many hands, multiple networks of thoughtful people, and an expectation that every child can achieve to their fullest potential. This is our conscious journey as a school district.

Our Community: SLCUSD shares the broader community with the postsecondary learning institutions of Cuesta Community College and California Polytechnic University. We have established strong partnerships with both schools. We have also partnered with several nonprofit agencies to open Family Resource Centers (FRCs) in the communities of Los Osos and San Luis Obispo. FRCs are designed to assist our families who struggle with the challenges of poverty, employment, and navigating the school system. We also have developed strong relationships with the City of Morro Bay, City of San Luis Obispo and the County of San Luis Obispo. The City and the YMCA play instrumental roles in providing before and after school care for our students.

San Luis Coastal Unified School District is a “Basic Aid” or “Community Funded School District,” property taxes are higher than the amount we would receive from the state. With the future closure of the Diablo Canyon Nuclear Power Plant, a large portion of those property taxes will gradually go away. To assist with this loss of revenue, SB 1090 was passed by the State Legislature and signed by the Governor. This law has provided the district with funds to ease the loss of revenue as well as establish a district foundation. \$10 million of the SB 1090 mitigation fund goes directly to the new San Luis Coastal Education Foundation. The San Luis Coastal Education Foundation has quickly made a mark on the district and will be a needed resource for innovative programs to help our students and staff in the years to come.

San Luis Coastal has some of the best educators and leaders serving our students and their families. These amazing educators symbolize who we are as a learning community. Our principals and district leaders create innovative programs and inspire high-level professional learning communities. We have an engaged and involved parent community that supports the success of our schools through PTA, Booster organizations, DELAC, DTAC, and other parent organizations.

## Reflections: Successes

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

*Note: Due to Covid-19, the state has suspended reporting on the 2020 Dashboard. The information below comes from the 2019 Dashboard.*

SLCUSD continues to be most proud of the progress made in mathematics. All elementary and middle schools earned a change level of maintained, increased, or significantly increased. In addition, we were selected as a California Exemplary District in 2018, based on student achievement in mathematics. This high level of academic success is the result of eight years of ongoing professional development, adoption of rigorous, standard-aligned materials, and development of teacher leaders at each of our sites. The 2021-2024 plan is designed to build upon this success by continuing to develop site teacher leaders and provide site-based, ongoing professional development in research-based instruction.

We had a blue performance level in ELA, with all but two schools achieving either a green or blue performance level.

We also had a blue graduation rate, with either a blue or green status for all subgroups, except for our students with disabilities (SWD) group, which had an orange rating.

## 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.

*Note: Due to Covid-19, the state has suspended reporting on the 2020 Dashboard. The information below comes from the 2019 Dashboard.*

The English Learner Performance Indicator is based on the new ELPAC assessment and is therefore baseline data with no color being assigned in 2019. 49.3% are making progress towards English proficiency, which gives us a performance level of Medium. As we transition to the English Language Proficiency Assessment for California (ELPAC), there will be a new calculation formula for determining status, change, and performance level. SLCUSD is currently addressing this need with ongoing professional development for our principals, EL Specialists, and EL teachers.

Our suspension rate has dropped into the orange level. We will continue to develop and support our programs and processes, including PBIS, Restorative Approaches, WEB and LINK Crew training, and social-emotional support model to engage and support all students.

Based on a review of the California School Dashboard and local data, San Luis Coastal USD has identified the following performance gaps:

### **English Language Arts performance for Homeless, Hispanic, EL, SED, and SWD**

Homeless, Hispanic, EL, SED, and SWD student groups all performed at the yellow level in ELA. However, all these student groups increased their change level from the year before. We will continue to use data to diagnose individual student needs and develop plans for

instruction/intervention to accelerate academic success. In addition, we are planning to strengthen our site-based ELA interventions and target these student groups for both summer school and afterschool supports. We have developed a comprehensive MTSS model for student academic recovery in 2021-2022 as a response to Covid and distance learning. The above student groups will be a focus area.

### **The Mathematics performance for Homeless, Foster Youth, EL, SED, and SWD**

Homeless, Foster Youth, EL, SED, and SWD student groups all performed at the yellow level in mathematics. However, all these student groups increased their change level from the year before. We will continue to use data to diagnose individual student needs and develop plans for instruction/intervention to accelerate academic success. We are planning to strengthen our site-based mathematics interventions with the implementation of ST Math, an online, personalized math intervention for all elementary schools. We will target these student groups for both summer school and afterschool support. In addition, we will strengthen our co-teaching model by offering additional professional development to both SPED and general education teachers.

### **Graduation rate for Students with Disabilities (SWD)**

The Students with Disabilities group, representing 68 students, has a high graduation rate, but showed a decline of 1.7%. This resulted in an orange performance level. Our plan is to closely monitor our Students with Disabilities group student group, with the support of our data management system to ensure all students are on track for graduation.

### **Suspension for Foster Youth, SWD, African American, EL, Hispanic, Homeless, Two or More Races student groups**

The Foster Youth and SWD groups both dropped into the red performance level this year, with 8% and 2.1% increases in suspension, respectively. The African American, EL, Hispanic, and Homeless student groups all showed slight increases in suspension rates, which dropped them into orange this year. The two or more races student group remained in orange. We are continuing to develop alternatives for suspension through restorative justice practices. We will also strengthen outreach and engagement efforts for our foster youth through WEB and Link Crew intentional recruitment. By continuing this work, we should sustain the positive reductions in the suspension performance level for all student groups.

### **College and Career Readiness for EL, Hispanic, Homeless, SED, SWD**

English Learners, Hispanic, Homeless, Socio-economically disadvantaged, and Students with disabilities all were within the orange band. English Learners maintained their rate of prepared students, Hispanic students, homeless, SED, and SWD all declined from between 3.3% to 8.5%. All of these groups will be monitored for progress in this area. Meetings will occur with all students 1 on 1 with administrator or counselor to review the 4 year plan for High School in 8th grade. This will lay out a road for students to graduate college and career ready. These plans will be reviewed regularly with students and monitored for success.

## **LCAP Highlights**

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

The 2021-2024 LCAP features three strategic goals, based on a thorough review of the multiple measures identified in the California School Dashboard, along with the results from our extensive stakeholder engagement activities. The goals include the following:

All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.

All LCAP-identified student groups will achieve substantial academic gains through a multi-tiered system of support.

SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

## 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.

A range of efforts have been made to solicit ongoing stakeholder feedback. SLCUSD has surveyed and met with parents, teachers, school staff, and students throughout the school year to determine the needs and action steps that we must implement. Some of the methods we use to gather input included: District Local Control Accountability Plan Committee, Equity Committee, District English Learner Advisory Committee (DELAC), Student Senate, District Title I Advisory Committee, Common Ground Task Force, Principal Meetings, Site Staff Meetings, Board Meetings, Union Leadership Meetings, Staff Leadership Meetings and Parent Advisory Committee. Input was gathered through student, staff and parent surveys along with information gathered at our various involvement opportunities. The [LCAP Overview and outreach plan](#) is shared with the Board in April. The Student Senate, Common Ground Advisory Task Force, and Equity Leadership Team present their [recommendations](#) to the Board of Education in May. These recommendations are used to help finalize the LCAP. The SELPA administrator was consulted in the LCAP process.

A summary of the feedback provided by specific stakeholder groups.

## **Students:**

- Desire to be engaged in meaningful ways
- Desire for peer collaboration
- Desire for real-life, relevant assignments
- Desire for challenging assignments
- Real world connections to what students are learning/current events
- Student academic assistance
- Tutoring
- Help meeting graduation requirements
- One-on-one help from peers/teachers
- Respect and fairness desired including standing up to inappropriate behaviors
- Welcoming atmosphere/ good environment
- Relationship with the teacher matters
- Multiple opportunities to connect with teachers like chat, Zoom, office hours
- Responsiveness to students' social-emotional needs

## **Parents/Community:**

- Focus on effective, hands-on, project based, engaging instruction
- Curriculum, equipment, resources
- VAPA, technology, electives
- Training for staff
- Small class size
- Desire for quality feedback and communication from teachers

- Intervention/ individualized support
- After school opportunities for extra support
- Teaching training
- Academic interventions
- EL support
- Small group and individual help
- Accessible, caring staff
- Social-emotional curriculum
- Parent education and outside resources
- Counseling/mental health support
- Professional development for all staff
- Social justice taught with culturally relevant content

**Staff:**

- Hands-on learning
- Individualized instruction
- Decrease/maintain class size
- Small group instruction
- Desire for high-quality, meaningful professional development
- Tiered system of support - researched-based MTSS system
- Continue to analyze and implement effective interventions
- Continue support staff (paraeducators, EL support, tutors, instructional aides)
- Specialized programs such as AVID, EL support
- Reading/math intervention
- Before/after school academic support programs – with transportation
- Designated ELD instruction
- Counseling / Therapist interns
- Training
- Mindfulness
- Positive and encouraging adults – connect with each child each day
- Social-emotional intentional teaching
- Parent education and communication
- PD on culturally responsive teaching
- Hire culturally diverse staff
- Promote and educate all on equity and diversity

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

Many of the common elements of feedback have been included into the LCAP plan for 2021-24. Other feedback, while not a part of the LCAP, will be focus areas of professional development and site level goals for 2021-22. The SLCUSD LCAP has 3 strategic goals:

1. All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.
2. All LCAP-identified student groups will achieve substantial academic gains through a multi-tiered system of support.
3. SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

In Goal 1, we will focus on engaging teachers in professional development for best first instruction and providing engaging lessons. This would include a focus on individualizing instruction, small group instruction, and hands-on learning through our iINNOVATE Initiative. While not a specific part of the LCAP, our district has focused on smaller class sizes PreK-12.

In Goal 2, we will focus on a multi-tiered system of support to help students - especially the EL, SED, SWD, and Homeless and Foster Youth student subgroups - rebound from Covid learning loss, and to close the achievement gap. This was feedback across the board from all stakeholder groups. This will include designated ELD, EL support, after school small group instruction, and small learning pods. This will also include a robust summer program for invited students. Secondary schools will have AVID sections.

In Goal 3, the focus will be on social emotional learning and supporting the whole child. Increased counseling time, training for teachers and counselors, connecting with students daily, and increased therapist time are all items that were in the feedback from stakeholders. In addition, we will continue our work on equity, diversity, and inclusivity. Providing professional development and continuing to discuss ways to remove barriers to high academic success.

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 1      | All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum. (State Priorities: 1, 2, 4, 7, 8) |

An explanation of why the LEA has developed this goal.

The results from the 2019 California Assessment of Student Performance and Progress (CAASPP), LCFF Evaluation rubrics, district common assessments, stakeholder meetings notes, Student Senate notes, and stakeholder survey results were used to identify the current needs in instruction, curriculum, and student achievement.

Currently, the LCFF Evaluation rubrics place us at a green performance level for mathematics. The CAASPP results for mathematics showed 64% of all students met or exceeded standard, which was a two percentage point increase from 2017-18. The LCFF Evaluation rubrics place us at the blue performance level for English Language Arts. The CAASPP results for English Language Arts showed 70% of all students met or exceeded standard. This was a one percentage point increase from 2017-2018.

Stakeholder feedback, including the Superintendent’s Student Senate, indicates a need to stay focused on academic achievement as our “mission critical.” There is also strong interest in focusing on effective instruction that is engaging and challenging for our students.

First best instruction is our goal number 1 and research has shown that the best way to keep students out of interventions is with first best instruction.

## Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
| Student performance in mathematics will increase by 5% as measured by the CAASSP. | 64% (Green performance level)  | +5%            | +5%            | +5%            | 79%  |
| Student performance in mathematics will increase by 5% as measured by District    | K-5 Math Benchmark (19-20 2nd Trimester) = 82%<br>6th Benchmark (20-21 Task 2) = 42% | +5%            | +5%            | +5%            | K-5 Math Benchmark (2nd Trimester) = 97%<br>6th Benchmark (Task 2) = 57% |

|   |  |     |                 |                 |   |
|---|--|-----|-----------------|-----------------|---|
| Common Assessments.   | 7th Benchmark (20-21 Winter) = 35%<br>8th Benchmark (20-21 Winter) = 28%<br>Algebra 1 Benchmark (20-21 Winter) = 14%<br>Geometry Benchmark (20-21 Winter) = 16%<br>Algebra 2 Benchmark (20-21 Winter) = 8% |     |                 |                 | 7th Benchmark (Winter) = 50%<br>8th Benchmark (Winter) = 42%<br>Algebra 1 Benchmark (Winter) = 29%<br>Geometry Benchmark (Winter) = 30%<br>Algebra 2 Benchmark (Winter) = 23%                         |
| Math Participation Rate on Statewide testing among SWD will increase 1% to 95% participation. | 19-20 LEA = 94%  | +1% | Maintain at 95% | Maintain at 95% | Maintain at 95%   |
| Student performance in English Language Arts will increase by 5%, as measured by the CAASPP.  | 70% (Blue performance level)   | +5% | +5%             | +5%             | 85%   |
| Student performance in ELA will increase by 5% as measured by District Common Assessments.    | K-1 Benchmark (20-21 2nd Trimester) = 30%<br>3-6 Fastbridge (20-21 2nd Trimester) = 72%<br>Grade 2-6 T1 & T2, K-6 EOY (20-21 1st Trimester) = 33%<br>Grade 7 (20-21) Narrative = 56%                       | +5% | +5%             | +5%             | K-2 BAS (2nd Trimester) = 45%<br>3-6 RI (2nd Trimester) = 87%<br>K-6 Writing (2nd Trimester) = 48%<br>Grade 7 Narrative = 71%<br>Informational = INC<br>Argument = no data<br>Grade 8 Narrative = 75% |

|   |  |                                 |                                 |                                 |  |
|---|--|---------------------------------|---------------------------------|---------------------------------|--|
|   | <p>Informational = INC<br/>Argument = no data</p> <p>Grade 8 (20-21)<br/>Narrative = 60%<br/>Informational = INC<br/>Argument = no data</p> <p>Grade 9 (20-21)<br/>Narrative = 83%<br/>Informational = 74%<br/>Argument = no data</p> <p>Grade 10 (20-21)<br/>Narrative = 86%<br/>Informational = 86%<br/>Argument = INC</p> <p>Grade 11 (20-21)<br/>Narrative = 85%<br/>Informational = 87%<br/>Argument = INC</p> <p>Grade 12 (20-21)<br/>Narrative = 85%<br/>Informational = 90%<br/>Argument = INC</p> |                                 |                                 |                                 | <p>Informational = INC<br/>Argument = no data</p> <p>Grade 9<br/>Narrative = 98%<br/>Informational = 89%<br/>Argument = no data</p> <p>Grade 10<br/>Narrative = 100%<br/>Informational = 100%<br/>Argument = INC</p> <p>Grade 11<br/>Narrative = 100%<br/>Informational = 100%<br/>Argument = INC</p> <p>Grade 12<br/>Narrative = 100%<br/>Informational = 100%<br/>Argument = INC</p> |
| Student performance in ELD will increase by 5% as measured by the ELPAC.                                  | 18-19 = 19% (no testing in 19-20 due to COVID)   | +5%                             | +5%                             | +5%                             | 34%  |
| All elementary students will engage in three FOSS NGSS learning modules during the 2021-2022 school year. | Students engaged in three units  | Students engaged in three units | Students engaged in three units | Students engaged in three units | Students engaged in three units  |
| Secondary students will engage in fully aligned NGSS courses in the                                       | Full Implementation  | Full Implementation             | Full Implementation             | Full Implementation             | Full Implementation  |

|  |   |                                     |                                     |                                     |   |
|--|---|-------------------------------------|-------------------------------------|-------------------------------------|---|
| 2021-2022 school year.   |   |                                     |                                     |                                     |   |
| Student performance in science (grades 5, 8 and 11) will increase by 5% as measured by the CAST.   | No baseline due to COVID.                                   | Baseline data                       | +5%                                 | +5%                                 | Baseline + 10%                          |
| Increase the percentage of high school students who complete an a-g curriculum within a Career Technical Education (CTE) pathway by 5 percentage points.   | 19-20:<br>SLOHS = 14%<br>MBHS = 45%                         | +5%                                 | +5%                                 | +5%                                 | SLOHS = 29%<br>MBHS = 60%               |
| Youth Truth survey results will indicate a 1-point increase (on a 5-point scale) in positive student perception around college and career understanding.   | October 2019:<br>PBHS = 4.13<br>SLOHS = 3.08<br>MBHS = 2.87 | +1 point                            | +1 point                            | +1 point                            | PBHS = 5.0<br>SLOHS = 5.0<br>MBHS = 5.0 |
| All teachers will be appropriately assigned, based on either the appropriate credential for the assignment or a valid option provided by California Code of Regulations, Title 5, or the Education Code. | All teachers appropriately assigned                         | All teachers appropriately assigned | All teachers appropriately assigned | All teachers appropriately assigned | All teachers appropriately assigned     |

|   |  |                          |                          |                          |                          |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
| All students will have access to standards-aligned instructional materials.   | All students have access   | All students have access | All students have access | All students have access | All students have access |
| Student performance in ELA will increase within the conditional and ready categories combined, as measured by EAP.                                | We did not administer back assessments in 19-20 year due to COVID. | Baseline year            | +5%                      | +5%                      | Baseline + 10%           |
| Student performance in math will increase within the conditional and ready categories combined, as measured by EAP.                               | We did not administer back assessments in 19-20 year due to COVID. | Baseline year            | +5%                      | +5%                      | Baseline + 10%           |
| We will increase by 3% the number of students who participate in and demonstrate college preparedness in the Early Assessment Program.            | We did not administer back assessments in 19-20 year due to COVID. | Baseline year            | +3%                      | +3%                      | Baseline +6%             |
| In each area of the academic performance standards, our goal will be to move up one level, i.e.: beginning development to initial implementation. | Not reported<br>Dashboard suspended                                | +1 level                 | Maintain level           | Maintain level           | Full implementation      |

## Actions

| Action # | Title               | Description  | Total Funds | Contributing |
|----------|---------------------|--|-------------|--------------|
| 1        | Core academics      | Strengthen teachers' depth of knowledge of standards and curriculum in core academic areas.  | \$425,950   | N            |
| 2        | Danielson Framework | Strengthen classroom instructional strategies based on the Danielson Framework for Teaching. | \$171,600   | N            |
| 3        | Innovation          | Enhance hands-on, integrated and innovative curriculum, programs, and strategies             | \$290,127   | N            |
| 4        | Assessment and Data | Use Assessment and Data to drive instructional decision making.                              | \$896,200   | N            |
| 5        | CTE pathways        | Create and develop effective CTE pathways.   | \$464,003   | N            |
| 6        | VAPA programs       | Enhance and modernize VAPA programs.   | \$113,800   | N            |

## Goal Analysis

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.

N/A for 2021-22

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

N/A for 2021-22

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

N/A for 2021-22

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.

N/A for 2021-22

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

# Goal

| Goal # | Description  |
|--------|--|
| 2      | All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support. (State Priorities: 1, 2, 4) |

An explanation of why the LEA has developed this goal.

The results from the 2019 California Assessment of Student Performance and Progress (CAASPP), LCFF Evaluation rubrics, district common assessments, stakeholder meetings notes, Student Senate notes, and stakeholder survey results were used to identify the current needs in instruction, curriculum, and student achievement.

The CAASPP results for mathematics showed 64% of all students met or exceeded standard, while only 42% of socioeconomically disadvantaged students met or exceeded standard, 20% of English learners met or exceeded standard, and 57% of reclassified English proficient students met or exceeded standard. No results were available for 2020-21 due to COVID.

The CAASPP results for English Language Arts showed 69% of all students met or exceeded standard, while only 48% of socioeconomically disadvantaged students met or exceeded standard, and 18% of English learners met or exceeded standard. On a positive note, 69% of reclassified English proficient students met or exceeded standard. No results were available for 2020-21 due to COVID.

After reviewing the data from both the CAASPP and district common assessments, we identified the need to continue to raise achievement for all students and close the achievement gap for our LCAP-identified students. Stakeholder feedback supported our continued focus on early intervention and support provided by well-trained staff. The need for continuing preschool, early literacy, online courses and targeted summer school was a high priority.

A focus on unduplicated students subgroups and English Learner, SED, and Homeless/Foster Youth is a primary focus of the LCAP. Goal 2 is highlighted by a comprehensive MTSS system to support all students to be successful, but especially those groups. This 3 year LCAP cycle has a drastically improved MTSS system with substantial resources dedicated to recovering learning loss and focussed on our most vulnerable students.

## Measuring and Reporting Results

| Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                      |
|---|---|----------------|----------------|----------------|--|
| Student performance in mathematics will increase by 5% as measured by the CAASPP for LCAP student groups. | SED = 42% (Green performance level)<br>EL = 20% (Yellow performance level)<br>RFEP = 57%<br>SWD = 24% | +5%            | +5%            | +5%            | SED = 57%<br>EL = 35%<br>RFEP = 72%<br>SWD = 39% |

|   |  |            |            |            |   |
|---|--|------------|------------|------------|---|
| <p>Student performance in mathematics will increase by 5% as measured by District Common Assessments for LCAP-identified student groups</p> | <p>K-5 Math Benchmark (19-20 2nd trimester)<br/>         SED = 58%<br/>         EL = 54%<br/>         RFEP = 87%<br/>         SWD = 62%</p> <p>6th Benchmark (19-20 Task 3)<br/>         SED = 39%<br/>         EL = 12%<br/>         RFEP = 51%<br/>         SWD = 37%</p> <p>7th Benchmark (20-21 Winter)<br/>         SED = 17%<br/>         EL = 0%<br/>         RFEP = 32%<br/>         SWD = 8%</p> <p>8th Benchmark (20-21 Winter)<br/>         SED = 20%<br/>         EL = 4%<br/>         RFEP = 27%<br/>         SWD = 9%</p> <p>Algebra 1 Benchmark (20-21 Winter)<br/>         SED = 9%<br/>         EL = 6%<br/>         RFEP = 10%<br/>         SWD = 3%</p> <p>Geometry Benchmark (20-21 Winter)<br/>         SED = 15%<br/>         EL = 10%<br/>         RFEP = 12%<br/>         SWD = 4%</p> | <p>+5%</p> | <p>+5%</p> | <p>+5%</p> | <p>K-5 Math Benchmark (2nd trimester)<br/>         SED = 73%<br/>         EL = 69%<br/>         RFEP = 100%<br/>         SWD = 77%</p> <p>6th Benchmark (Task 3)<br/>         SED = 54%<br/>         EL = 27%<br/>         RFEP = 66%<br/>         SWD = 52%</p> <p>7th Benchmark (Winter)<br/>         SED = 32%<br/>         EL = 15%<br/>         RFEP = 47%<br/>         SWD = 23%</p> <p>8th Benchmark (Winter)<br/>         SED = 35%<br/>         EL = 19%<br/>         RFEP = 42%<br/>         SWD = 24%</p> <p>Algebra 1 Benchmark (Winter)<br/>         SED = 24%<br/>         EL = 21%<br/>         RFEP = 25%<br/>         SWD = 18%</p> <p>Geometry Benchmark (Winter)<br/>         SED = 30%<br/>         EL = 45%<br/>         RFEP = 27%<br/>         SWD = 19%</p> <p>Algebra 2 Benchmark (Winter)</p> |
|---|--|------------|------------|------------|---|

|   |  |     |     |     |   |
|---|--|-----|-----|-----|---|
|   | Algebra 2 Benchmark (20-21 Winter)<br>SED = 6%<br>EL = 0%<br>RFEP = 6%<br>SWD = N/A  |     |     |     | SED = 21%<br>EL = 15%<br>RFEP = 21%<br>SWD = TBD  |
| Student performance in English Language Arts will increase by 5%, as measured by the CAASPP for LCAP-identified student groups.                 | 19-20 results:<br>SED = 48%<br>EL = 18%<br>RFEP = 69%<br>SWD = 27%   | +5% | +5% | +5% | SED = 63%<br>EL = 33%<br>RFEP = 84%<br>SWD = 42%  |
| Student performance in English Language Arts will increase by 5% as measured by District Common Assessments for LCAP-identified student groups. | K-5 BAS Benchmark (20-21 2nd trimester)<br>SED = 18%<br>EL = 10%<br>RFEP = 100%<br>SWD = 16%<br><br>3-6 FastBridge (20-21 2nd Trimester)<br>SED = 52%<br>EL = 20%<br>RFEP = 68%<br>SWD = 40%<br><br>Grade 2-6 T1 & T2, K-6 EOY(20-21 1st Trimester)<br>SED = 17%<br>EL = 9%<br>RFEP = 31%<br>SWD = 13%<br><br>Grade 7 (19-20) Narrative<br>SED = 31%<br>EL = 10% | +5% | +5% | +5% | K-5 BAS Benchmark (2nd trimester)<br>SED = 33%<br>EL = 25%<br>RFEP = 100%<br>SWD = 31%<br><br>3-6 FastBridge (2nd Trimester)<br>SED = 67%<br>EL = 35%<br>RFEP = 83%<br>SWD = 55%<br><br>Grade 2-6 T1 & T2, K-6 EOY(1st Trimester)<br>SED = 32%<br>EL = 24%<br>RFEP = 46%<br>SWD = 28%<br><br>Grade 7 Narrative<br>SED = 46%<br>EL = 25%<br>RFEP = 60% |

RFEP = 45%  
 SWD = 19%  
*Informational*  
 SED = 28%  
 EL = 0%  
 RFEP = 34%  
 SWD = 14%  
*Argument*  
 SED = COVID  
 EL = COVID  
 RFEP = COVID  
 SWD = COVID  
  
 Grade 8 (19-20)  
*Narrative*  
 SED = 55%  
 EL = 30%  
 RFEP = 53%  
 SWD = 43%  
*Informational*  
 SED = 54%  
 EL = 25%  
 RFEP = 57%  
 SWD = 56%  
*Argument*  
 SED = COVID  
 EL = COVID  
 RFEP = COVID  
 SWD = COVID  
  
 Grade 9 (20-21)  
*Narrative*  
 SED = 72%  
 EL = 43%  
 RFEP = 79%  
 SWD = 54%  
*Informational*  
 SED = 61%  
 EL = 45%  
 RFEP = 70%  
 SWD = 44%

SWD = 34%  
*Informational*  
 SED = 43%  
 EL = 15%  
 RFEP = 49%  
 SWD = 29%  
*Argument*  
 SED = TBD  
 EL = TBD  
 RFEP = TBD  
 SWD = TBD  
  
 Grade 8  
*Narrative*  
 SED = 70%  
 EL = 45%  
 RFEP = 68%  
 SWD = 58%  
*Informational*  
 SED = 69%  
 EL = 40%  
 RFEP = 72%  
 SWD = 71%  
*Argument*  
 SED = TBD  
 EL = TBD  
 RFEP = TBD  
 SWD = TBD  
  
 Grade 9  
*Narrative*  
 SED = 87%  
 EL = 58%  
 RFEP = 94%  
 SWD = 69%  
*Informational*  
 SED = 76%  
 EL = 60%  
 RFEP = 85%  
 SWD = 59%  
*Argument*

*Argument*  
 SED = COVID  
 EL = COVID  
 RFEP = COVID  
 SWD = COVID  
  
 Grade 10  
*Narrative* (19-20)  
 SED = 64%  
 EL = 33%  
 RFEP = 65%  
 SWD = 46%  
*Informational* (20-21)  
 SED = 77%  
 EL = 38%  
 RFEP = 87%  
 SWD = 50%  
*Argument*  
 SED = COVID  
 EL = COVID  
 RFEP = COVID  
 SWD = COVID  
  
 Grade 11 (20-21)  
*Narrative*  
 SED = 70%  
 EL = 50%  
 RFEP = 76%  
 SWD = 29%  
*Informational*  
 SED = 62%  
 EL = 31%  
 RFEP = 63%  
 SWD = 32%  
*Argument*  
 SED = COVID  
 EL = COVID  
 RFEP = COVID  
 SWD = COVID  
  
 Grade 12 (20-21)  
*Narrative*

SED = TBD  
 EL = TBD  
 RFEP = TBD  
 SWD = TBD  
  
 Grade 10  
*Narrative*  
 SED = 79%  
 EL = 48%  
 RFEP = 80%  
 SWD = 61%  
*Informational*  
 SED = 92%  
 EL = 53%  
 RFEP = 100%  
 SWD = 65%  
*Argument*  
 SED = TBD  
 EL = TBD  
 RFEP = TBD  
 SWD = TBD  
  
 Grade 11  
*Narrative*  
 SED = 85%  
 EL = 65%  
 RFEP = 91%  
 SWD = 44%  
*Informational*  
 SED = 77%  
 EL = 46%  
 RFEP = 78%  
 SWD = 47%  
*Argument*  
 SED = TBD  
 EL = TBD  
 RFEP = TBD  
 SWD = TBD  
  
 Grade 12  
*Narrative*  
 SED = 93%

|   |   |              |              |              |  |
|---|---|--------------|--------------|--------------|--|
|   | SED = 78%<br>EL = 67%<br>RFEP = 78%<br>SWD = 38%<br><i>Informational</i><br>SED = 80%<br>EL = 62%<br>RFEP = 80%<br>SWD = 67%<br><i>Argument</i><br>SED = COVID<br>EL = COVID<br>RFEP = COVID<br>SWD = COVID |              |              |              | EL = 82%<br>RFEP = 93%<br>SWD = 53%<br><i>Informational</i><br>SED = 95%<br>EL = 77%<br>RFEP = 95%<br>SWD = 82%<br><i>Argument</i><br>SED = TBD<br>EL = TBD<br>RFEP = TBD<br>SWD = TBD |
| District generated, inside regular classroom (IRC) data will indicate a 2% increase in the time special education students spend in general education classrooms. | 19-20 Data:<br>>80% IRC = 64.21%<br><40 IRC = 13.23%  | +2%          | +2%          | +2%          | >80% IRC = 70.21%<br><40 IRC = 19.23%  |
| The redesignation rate for English Learner (EL) students will increase by 1% each of the three years of the LCAP Cycle.   | 13.6%   | +1%          | +1%          | +1%          | Redesignation rate of 16.6%  |
| Results of parent survey will indicate 90% rating on question regarding recommending school in the Youth truth Survey for Pacheco and Baywood 90/10 program.      | Results of parent survey indicate 85% approval rating.  | 90% or above | 90% or above | 90% or above | 90% or above   |

|  |  |     |     |     |  |
|--|--|-----|-----|-----|--|
| We will see an increase of 3% in the number of subgroup students who participate in band and choir. In addition, we will see an increase of 3% in the number of subgroup students who take AP classes. | Participation of subgroup students in band and choir 19-20 = 37%<br><br>The percentage of subgroup students enrolled in AP classes 19-20 = 22% | +3% | +3% | +3% | Participation of subgroup students in band and choir = 46%<br><br>The percentage of subgroup students enrolled in AP classes = 31% |
|--|--|-----|-----|-----|--|

## Actions

| Action # | Title                      | Description  | Total Funds | Contributing |
|----------|----------------------------|--|-------------|--------------|
| 1        | Multi-tiered support       | Strengthen district-wide multi-tiered system of support for meeting student's individual needs in academic areas.                | \$5,596,487 | Y            |
| 2        | Math supports              | Strengthen math supports for students needing interventions and accelerations, including personalized learning opportunities.    | \$65,301    | Y            |
| 3        | ELA/ELD supports           | Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities. | \$266,616   | Y            |
| 4        | ELA academics              | Strengthen academic supports for English learners.   | \$1,025,769 | Y            |
| 5        | Special Education students | Strengthen support for special education students with an emphasis on inclusion.   | \$210,000   | Y            |
| 6        | Pre-Kindergarten academics | Strengthen pre-Kindergarten academic learning opportunities for English learners and socio-economically disadvantaged students.  | \$645,500   | Y            |

## Goal Analysis

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.

N/A for 2021-22

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

N/A for 2021-22

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

N/A for 2021-22

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.

N/A for 2021-22

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

# Goal

| Goal # | Description   |
|--------|---|
| 3      | SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness. (State Priorities: 3, 5, 6, 7) |

An explanation of why the LEA has developed this goal.

California School Healthy Kids Survey results indicated that school connectedness decreased in the 7th grade by 10%, and in the 9th grade by 4% and the 11th grade by 11%.

Average Daily Attendance (ADA) through the end of Trimester 2, 2020 was at 95.49%

Expulsion rate for 2019-20 was .11%.

Final chronic absenteeism and ADA data will be available after June 15, 2021. At that time, data will be reexamined to pinpoint specific school and student needs for the 2021-22 school year.

Stakeholder feedback indicated Culture of Care is a high priority, specifically providing safe, caring environments and showing responsiveness to students’ social-emotional needs.

As middle school and high school dropout rates are released by the state, specific site needs will be reexamined.

Ongoing monitoring of student attendance, chronic absences, and truancy provides the data to support continued focus on enhancing interventions, supports, and engagement opportunities for all students in our schools.

Youth Truth survey results indicated a 3.59 positive perception (on a 5point scale) for middle school students and 3.55 positive perception for high school students around student engagement.

Feedback from the Common Ground Advisory Task Force indicated a need for professional development and ongoing training in the area of understanding diversity and inclusivity in our schools.

Social emotional health is an important part of students' overall success. This goal is designed to have a system to measure student well being and to respond with support in the form of SEL curriculum, counseling support, and training for teachers to have the skills and knowledge to provide support in the regular classroom setting.

## Measuring and Reporting Results

| Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24                    |
|--|--|----------------|----------------|----------------|--|
| Agree or strongly agree to positive statements regarding | 19-20:<br>I feel welcome at my child’s school = 93.24% | +5%            | +5%            | +5%            | 90% agree or strongly agree for all statements |

|  |   |           |           |           |   |
|--|---|-----------|-----------|-----------|---|
| areas of safety and respect.   | My child is safe at school = 87.6%<br>My child is safe going to and from school = 84.3%<br>The teachers show respect for the students = 93.5%<br>The students show respect for other students = 77.2% |           |           |           |   |
| 100% of parents involved in Success for All preschools will participate in monthly parent involvement / education activities.  | 20-21:<br>Baywood = 100%<br>Pacheco = 96.5%   | 100%      | 100%      | 100%      | 100%  |
| Suspension rate among SWD will decrease by 1%  | 18-19 = 7.6%  | -1%       | -1%       | -1%       | 4.6%  |
| Healthy Kids Survey will indicate an increase in positive indicators in the area of School Developmental Supports and Connectedness for our 7th graders, 3% for our 8th graders, and 3% for our 9th graders. | SLCUSD high schools in 2020 showed an improvement from the 2018 administration of 6 points in the high schools while middle schools decreased by 27 points.   | +3 points | +3 points | +3 points | Baseline +9 points                                |
| Records of counseling support will increase by 2% in the number of students served,  | 19-20 data:<br>EL students served:<br>Elementary- 341 students, 46%   | +2%       | +2%       | +2%       | EL students:<br>Elementary- 52%<br>Secondary- 99% |

|   |   |       |       |       |   |
|---|---|-------|-------|-------|---|
| including socio-economically disadvantaged students and English learners.   | <p>Secondary- 223 students, 93%</p> <p>SED students served:<br/>Elementary- 852 students, 56%<br/>Secondary- 1111 students, 90%</p> <p>Sped students served:<br/>Elementary- 257 students, 52%<br/>Secondary- 374 students, 94%</p> |       |       |       | <p>SED students:<br/>Elementary- 62%<br/>Secondary- 96%</p> <p>Sped students:<br/>Elementary- 58%<br/>Secondary- 100%</p> |
| Attendance data will indicate a decrease in chronic absenteeism by 1%.  | Chronic absenteeism for 19-20 was not available through CALPADS.  | -1%   | -1%   | -1%   | Baseline - 3%   |
| Suspension rates will decrease for all students and LCAP student groups by 0.3% or more, as prescribed and measured by the California School Dashboard. | 19-20 = 1.8%  | -0.3% | -0.3% | -0.3% | -0.9% decrease over three years   |
| Expulsion data will indicate a decrease in expulsions as measured by district data.   | 19-20 = 0.11%   | -1%   | -1%   | -1%   | -3% over three years  |
| Attendance data will indicate an increase in school attendance rates.   | The Average Daily Attendance (ADA) from August  | +1%   | +1%   | +1%   | 3% increase over three years  |

|  |  |          |          |          |                              |
|--|--|----------|----------|----------|------------------------------|
|  | 2019-March 2020 = 95.49%   |          |          |          |                              |
| Dropout rates in middle school will maintain at zero students.   | 19-20 = 11 dropouts  | -1%      | -1%      | -1%      | -3% over three years         |
| Dropout data will indicate a decrease in high school dropout rate.   | 19-20 = 11 dropouts  | -1%      | -1%      | -1%      | -3% over three years         |
| Graduation data will indicate an increase in graduation rate.  | 19-20 = 95.3% for 4 year programs and 95.6% for 5 year programs  | +1%      | +1%      | +1%      | 3% increase over three years |
| Graduation rates among SWD will improve by 1.5%  | 18-19 = 84.1%  | +1.5%    | +1.5%    | +1.5%    | 88.6%                        |
| Youth Truth survey results will indicate a 5% increase in positive student perceptions around relationships with peers (bullying).           | 19-20:<br>3 of 4 secondary sites in Fall 2019 = 7%<br>A single secondary site decreased in this area.                                      | +5%      | +5%      | +5%      | 22%                          |
| Youth Truth survey results will indicate a 1-point increase (on a 5-point scale) in students' positive perception around student engagement. | 19-20:<br>No schools realized a 1 point increase in this area, but all schools realized a percentile rank increase ranging from 8% to 23%. | +1 point | +1 point | +1 point | Baseline + 3 points          |
| All administrators will participate in a year-long equity  | Ongoing  | Ongoing  | Ongoing  | Ongoing  | Ongoing                      |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| professional development series designed to create awareness and analyze current practices. |  |  |  |  |  |
|---|--|--|--|--|--|

## Actions

| Action # | Title                             | Description  | Total Funds | Contributing |
|----------|-----------------------------------|--|-------------|--------------|
| 1        | Multi-tiered support              | Strengthen district-wide multi-tiered system of support for meeting student's individual needs in social emotional areas     | \$1,395,826 | Y            |
| 2        | Support for identified groups     | Provide comprehensive supports for EL, SED, Foster/Homeless Youth, SWD and other identified students and their families.     | \$38,000    | Y            |
| 3        | Safe and nurturing campuses       | Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes. | \$198,501   | N            |
| 4        | Engage and educate parents        | Engage and educate parents regarding SLCUSD academic and social-emotional programs and parent education opportunities.       | \$66,000    | Y            |
| 5        | Equitable and inclusive practices | Develop equitable and inclusive practices for all students and staff, to include parent education opportunities.             | \$90,500    | Y            |

## Goal Analysis

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.

N/A for 2021-22

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

N/A for 2021-22

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

N/A for 2021-22

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.

N/A for 2021-22

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

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 6.93%                                      | \$4,437,863  |

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.

San Luis Coastal Unified School District continues to receive no increase in funds this year due to our status as a basic aid/community-funded district. However, we will have an increase in COVID funds from the state and federal government. We have made the commitment to increase general fund and federal spending for our low income, foster youth, and English learners as if we were fully funded with the supplemental and concentration grant funds. The number of unduplicated students is 2,607, or 36% of 2020-21 enrollment. SLCUSD’s Initiatives for Student Success, adopted by our school board, focus towards the increased achievement of all students, especially targeting students of low income, English learners, and foster youth in our district. Continued progress on our initiatives is at the core of the LCAP.

The funds are being most effectively used by targeting support for identified students in need of specific interventions and programs at each of our school sites, which includes low income, English learners, and foster youth. For the 2021-22 school year, we are focusing on the following services:

Elementary and Secondary Math Leads provide professional development, modeling, resources, and assistance with lesson development and instructional best practices in mathematics. Services are improved qualitatively for our unduplicated students with this additional support for teachers by our Math Leads. Our experience over the past ten years is that teachers’ efficacy is strengthened with ongoing support from a highly trained peer.

Two 1.0 FTE curricular Teacher on Special Assignment (TOSA) provides ongoing professional development, modeling, and materials in language arts, math, science for K-12 teachers. Services are improved qualitatively for our unduplicated students with this additional support for elementary teachers. The Danielson Framework, based on the research and work of Charlotte Danielson, is our guide to increasing the engagement and rigor for all, including our unduplicated students.

Provide a Section 504 Plan process support to all sites. A Program Specialist assists all elementary and secondary sites in the 504 process. Teacher and principal feedback supports continued use of this model.

A full time EL/Intervention TOSA coordinates our district interventions, as well as district wide ELD services. She also researches effective interventions to enhance our multi-tiered system of support. A major part of her work for the 2021-22 school year will be to provide training and support to our EL specialists and teachers with the ELD Standards and Framework, as they are able to provide professional development and support directly to classroom teachers. Designated ELD for all of our English Learners will be a focus area for 2021-22.

Targeted elementary and secondary summer school, with transportation, will be offered to students at three of our Title I sites and both of our comprehensive high schools for students who are not yet meeting grade-level proficiency. The majority of students represent our unduplicated populations. Our experience and data show that targeted summer intervention helps bridge the summer decline experienced by some students, especially SED, English learner, and foster youth. In addition, our DELAC leaders have made summer school a top request for the past seven years. Extended School Year (ESY) Program is offered to targeted students with IEPs. This year, post COVID, we will have an expanded program and school day with elective activities and ELA, Math, and STEAM as well.

Advancement Via Individual Determination (AVID) provides training for our teachers to use proven practices in order to prepare students for success in high school, college, and career, especially students traditionally underrepresented in higher education. AVID sections and field trips have been added and strengthened.

Aeries Analytics has provided teachers with software to improve our ability to integrate student information with our Student Study Team (SST) process.

Professional development for all staff will take place with Doug Fisher and Nancy Frey and be based on their book, *Rebound*. We will focus on first best instruction, especially for English learners, socioeconomically disadvantaged students and foster youth.

Professional development will be provided for all elementary teachers regarding classroom behavior interventions for both special and general education students. Staff feedback has determined a need for this type of training. This type of professional development is designed to increase student achievement, including our English learners, socioeconomically disadvantaged students and foster youth.

Professional development will be provided for elementary RSP teachers in the area of supporting behaviors among students with IEPs. This type of professional development will support engagement in the classroom.

Online courses have been researched and piloted. Implementing APEX online courses offers increased opportunities for our unduplicated students to close the achievement gap.

Research-based intervention class sections are offered at our two middle schools and two comprehensive high schools. The majority of students enrolled in these intervention sections are unduplicated students.

Bridges K-5 Math Intervention Program is based on the research of the Math Learning Center. Professional development, co-teaching, and classroom support will support the implementation of this intervention. The majority of students participating in this intervention are unduplicated students.

Personalized learning will continue at all elementary schools with the use of ST Math. ST Math is short for Spatial Temporal Math and is an individualized math intervention designed to boost math comprehension and proficiency through visual learning. It is based on the MIND Research Institute's research in learning and the brain. Buzz Math is a mobile application that focuses on learning and practicing middle school mathematics skills based on the National Council of Teachers of Mathematics curriculum and CCSS. The Blended Learning Research Clearinghouse identifies blended learning as an approach that is effective in meeting academic and nonacademic goals for student outcomes. These programs were selected after researching and piloting numerous intervention and personalized programs.

Leveled Literacy Intervention (LLI) provides every elementary site with powerful, research-based reading and writing intervention. We will continue with the increase of LLI funding to more efficiently meet the intervention needs of a greater number of our students. Data shows that over 60% of students from our unduplicated populations participate in LLI. (Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas and Pinnell Leveled Literacy Intervention System, 2009-2010). A .5 FTE, highly trained LLI teacher leader will provide ongoing professional development to increase efficacy and strengthen calibration.

Targeted reading and writing interventions in secondary are provided with the Read 180 Program. Research and district data supports the expansion of this program to reach additional at-risk readers. The majority of students enrolled in these interventions are unduplicated students.

Additional research-based intervention programs will be provided including SANDI and Edmark.

A Comprehensive Counseling Model will ensure services at each elementary and secondary school site that support all students, while targeting our unduplicated students at a more intensive level. Local community agencies work together with district counselors to offer student assistance programs, individual and group counseling support, and access to community-based services. Staff feedback indicates that providing additional support to our schools with the highest need for increased therapeutic services would greatly support the students' emotional and academic growth.

Instructional aides for our Transitional Kindergarten classes will be funded based on research of the importance of a strong, developmentally appropriate prekindergarten program. Utilizing instructional aides provides extra support for our unduplicated students (Long-Term Effects of an Early Childhood Intervention on Educational Achievement (2001).

Our dual-immersion program at Pacheco Elementary and Baywood Elementary offers an outstanding instructional model based on abundant research. Parent feedback demonstrates an 85% approval. ([http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el200310\\_thomas.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200310_thomas.pdf))

MTSS funded Intervention teachers will be funded by COVID and LCAP Supplemental funds to provide one-on-one and small group push-in or pull-out support for our not yet proficient students in meeting district standards in ELA and math. Our experience and student data supports this as a strong model for supplemental interventions.

The District Equity Plan will be based on research-based best practices of the ACSA Equity Project. Activities in year 4 of the Equity Plan include professional development, equity leadership team work on monitoring metrics, and guest speakers. Cultural proficiency is a mindset and a worldwide view for effectively describing, responding to, and planning for issues that arise in diverse environments.

Supplemental funds devoted exclusively to our unduplicated students include the following:

Success for All Preschool Programs will target low income and English learner students and their families. We will provide fully licensed preschool classes with fully credentialed teachers at three of our Title I sites. Parent education is a requirement for enrollment in our program and includes the "Raising a Reader" home reading program. Longitudinal data of students reading achievement in kindergarten, first, and second grade demonstrates that English learner students who participated in our preschool program outperformed English learner students who did not attend. (Expanding Access to High-Quality Preschool Programs, CSBA)

Latino Family Literacy classes will continue for English learner families both at elementary and secondary sites in 2021-2022 based on parent interest and positive parent feedback on classes held during the 2020-2021 school year.

Parent leaders from DELAC will continue to attend regional or state CAFE conferences to learn ideas, strategies, and programs that will assist English learner students and families. (ELD Standards, <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>)

English learner specialists provide supplemental designated ELD support to Level 1s and 2s, as well as coaching and support directly in the classroom. The ELD Standards and Framework make it clear that our English learners should not wait to participate in a rigorous and rich curriculum while they also learn a new language. (ELD Standards, (<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>))

Provide long-term English learners at our middle schools with a targeted LTEL class, AVID Excel, using research-based strategies for English learners and Long-Term English Learners.

EL aides provide support to our English learners in both elementary (Baywood, Del Mar, and Pacheco Elementary) and all secondary sites. They provide individual and small-group scaffolding of instruction to support English learners' access to the rigorous demands of the CCSS. Instructional aides allow students to fully participate in subject-area curriculum while learning a second language. They also provide after school support in academics and homework. (ELD Standards, (<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>))

Rosetta Stone is an individualized English language program used to support our Level 1 and 2 English learners as a supplemental support.

After extensive research, we have piloted and are now using the English 3D program as an intervention for our Long-Term English learners, developed by Dr. Kate Kinsella.

Our homeless liaison provides services, support, and resources to our homeless population of families. He will meet with community agencies and our two Family Resources to link families to needed supports. Our experience and data have shown this to be an effective way to make resources easily available to our families.

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

As the descriptions below will demonstrate, the San Luis Coastal Unified School District has determined it meets or exceeds our 6.93% requirement for increased services to unduplicated pupils and students with exceptional needs through the use of professional development, implementing a multiple tiered system of support, supporting the social and emotional development of the youth and community we serve.

### Professional Development

John Hattie's research indicates that collective teacher efficacy has the greatest effect size as it relates to accelerating learning and improving outcomes for unduplicated youth. With this in mind, SLCUSD invested in professional development in order to improve Tier 1 instruction and the acquisition of core academic language. Our iINNOVATE Initiative will focus on small group instruction, individualized learning, and hands-on activities. Administrators will monitor implementation through formal and informal observations. Staff will have the opportunity to visit their colleagues in order to see strategies modeled or observe Teachers on Special Assignment as they model best practices. Finally, Professional Learning Community time will be devoted to analyzing format and summative assessment data further refining implementation and identifying strategies that are particularly effective in the local context of the diverse sites comprising the SLCUSD. It is expected that local data will indicate that unduplicated youth will receive increased attention and targeted support during Tier 1 instruction as a result of this professional development.

### Multiple-tiered Systems of Support

Local survey and assessment data demonstrates that unduplicated youth have limited access to life experiences that form the foundation for much of the academic language necessary for college and career readiness. SLCUSD strategically identified and hired personnel with specific experiences in order to increase services for unduplicated pupils and students with exceptional needs. For example, Elementary and Secondary Math Leads model strategies for building conceptual understanding, rather than relying on algorithms, forming the foundation necessary to succeed in higher mathematics coursework. Intervention TOSAs train staff who work with students outside of core instruction regarding diagnosing reading performance levels and designing targeted instruction to accelerate learning. These services provide an additional 6 hours of instructional support per week beyond what is provided to all students. This represents a 9% increase. The targeted summer school represents a 100% increase since services are only offered to students who have identified learning gaps and isn't available to all students as a base program. Unduplicated pupils are the predominant demographic attending summer school.

### Social and Emotional Support

Local and national data indicate that unduplicated pupils have more Adverse Childhood Experiences (ACEs) than other demographic groups. This leads to challenges in learning and positive engagement at school. SLCUSD will increase social and emotional support for these students using a comprehensive counseling model. This model is available to all students but provides more frequent and greater intensity of services for unduplicated youth. This represents an increase of services for qualifying unduplicated pupils of at least 10%. Additionally, the counseling staff provides improved services as a result of their experience and enhanced training. For example, Counselors and other behavioral personnel have specialized training to minimize the trauma associated with ACEs and are experts at deescalating emotionally

charged situations with minimal loss of instructional time or loss of learning due to disciplinary sanctions.. The personnel have connections with outside agencies and state/federal services that improve SLCUSD's ability to provide the resources necessary to meet basic needs allowing unduplicated pupils and students with exceptional needs to maximize their learning.

By continuously improving Tier 1 instruction, providing multiple-tiered systems of support, and addressing the social and emotional needs of students and the community, SLCUSD will collect data to demonstrate that the proposed actions will increase support for unduplicated youth and students with exceptional needs to meet or exceed the 6.93% proportionality expectation.