



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Rationale

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address State and local priorities. The LCAP provides an opportunity for our District to share our story of how, what, and why programs and services are selected to meet local needs. It is designed to be the accountability and communication tool between us and our Stakeholders. The Plan consists of three areas of focus; Conditions of Learning, Pupil Outcomes, and Engagement. Each area combined, covers the identified eight State priorities required to be addressed resulting in equity and access for all students. The Local Control and Accountability Plan's (LCAP) sole purpose is to address discrepancies in the performance of English Learners, Low-Income, and Foster Youth (Unduplicated students), compared to the performance of other peer groups, by allocating additional Supplemental funds to implement strategic actions that support Unduplicated students in improving or by increasing services that meet their needs. District students who are "At-Risk" of not meeting State performance standards may also be included in the plan's Actions.

In order for students to graduate and be college and career ready, data needs to be analyzed as an ongoing practice throughout the educational journey. Goal 1 was developed from analyzing a collection of data points by multiple Stakeholders, including parents, certificated, administration, and the community at large. When analyzing the Smarter Balanced Assessment Consortium (SBAC) data it was clear there are opportunity gaps that need to be addressed and all Stakeholders are committed to addressing the issues of equity discovered within these results.

In English Language Arts (ELA) there is a 35 point gap between "Points Distance from Standard (State's accountability system measurement) from "All students" to the highest scoring student-group that are below standard, African American students at 10.8 below standard and almost a 100 point difference between the lowest scoring student-group, Students with Disabilities. ELA results indicate 5 out of 11 student-groups are meeting standards so the following actions are designed to address the needs of the six student groups that are performing below State standards.

In math, the results are low for "All Students" as they scored 7.1 Below Standard and there is a 45.7 point gap between "Points Distance from Standard (DFS) from "All students" to the highest scoring student-group below standard, African American students at 52.8 below standard and a 93.5 point difference between the lowest scoring student-group, Students with Disabilities. Mathematics is a lower scoring subject area overall across our District, as only 4 out of 11 student-groups are meeting the

standard and the "All students" category is reflecting a score of "below standard". This means the student-groups scoring below standard are scoring more points below standard than in ELA, pulling the average of all students down.

Goal 1 is designed to address 5 of the 8 State priorities in order to improve student opportunities and to address the unique needs of our student populations:

Priority 1. Basic Services: Providing all students access to fully credentialed teachers and instructional materials that align with State Standards

Priority 2. Implementation of State Standards: implementing California's academic standards, including the California State Standards in English Language Arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education, and physical education standards.

Priority 4. Pupil Achievement: Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.

Priority 7. Course Access: Student enrollment in a broad course of study that includes all of the subject areas.

Priority 8. Other Pupil Outcomes: Includes the measurement of other important student outcomes related to required areas of study, including physical education and the arts.

This long-term goal is our District's ultimate responsibility for all students. The Metrics and Actions chosen below will provide a focus for all student-groups and progress can be monitored at every level, every year, for every student-group. The stakeholder activities, during multiple meetings, determined that the following Metrics will provide the appropriate data to monitor specific student-group's progress and the Actions will provide the unique opportunities needed to close the achievement gaps for each student-group, providing equitable access for all students. Ongoing data collection will provide opportunities to adjust and/or refine the Actions as needed in order to serve the intended student-groups.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	1. Fully Credentialed Teachers	95.2%	94.3%	100% Appropriately Credentialed Teachers
	2. Board-Approved Standards-aligned Curriculum	100%	100%	100% Standards Aligned Curriculum
	3. California-Aligned Professional Development	100%	100%	100% of the Professional Development is Standards Aligned
	4. CA Dashboard SBAC ELA-Points Distance from Standard (DFS) by Student-Groups, 3-8 and grade 11	(2018-2019 data) All students: Green-25.8 above Filipino: Green-41.6 above White: Green-42.8 above Two or More Races: Green-43.3 above	Due to the Dashboard Data being unavailable to compare, we do not have the DFS Color indicators by race for 2020-21. We have reported the percentage of students who have met or exceeded the standards for each demographic group for 2018-19 and for 2020-21 below and will	All student-groups at or above (Green-Blue) DFS Improve all student groups below DFS by 5 points each year until at or above DFS

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24																																										
		<p>Asian: Blue-75.7 above</p> <p>African American: Orange-10.8 below</p> <p>Hispanic: Yellow-15.9 below</p> <p>Low-Income: Yellow-28.2 below</p> <p>English Learner: Yellow-34.7 below</p> <p>Homeless: Orange-38.8 below</p> <p>Students with Disabilities: Orange-70.9 below</p>	<p>continue to monitor their progress. The 2018-19 results are first, then 2020-21 (Note: No State Standardized Testing was completed in 2019-20 due to suspension of the CAASPP assessment system during the Pandemic).</p> <p>(2018-19 and 2020-21 data)</p> <table border="0"> <tr> <td>All students:</td> <td>18-19: 63%</td> </tr> <tr> <td></td> <td>20-21: 62%</td> </tr> </table> <table border="0"> <tr> <td>2018-2019</td> <td>2020-2021</td> </tr> <tr> <td>White:</td> <td>71%</td> </tr> <tr> <td>68%</td> <td></td> </tr> <tr> <td>Asian:</td> <td>79%</td> </tr> <tr> <td>80%</td> <td></td> </tr> <tr> <td>African-American:</td> <td>51%</td> </tr> <tr> <td>50%</td> <td></td> </tr> <tr> <td>Hispanic:</td> <td>44%</td> </tr> <tr> <td>44%</td> <td></td> </tr> <tr> <td>Am. Indian/ Alaskan Native:</td> <td>57%</td> </tr> <tr> <td>57%</td> <td></td> </tr> <tr> <td>Native Hawaiiin/ Pacific Islander</td> <td>59%</td> </tr> <tr> <td>58%</td> <td></td> </tr> <tr> <td>Low Income:</td> <td>32%</td> </tr> <tr> <td>36%</td> <td></td> </tr> <tr> <td>English Learner:</td> <td>3%</td> </tr> <tr> <td>6%</td> <td></td> </tr> <tr> <td>Students w/Disability:</td> <td>19%</td> </tr> <tr> <td>23%</td> <td></td> </tr> </table>	All students:	18-19: 63%		20-21: 62%	2018-2019	2020-2021	White:	71%	68%		Asian:	79%	80%		African-American:	51%	50%		Hispanic:	44%	44%		Am. Indian/ Alaskan Native:	57%	57%		Native Hawaiiin/ Pacific Islander	59%	58%		Low Income:	32%	36%		English Learner:	3%	6%		Students w/Disability:	19%	23%		
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	<p>5. K-2 English Language Arts Assessment Tool, EasyCBM</p> <p>(Collect data by student group, moving forward)</p>	<p>EasyCBM K-2</p> <p>Kinder 20% proficient</p> <p>First Grade 62% proficient</p> <p>Second Grade 67% proficient</p>	<p>EasyCBM K-2</p> <p>Kinder 57% proficient</p> <p>First Grade 73% proficient</p> <p>Second Grade 78% proficient</p>	<p>Increase percent of students at each grade level by 5% each year Overall, and by student group until 90% is reached</p>
	<p>6. CA Dashboard SBAC Math - Points Distance from Standard (DFS) by Student-Group, 3-8 and grade 11</p>	<p>(2018-2019 data)</p> <p>All students: Yellow-7.1 below</p> <p>White: Green-8.3 above</p> <p>Filipino: Green-11.7 above</p> <p>Two or More Races: Green-14.3 above</p> <p>Asian: Blue-65.5 above</p> <p>African American: Orange-52.8 below</p> <p>Hispanic: Orange- 53.4 below</p> <p>English Learner: Orange-63.6 below</p> <p>Low-Income: Orange- 67.7 below</p> <p>Homeless: Orange-94.8 below</p> <p>Students with Disabilities: Orange-100.6 below</p>	<p>Due to the Dashboard Data being unavailable to compare, we do not have the DFS Color indicators by race for 2020-21. We have reported the percentage of students who have met or exceeded the standards for each demographic group for 2018-19 and for 2020-21 below and will continue to monitor their progress. The 2018/19 results are first, then 2020/21 (Note: No State Standardized Testing was completed in 2019-20 due to suspension of the CAASPP assessment system during the Pandemic).</p> <p>(2018-19 and 2020-21 data)</p> <p>All students: 18-19: 50% 20-21: 46%</p> <p>16 below color unknown</p> <p>2018-2019 2020-2021</p>	<p>Maintain all student groups at or above (Green-Blue) DFS</p> <p>Improve all student groups below DFS by 5 points each year until at or above DFS</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			White: 57% 53% Asian: 70% 69% African-American: 39% 32% Hispanic: 31% 25% Am. Indian/ Alaskan Native: 48% 48% Native Hawaiian/ Pacific Islander 43% 37% Low Income: 22% 20% English Learner: 4% 4% Students w/Disability: 14% 17%	
	7.K-2 Mathematics Assessment Tool, EasyCBM	Data to come	Data to come	
	8. CA Dashboard Graduation Rate % of graduated students No color=too few students No %=Less than 11 students, not reported	(2018-2019 data) All students: Blue-95.2% Students with Disabilities: Orange-79.5% English Learner: Orange-86.8% Homeless: No color-90.9% Low-Income: Green- 92.8%	2020-2021 data, no dashboard available) All students: 94% Students with Disabilities: 78% English Learner: 81% Homeless: 63.6% Low-Income:	90% Minimum Graduation Rate for each student group 5% Improvement each year until 90% minimum reached

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Hispanic: Green- 92.8% Filipino: Yellow-93.3% African American: No color-95% Two or More Races: Blue-95.8% White: Blue-95.9% Asian: Blue-98.8%	89.6% Hispanic: 90% Filipino: 93.5% African American: 81.3% Two or More Races: 96.2% White: 96.3% Asian: 93.5%	
	9. CA Dashboard College & Career % of prepared students No color=too few students No %=Less than 11 students, not reported	(2018-2019 data) All students: Yellow-54.4% Homeless: No color-9.1% Students with Disabilities: Red-7.4% English Learner: Orange-10% Low-Income: Orange-30.6% Hispanic: Orange-33.7% African American: No color-45% White: Green-60.5% Filipino: Yellow-60% Two or More Races: Green-62.9% Asian: Blue-80.2%	2020-2021 data, no dashboard available) All students: 52.6% Homeless: 14.3% Students with Disabilities: 12.8% English Learner: 12.3% Low-Income: 27.0% Hispanic: 33.4% African American: 38.5% White: 59.0% Filipino: 55.2% Two or More Races: 60%	60.5% Minimum 5% Improvement each year until 60.5% minimum reached

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Two or More Races: Blue-95.8%	Asian 77.9%	
	10a. Students passing AP exam with 3 or better by student group 10b. Students enrolled in AP classes (Total classes) by student group	a. Percent pass rate Overall=918/1266, 73% EL= 33% LI= 49% FY= 0% Asian= 77% White= 73% AA= 58% b. % of total enrolled in at least 1 AP course EL= 1.1% LI= 10% FY= 0% Asian= 25.7% White= 58.8% AA= 3.1% RFEP= 14.1%	a. Percent pass rate Overall= 310/505, 61.4% EL= 0% LI= 52% FY= 0% Asian= 66% White= 69% AA= 76% b. % of total enrolled in at least 1 AP course EL= 1.2% LI= 9.1% FY= 0% Asian= 24.7% White= 59.4% AA= 2.9% RFEP= 13.9%	a. Increase the pass rate of students passing AP exam with a 3 or better by student group by 5% each year until reaching 85% or better. b. Increase access to AP courses for underrepresented student group, closing the access gap by 5% each year.
	11. Seal of Biliteracy	Percent of students who earn the Seal of Biliteracy by student group: Overall: 112 R-FEP: 38/112	Percent of students who earned the Seal of Biliteracy by student group 2020-21: Overall: 120 R-FEP: 46/120	Increase Seal of Biliteracy earned by 5% Overall and per student group each year.
	12. District Benchmark Writing Assessment. The % of students meeting grade level writing standards in 5th, 8th & high school	Specific Data for this assessment is not available for 2020-2021. Baseline data will be collected in 2021-2022.	Data not available, spring admission	Increase % of students at each grade level by 5% each year Overall and by student group.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	13. English Learner Language Acquisition Growth on the ELPAC by Cohort	Level 1: 17.5% Level 2 (low): 29.5% Level 2 (high): 32% Level 3 (low): 41% Level 3: (high) 22% Level 4: 4.5%	Level 1: 21.6% Minimally Developed Level 2: 27.1% Somewhat Developed Level 3: 37.2% Moderately Developed Level 4: 14.2% Well Developed	~Monitor student growth by cohort each year. ~Increase cohort acquisition by one level each year.
	14. English Learner Reclassification	14% Reclassification Rate in 2020-2021	Data not available until June 2022	Increase Reclassification Rate by focusing on reclassifying at least 10% of Level 3 (high) students each year. (eg. In 2021-22=10% of the 22% Level 3 (high) English Learners will reclassify.)
	15. CTE Pathway Completion Rate	18.3% of Seniors completed a CTE pathway in 2020-21.	Data not available until June 2022	Increase completion rate by to at least 25% by 2023-24
	16. UC/CSU eligibility requirement Percentage of students who have successfully completed the A-G requirements for admission to a UC or CSU.	51.3% of seniors at comprehensive high schools met the UC/CSU A-G requirements in 2019-20	58.3% of seniors at comprehensive high schools met the UC/CSU A-G requirements in 2020-21	Increase completion rate by at least 5% by 2023-24
	17. Monitor enrollment in ELD courses to verify course enrollment	100% of identified ELD students are receiving EL services and instruction	100% of identified ELD students are receiving EL services and instruction	Maintain 100% enrollment for ELD students
	18. 100% of students are offered the coursework required under California Education Code 51210 and 51220 (a) to (i)	All students = 100% EL = 100% FY = 100% LI = 100%	All students = 100% EL = 100% FY = 100% LI = 100%	Continue offering coursework required under California Education Code 51210 and 51220 (a) to (i) to 100% of students.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>Students with Exceptional Needs = 100%</p> <p>AVID Participation by site Elementary: 2 Middle: 1 High: 0</p> <p>Co-teaching: 68.6% of students in Mild-Moderate Special Day Classrooms are enrolled in either a co-teaching or learning center program and will spend 50% or more of their instructional day being educated alongside typical peers in general education classes.</p>	<p>Students with Exceptional Needs = 100%</p> <p>AVID Participation by site Elementary: 2 Middle: 2 High: 1</p> <p>Co-teaching: 62% of students in Mild-Moderate Special Day Classrooms are enrolled in either a co-teaching or learning center program and will spend 50% or more of their instructional day being educated alongside typical peers in general education classes.</p>	<p>Increase AVID Enrollment across our District by site: Elementary: 5 Middle: 3 High: 2</p> <p>Co-teaching: 75% of students in Mild-Moderate Special Day Classrooms are enrolled in either a co-teaching or learning center program and will spend 50% or more of their instructional day being educated alongside typical peers in general education classes.</p>

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<p>Full Access for All Students to Standards-Aligned Curriculum & Materials</p> <p>1.A Provide Williams compliant and standards-aligned instructional resources to facilitate full implementation of the California Content Standards including materials designed to support students with special needs.</p>	2021-2024 School Years	No		Other State \$672,500	\$672,500	\$675,220

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.2	Teachers on Special Assignment and Professional Learning 1.B Teachers on Special Assignment offer professional development to support the implementation of the California State Standards (ELA & Math), Next Generation Science Standards, ELD Standards and strategies to facilitate access for all students.	2021-2024 School Years	No	LCFF \$363,010		\$363,010	\$257,331
1.3	Career Counseling & Outreach 1.C Provide academic and career counseling (3 counselors) and outreach to support student learning for first generation college bound students, English Learners, African American, Low Income, and Foster Youth to ensure they are enrolled and successful in higher-level courses to prepare them for college and career.	2021-2024 School Years	Yes	LCFF \$75,966		\$75,966	\$126,376
1.4	International Baccalaureate Certification, Program Fees, & Professional Learning 1.D Support International Baccalaureate (IB) implementation including staffing, professional	2021-2024 School Years	No	LCFF \$409,036	LCFF \$72,807	\$481,843	\$436,325

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	development, and program fees, at Michell K-8 and Granada High School, as a program option for all students, including English Learners, Foster Youth, Socioeconomically Disadvantaged, and at-risk students.						
1.5	Green Engineering Academy 1.E Support Green Engineering Academy, which recruits, enrolls, and supports English Learners, Low Income, and at-risk students for success in this career pathway.	2021-2024 School Years	Yes	LCFF \$28,746		\$28,746	\$28,749
1.6	Career Technical Education (CTE) 1.F Maintain relevant Career Technical Education (CTE) courses, pathways, and Middle College, supported by a commitment to the Joint Powers Agreement with Tri-Valley Regional Occupational Program to support English Learners, Socioeconomically Disadvantaged students, Foster Youth, and at-risk students.	2021-2024 School Years	No		Other State \$433,598 Local \$879,506	\$1,313,104	\$1,365,629
1.7	Summer School 1.G Secondary: Offer credit recovery and academic	2021-2024 School Years	Yes	LCFF \$39,800 Other State \$180,000	Other State \$20,000	\$239,800	\$245,898

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>support such as online learning, literacy development, and summer school for Low Income, at-risk and English Learner students.</p> <p>Elementary: K-5 summer school literacy program, students who scored at the 25th percentile in reading on easyCBM.</p> <p>2. Students who scored below the 25th%ile, and are ELs who scored 1 or 2 on ELPAC will receive instruction in the ELD program.</p>						
1.8	<p>Del Valle Continuation Counselor</p> <p>1.H Provide additional attendance staff support to increase student daily attendance at Del Valle Continuation High School. In addition, academic intervention materials are purchased to enhance student academic achievement and preparation for college and/or career readiness.</p>	2021-2024 School Years	Yes	LCFF \$25,359	LCFF \$10,000	\$35,359	\$30,732
1.9	<p>Principal & Leadership Team Coaching for African American Population</p> <p>1.I Offer professional development and coaching support for principals and</p>	2021-2024 School Years	No		LCFF \$120,000	\$120,000	\$148,180

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	leadership teams in strategies to positively impact academic achievement and school connectedness for African American students.						
1.10	Pre Kinder Support 1.J Maintain support for staff to implement pre-kinder opportunities for early learning at Marilyn Avenue and Junction K-8 Title I Schools, and outreach to English Learner, Low Income, and at-risk students for participation.	2021-2024 School Years	Yes	LCFF \$94,711		\$94,711	\$96,519
1.11	College Field Trips & 4/5 Grade Camp Support for Low-Income Students 1.K Support transportation for field trips at schools with high percentages of unduplicated students; as well as, college trips with counselors for targeted students at middle and high school level. In addition, financial support will be given to elementary schools for 4th or 5th grade camp, based on the number of Socioeconomically Disadvantaged students.	2021-2024 School Years	Yes		LCFF \$80,000	\$80,000	\$0
1.12	Teachers on Special Assignment: Personalized Learning	2021-2024 School Years	Yes	LCFF \$374,792		\$374,792	\$330,717

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	1.L Five Teachers on Special Assignment (TOSAs) will provide professional development on instructional supports to engage and personalize learning for Low Income, English Learners, Students with Disabilities, and struggling students, including K-5 & secondary literacy training.						
1.13	Administrator & Certificated Support for Junction K-8 1.M Provide a Vice Principal and 3 additional teachers to support Junction K-8 interventions for students achieving at below grade level, including, Students with Disabilities.	2021-2024 School Years	Yes	LCFF \$526,174		\$526,174	\$517,114
1.14	Supplemental Site Allocations 1.O Provide funds, distributed to sites based on an unduplicated student formula, to be used to address specific intervention and enrichment needs of Low Income, English Learner, and at-risk students for specific supports necessary, to include homework support/assistance, to meet the goal of preparing students to be college and	2021-2024 School Years	Yes		LCFF \$845,000	\$845,000	\$552,450

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	career ready as defined and monitored through the School Plan for Student Achievement process.								
1.15	District- and Site-Level Support 1.P Provide leadership, support, data/assessment management (Illuminate), staff and supplemental materials, for District and site level programs to meet the needs of low income, African American, and English Learner (EL) students including: <ul style="list-style-type: none"> • Ensure EL students are assessed on the English Language Proficiency Assessments of California (ELPAC) and are appropriately enrolled in ELD classes to receive English Language Development (ELD) instruction at the appropriate level • Support and monitor to ensure all EL students have access to the California State Standards and Next Generation 	2021-2024 School Years	Yes	LCFF	\$229,515	LCFF	\$109,000	\$338,515	\$331,935

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Science Standards through SDAIE strategies</p> <ul style="list-style-type: none"> • Monitor EL programs and services implementation, in addition to monitoring EL student progress each trimester; work with sites to identify needs and provide interventions and aligned professional development and assistance, as needed. • Support school sites with effective use of data to identify specific learning gaps, determine and deliver intervention strategies, and monitor to ensure progress. • Offer specific training to staff regarding ELD Standards and language acquisition instructional strategies such as SDAIE (Specifically Designed Academic 						

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	Instruction in English) and GLAD (Guided Language Acquisition Design)						
1.16	Science Lab for Independent Study 1.R Provide necessary materials and supplies to support the delivery of lab science course(s) for Independent Study high school students.	2021-2024 School Years	No		LCFF \$5,000	\$5,000	\$0
1.17	After-School ASES Program at Marylin Avenue & Junction K-8 1.S Support out-of-school academic and enrichment programs and opportunities for students by supporting the full implementation of the after-school BELIEVES Program (After School Education and Safety)for students at Marylin Avenue and Junction K-8 Schools.	2021-2024 School Years	Yes	Other State \$74,844	Other State \$217,459	\$292,303	\$334,979
1.18	African American Regional Educational Alliances (AAREA) 1.T Support academic, enrichment, and college readiness programs and opportunities for African American students, as well as associated District staff professional development,	2021-2024 School Years	No		LCFF \$20,000	\$20,000	\$20,000

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	through such organizations as the African American Regional Educational Alliances (AAREA).								
1.19	Multi-Tiered Systems of Support 1.U. Multi-Tiered Systems of Support intervention and supplemental materials will provide cohort schools within our District the materials and training to implement strategies to support the academic, behavioral, and social emotional needs of students. Provide universal screening tools to help screen all students to determine any additional academic supports needed. Provide audio-books to students who are eligible for this service (including students with disabilities) that allow students to listen to textbooks, course books, and library books.	2021-2024 School Years	Yes	LCFF	\$124,672	LCFF	\$24,000	\$148,672	\$120,083
1.20	Middle College Student Support 1 V. Provide funding for Middle College students who are eligible for free and reduced lunch.	2021-2024 School Years	Yes			LCFF	\$37,800	\$37,800	\$0
1.21	Provide Early Learning Math Initiative (ELMI)	2021-2024 School Years	Yes			LCFF	\$6,000	\$6,000	\$0

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	Professional Development 1 W. Provide Early Learning Math Initiative (ELMI) professional development, supplies & materials for teachers and students in Pre-K, TK, and K.						
1.22	Additional Migrant Education Support 1 X. Extends hours of support to students classified as migratory.	2021-2024 School Years	Yes	LCFF \$37,000		\$37,000	\$7,785
1.23	Musical Instrument Support 1 Y. Access to musical instruments for students to enable participation so that Low Income, Foster Youth, and English Learners may have access to music programs.	2021-2024 School Years	Yes		LCFF \$30,000	\$30,000	\$44,536
1.24	Advancement Via Individual Determination (AVID) 1.Z Advancement Via Individual Determination (AVID) - Implementation of AVID in the elementary level to support student academic achievement, especially Socioeconomically Disadvantaged, ELs, and Foster Youth.	2021-2024 School Years	Yes		LCFF \$50,000	\$50,000	\$59,091

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.25	Transition Supports 1.AA Training and support for staff on data systems used to monitor students in transition (Homeless) to improve attendance, academic achievement, and engagement	2021-2024 School Years	Yes	LCFF \$2,139		\$2,139	\$2,152
1.26	Increase Access & Equity 1.BB Job assignments will be adjusted to include direct leadership of programs, protocols, and monitoring system development to increase access opportunities and to address closing academic gaps for underserved students. To include positions in Educational Services: Director of Assessment & Accountability, Director of Elementary Education, Director of Secondary Education, & Coordinator of Title I & ELD Programs.	2021-2024 School Years	Yes	LCFF \$281,189		\$281,189	\$283,694

Goal 2

Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

Rationale

In order to provide an engaging, clean, healthy, and physically and emotionally safe environment that supports learning at the highest levels, data needs to be analyzed as an ongoing practice throughout the year. Goal Two was developed from analyzing a collection of data points by multiple stakeholders, including parents, certificated, classified, administration and the community at large. When analyzing data from the CA Dashboard; suspensions, chronic absenteeism, and local data points, it is clear there are opportunity gaps that our stakeholders are committed to address.

This goal was developed because when students feel supported and emotionally safe, suspensions and absences are lower, they are engaged and confident in their own learning and connected to their school. Students need to be in school to access learning opportunities in order to succeed. Stakeholders analyzed the most recent (2018-19) suspension and chronic absenteeism data and agreed upon the Metrics and Actions below to improve student outcomes by building positive relationships and aligning resources for families.

Considering the most recent State data (2019), which is based on the percentage of students suspended at least once per year, the "All Student" group did not meet standards. There was a 1% increase to 3% since 2017. African American and Pacific Islander student groups did show a .7% improvement, however they were the highest suspended student group, with a suspension rate of 7.3%. Since this plan is to address the needs of Unduplicated students, their unique needs are considered and analyzed over time:

Low Income: 2017=3.3%, 2018=4.4%, 2019=5.1%, resulting in a 1.8% increase over 3 years

Foster Youth: 2017=20%, 2018=5.1%, 2019=5.7%, after a significant decrease in 2018, the results are now at a .6% increase over two years

English Learners: 2017=2.5%, 2018=3.2%, 2019=3.9%, resulting in a 1.4% increase over three years

Homeless: 2017=3.7%, 2018=8.5%, 2019=6.9%, after the 2018 spike, this group improved by 3.2%

Chronic Absenteeism data was added to the CA dashboard in 2018, but the CA Dashboard has not been adjusted since the release of the 2019 outcome data due to the COVID-19 pandemic. However, our District's data did show that all student groups have shown a positive decline in chronic absenteeism since implementing Positive Behavior Interventions and Supports (PBIS), as a focus of the Multi-Tiered Systems of Support (MTSS). All stakeholder groups agreed to continue implementing the Actions that have had a positive impact for our District.

The focus of these two data points is to show progress toward lowering the percentage of suspensions and continue to increase the percentage of attendance for each student group. The Actions below are being implemented and monitored in order to build positive relationships with student groups, building relationships and then addressing specific needs of individual student groups so that personalized learning opportunities can be implemented.

Goal 2 is designed to address 3 of the 8 State priorities:

Priority 1, Basic Services: Providing all students with facilities that are maintained in good repair.

Priority 5, Pupil Engagement – Measured by school attendance rates, chronic absenteeism rates, dropout rates, and high school graduation rates.

Priority 6, School Climate – Measured by student suspension and expulsion rates, and other locally identified means, such as surveys of pupils, parents, and teachers on the sense of school safety and connectedness.

This long-term goal is our District's ultimate responsibility for all of our students. The Metrics and Actions chosen below will provide opportunities to build positive relationships, develop an understanding of the unique needs of each student group and develop a disciplinary approach that embraces a culturally relevant perspective for all students. The stakeholder activities, during multiple meetings, determined that the following Metrics will provide the appropriate data to monitor a specific student group's progress and the Actions will provide the unique opportunities needed to improve/increase services for each student group, providing equitable opportunities for all students. Ongoing data collections will provide opportunities to adjust and/or refine the Actions as needed in order to serve the intended student groups.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	1. Facilities in Good Repair	100% of Sites	100% of Sites	100% of Sites
	2. CA Dashboard Suspension Rate: % of students in Kindergarten through grade 12	(2018-2019 data) All students: Orange-3%	(2020-2021 data) All students: 0.1%	Reduce suspension rates by at least 1% per year for all student

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	who have been suspended at least once in a given school year.	African American: Yellow-7.3% Pacific Islander: Orange-7.3% Homeless: Yellow-6.9% Students with Disabilities: Orange-6.7% Foster Youth: Orange-5.7% Low-Income: Orange 5.1% American Indian: Yellow-5% Two or More Races: Orange-4.1% English Learner: Orange-3.9% Hispanic: Orange-3.8% White: Yellow-2.6% Filipino: Yellow-1.2% Asian: Blue-1%	African American: 0.0% Pacific Islander: 0.0% Homeless: 0.0% Students with Disabilities: 0.2% Foster Youth: 0.0% Low-Income: 0.13% American Indian: 0.0% Two or More Races: 0.1% English Learner: 0.1% Hispanic: 0.0% White: 0.1% Filipino: 0.0% Asian: 0.0%	groups, over the State suspension rate: EL, Hispanic, 2 or More races, Low Income, Students with Disabilities, and Homeless by end of year one. Reduce suspensions for Pacific Islander students by 2% by end of year one. Focus on causation and developing proactive positive disciplinary approaches, PBIS
	3. Expulsion Rate: % of students in kindergarten through grade 12 who have been expelled at least once in a given school year.	(2020-21 data) All students: 0%	(2020-21 data) All students: 0%	Maintain 0% student expulsion rate
	4. Chronic Absenteeism:	(2018-2019 data) All students:	(2020-21 data) All students:	Close the chronic absenteeism gap for:

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	% of students in Kindergarten through 8th grade who are absent 10% or more of the instructional days they were enrolled.	Green-3.5% Homeless: Orange-23.5% African American: Yellow-11.6% Foster Youth: Green-9.5% Students with Disabilities: Green-7.1% Low-Income: Green 6.8% English Learner: Green-4.7% Hispanic: Green-4.4% Two or More Races: Yellow-4.3% White: Green-2.8% Filipino: Yellow-2.6% Asian: Blue-1.7%	5.8% Homeless: 0.0% African American: 14.4% Foster Youth: 0.0% Students with Disabilities: 0.2% Low-Income: 0.1% English Learner: 15.3% Hispanic: 10.6% Two or More Races: 3.4% White: 3.7% Filipino: 2.8% Asian: 1.3%	*Foster Youth *Low-Income *Students with Disabilities By at least 1% per year, for student groups listed above *African American *Homeless By at least 2% per year, for student groups listed above Focus on causation and developing proactive positive disciplinary approaches, PBIS
	5. Middle School Dropout Rate	0%	0%	Maintain 0%
	6. High School Dropout Rate (now one-year, not cohort)	4.2%	Data not available until June 2022	Reduce dropout rate by 1% each year, with a goal of 0%
	7. FitnessGram – Passing at least 5 of 6 Standards	(2019-2020) Grade 5 62% Grade 7 68% Grade 9 75%	(2020-2021) Grade 5 No Data Available Grade 7 No Data Available Grade 9 No Data Available	Increase students passing FitnessGram, at least 5 of 6 standards by 5% per year
	8. Average Daily Attendance	(2020-21) ADA - 13,195	(2020-21) ADA - 13,195	Maintain consistent enrollment around 13,000

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>9. Mental Health Survey (Such as Panorama): Provide input opportunities regarding school programs, climate, inclusion and safety annually</p> <p>(Monitor major student groups)</p>	<p>2019-20 SEL levels of the students</p> <p>Self Management: AA 72% Hispanic 73% White 78% Confidentiality Protected 80%.</p> <p>Growth Mindset AA 49% Hispanic 54% White 57% Confidentiality Protected 50%.</p> <p>Emotional Regulation AA 36% White 52% Confidentiality Protected 51%.</p> <p>Data for EL, SED, and Foster Youth (FY):</p> <p>SEL For EL EL 51% IFEP 75% Reclassified 70% Data shows SEL increases as language proficiency increases)</p> <p>SEL for SED Free 63% Reduced 73% Full 77%</p>	<p>2021-2022 SEL levels of the students Self Management: AA 75/71% (6-12/3-5 grade) Hispanic 75/72% White 79/80% Confidentiality Protected 72/78%.</p> <p>Growth Mindset AA 55/64% Hispanic 54/57% White 56/60% Confidentiality Protected 48/48%.</p> <p>Emotional Regulation AA 48/54% White 53/51% Confidentiality Pro. 43/42%. Data for EL, SED, and Foster Youth (FY):</p> <p>SEL For EL EL 56/57% IFEP 63/62% Reclassified 61/64% Prior trends indicate that SEL increases as language proficiency increases</p> <p>SEL for SED Free - No data available as we no longer offer free, reduced, or full price meals. We now provide Universal Free Meals for all students.</p>	<p>Once baseline is determined, increase each student group under 80% by 2% each year.</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>(Data shows SEL increases as economic status increases.)</p> <p>SEL For Foster Youth No data at this time as the number of Foster is a small sample.</p>	<p>Reduced - No data available as we no longer offer free, reduced, or full price meals. We now provide Universal Free Meals for all students.</p> <p>Full - No data available as we no longer offer free, reduced, or full price meals. We now provide Universal Free Meals for all students.</p> <p>(Prior trends indicate that SEL increases as economic status increases.)</p> <p>SEL For Foster Youth</p> <p>No data at this time as the number of Foster Youth is a small sample.</p>	
	<p>10. CA Healthy Kids Survey: Provide input opportunities regarding school programs, climate, inclusion and safety annually</p>	<p>Collect data by student-groups, including EL, SED, & FY. Given every two years.</p>	<p>(2017-2019 data) Survey administered once every two years.</p> <p>School Connectedness Grade 5 - All Students 74%</p> <p>Grade 7- African American 55% American Indian 55% Asian 65% Hispanic 60% Pacific Islander 60% White 66% Two or more 60% EL 62%</p>	<p>Once baseline is determined, reduce any opportunity gaps by 1% per year</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			SED 61% Grade 9 - African American 51% American Indian 58% Asian 60% Hispanic 54% Pacific Islander 59% White 63% Two or more 56%% EL 53% SED 54% Grade 11- African American 46% American Indian 54% Asian 59% Hispanic 51% Pacific Islander 51% White 59% Two or more 52% EL 53% SED 52%	

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Class Size Reduction 2.A Maintain staffing for small class sizes to facilitate personalized learning with greater teacher-student contact.	2021-2024 School Years	No	LCFF \$3,683,544		\$3,683,544	\$3,694,050
2.2	Smaller Class Size and Student Support	2021-2024 School Years	Yes	LCFF \$960,653		\$960,653	\$859,654

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	2.B Recruit and secure staff, including those certified to teach English Learners and bilingual education, to provide smaller class sizes at Marylin Avenue, Jackson Avenue, Junction K-8, Del Valle and Transitional Kindergarten to support greater teacher-student contact and personalized learning.								
2.3	Technology Support & Materials 2.D Provide technology resources necessary to support one-to-one student access to personalized learning devices.	2021-2024 School Years	No	LCFF	\$942,810	LCFF	\$275,000	\$1,217,810	\$1,018,514
2.4	Attendance Focus 2.E Secure staff to support students who are Low Income, English Learners, and Foster Youth to attend school daily, utilizing regular contact, and connecting targeted families with community resources.	2021-2024 School Years	Yes	LCFF	\$77,878			\$77,878	\$61,705
2.5	Foster Youth Professional Learning 2.F Ensure the Foster Youth Liaison, Director of Student Services, attends professional development to stay current on resources to support	2021-2024 School Years	Yes	LCFF	\$2,139			\$2,139	\$2,152

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	students and families in order to decrease potential adverse effects of school mobility and increase opportunities for academic success. Provide training/support to District and site administrators on Foster Youth needs and the District/Community services available.						
2.6	Child Welfare and Attendance (CWA) 2.G Designate Child Welfare and Attendance staff to provide support, intervention, and access to community resources to facilitate school success.	2021-2024 School Years	Yes	LCFF \$90,636		\$90,636	\$87,141
2.7	Counseling and Emotional Supports 2.H Provide English Learners and at-risk youth counseling services specifically for social emotional support at the secondary level and Kid Connection intervention services to address elementary students' early mental health needs.	2021-2024 School Years	Yes	LCFF \$340,280 Other State \$148,455		\$488,735	\$474,496
2.8	MTSS: Professional Development in PBIS 2.I All schools and site leadership will have training in PBIS, and teams will be selected to participate in restorative practice	2021-2024 School Years	Yes		LCFF 10,000	\$10,000	\$10,000

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	professional development (as part of our District commitment to implementing a Multi-Tiered System of Support).								
2.9	Professional Development: MTSS/Equity 2.J Provide professional development on cultivating respectful and safe schools, equitable grading practices, and Tier-1 and Tier-2 interventions as part of our District's commitment to implementing a Multi-Tiered System of Support.	2021-2024 School Years	Yes	LCFF	\$19,901	LCFF	\$165,085	\$184,986	\$188,180
2.10	MTSS: Framework for Success, School Cohorts 2.K Implement PBIS & Social-Emotional curriculum as part of our District's commitment to implementing the LVJUSD Framework for Success Multi-Tiered System of Support (MTSS).	2021-2024 School Years	Yes	LCFF	\$25,000	LCFF	\$125,000	\$150,000	\$149,545
2.11	Increased Counseling and Support 2.L Increase counselor support for homeless (students/families in transition), and continue to support the increase in middle and high school counseling staff and vice principal high school staff	2021-2024 School Years	Yes	LCFF	\$808,861			\$808,861	\$752,371

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	put in place in 2018-2019, to increase academic, behavioral, and social/emotional support and decrease suspension rates for unduplicated pupils, with special attention to student groups that have performance gaps in suspension rates.						
2.12	At-Risk, Foster Youth & Homeless Supports 2.M. Provide transportation and resources (e.g., bus passes, taxi service, clothing, school supplies, food) to eliminate barriers to attending school for at-risk, Foster Youth, and Homeless students	2021-2024 School Years	Yes		LCFF \$5,000	\$5,000	\$0
2.13	Support of Unsheltered & Foster Youth 2.N. Meet with community partners monthly (8 times per year) to ensure coordination of services to unsheltered (homeless) students.	2021-2024 School Years	Yes	LCFF \$2,139		\$2,139	\$2,152

Goal 3

Parent & Community Engagement & Communication - Increase parent engagement in student learning by providing parent education opportunities, enabling parent involvement in schools, and delivering effective communication; and increase partnerships with community organizations to maximize student achievement.

Rationale

Family engagement is one of the single most important factors in ensuring student success in school. Effective family engagement has been described as “an intentional and systemic partnership of educators, families, and community members ...[who] share responsibility for a student’s preparation for school, work and life, from the time the child is born to young adulthood [Weiss, Lopez & Rosenberg, 2010]. Family engagement relies on effective communication, outreach, and connection to our schools. Supporting student achievement involves a combination of connecting with families and directly connecting with our larger community to involve them in the success of our students and our schools. LVJUSD believes in developing effective partnerships with both parents/guardians and our community.

The Goal 3 Metrics and Actions below were developed as a way for our District to ensure active participation in district decisions and planning throughout the year for parents and the community. These Metrics and Actions are implemented to ensure stakeholders have active opportunities to be informed, provide feedback regarding specific Actions and opportunities for their children, and will also provide training directly for both personal parent educational opportunities and in training parents/guardians how to actively monitor their children's progress through access to student progress systems in a timely manner.

The focus of the Metrics and Actions below are to provide opportunities throughout each school year, where parents/guardians, staff, and the community reflect on student progress and the educational environment (Goals 1 & 2). Through this process collaborative data-based decisions are made and input opportunities are provided for each student group for all parents/guardians.

Goal 3 is designed to address one State priority: Priority 3, Parental Involvement: Districts will seek parent/guardian input in decision-making and they will promote parent/guardian participation in the educational programs of all students.

This goal was developed so that focused opportunities are provided for parents/guardians to remain informed and are provided two-way communication opportunities throughout the year. This long-term goal is our District's opportunity to build positive relationships, develop an understanding of the unique needs of our student groups, and a way to develop a proactive, positive collaboration with parents/guardians and our community. The stakeholder activities, during multiple meetings, determined that the following Metrics will provide the appropriate data to monitor parent /community opportunities and the Actions will provide an enhanced stakeholder engagement process for our District. Specific efforts will be made to ensure that the parents/guardians of our most vulnerable students (Students with Disabilities, ELs, Socioeconomically Disadvantaged, and Foster Youth) receive training and information on how to actively participate in district programs to support their child's education. Continuous feedback opportunities will provide opportunities to adjust and/or refine the Actions as needed in order to support engagement.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	1. A District-wide communication outreach and monitoring system	Baseline Year: Minimally, once a month, site level communications are sent to parents. (Informing Parents)	Regular monitoring of site communications indicates that sites are regularly using both email and text messaging to communicate with parents. Community Engagement has provided training on sending communications in English and Spanish for equity and accessibility.	Monitor that every site communicates with parents/guardians each month throughout the year.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	2. Monitor parent access and use of the communication outreach system	<p>This system provides the opportunity for a systematic monitoring of student progress, both by parents and staff.</p> <p>An access protocol is being collaboratively developed so parents and teachers can monitor student progress.</p> <p>(Monitoring of student progress by staff & parents)</p>	<p>Extensive collaboration with IT, Community Engagement, and site level administrative support has resulted in improved data sharing between our SIS and our mass communication system. Previously, only a mother and father could be linked to each student to receive communication. Our system now allows for non-traditional family structures with multiple parental figures to receive important information about student progress as well as school and districtwide information.</p>	<p>Collect percentage of parent/guardian access to their child's progress, with a focus on the most at-risk student groups.</p> <p>Develop protocols that increase parents/guardians understanding of the importance of monitoring their child's success.</p> <p>Design resolutions, once baseline is determined, to reduce any equity gaps by 1% per year</p>
	3. Parent Engagement & Informational Opportunities: Informative meetings, trainings and collaborative input on topics of interest.	<p>Baseline Year: Minimally, twice a year, Survey & Two-Way communication tools which include feedback opportunities from parents will be provided on a variety of topics related to parent education, student academics, programs, climate, and engagement. Specific meetings and opportunities will be provided for parents of students with exceptional needs, Foster Youth, SED, and English Language Learners.</p>	<p>Livermore Learns, our parent engagement program, continues to offer parent education in both English and Spanish on topics related to academics, behavior, and social-emotional wellness of students. 12 webinars have been provided to date for the 2021-22 school year.</p> <p>COVID-19 School Year Protocols/ Q&A webinars in English and Spanish helped to educate parents on the District's management of COVID and to answer related questions.</p> <p>Ongoing Youth Mental Health First Aid Trainings have also</p>	<p>Survey & Two-way communication tools will be distributed at least twice a year, each year, to gain input from parents/guardians/students regarding topics of interest.</p> <p>During the final year of this plan, as our District conducts the LCAP process, additional opportunities for feedback will be provided.</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>been available to parents to help educate them on recognizing mental health concerns in youth.</p> <p>Surveys related to the LCAP process are in development as well as a survey seeking parent feedback on a future specialized program/magnet focus for elementary students.</p>	

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Sustain and Improve District-wide Communication & Engagement Program 3.A Continue to improve communication strategies and structures for timely and easy access to information, support, and resources so that parents are engaged.	2021-2024 School Years	Yes	LCFF \$153,195		\$153,195	\$380,593
3.2	Parent/Guardian Engagement: Translations & Interpretation Services 3.B Provide translation and interpretation services for parents and guardians.	2021-2024 School Years	Yes		LCFF \$35,000	\$35,000	\$25,106
3.3	Parent/Guardian Education	2021-2024 School Years	Yes	LCFF \$135,837	LCFF \$10,000	\$145,837	\$137,560

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	3.C Continue development and implementation of a district-wide parent education program (such as “Livermore Learns”) that provides workshops, resources and guidance to enable parents to support their children academically, behaviorally, and social emotionally.						
3.4	Parent/Guardian Education Supports for Marylin Avenue & Junction K-8 Schools 3.D Incorporate regular parent/guardian education and support for Pre-kindergarten parents at Marylin Avenue Elementary and Junction Avenue K-8 Title I Schools to support student success.	2021-2024 School Years	Yes	Federal \$6,500		\$6,500	\$6,500
3.5	Parent/Guardian Supports: Childcare to Attend Meetings, Events, & Educational Opportunities 3.E Provide childcare for parents/guardians to attend classes, events, and activities at school.	2021-2024 School Years	Yes	LCFF \$2,109		\$2,109	\$0
3.6	District-wide Outreach of Available Supports 3.F Develop and implement district-wide focused outreach to parents/guardians,	2021-2024 School Years	Yes	LCFF \$367,549		\$367,549	\$362,901

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	including bilingual support staff, to ensure access, greater understanding and utilization of technology, student achievement and progress portals, content area parent education services, child nutrition services, and health services, to better support their children's success. Targeted groups for parents/guardians of Students with Disabilities and unduplicated students will be formed to provide specific training and information on how to access and participate in programs designed to support students with specific needs.						
3.7	Adult Education Parent Classes 3.G Provide staff instructional materials, and supplies for parents/guardians to have the opportunity to increase their fluency and literacy with English and to advance their academic skills to support their children's success through Adult Education courses.	2021-2024 School Years	Yes	Other State \$45,000	LCFF \$5,000 Other State \$5,000	\$55,000	\$45,000
3.8	District-wide Communication and Information Systems 3.H Utilize district-wide notification systems,	2021-2024 School Years	No		LCFF \$95,000	\$95,000	\$93,531

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	District and school websites, student information system, online grade book, and social media platforms to inform parents/guardians and students of educational programs and opportunities, and increase two-way communication with parents/guardians and students.						
3.9	Parent/Guardian Engagement in School & District Leadership & Decision-Making 3.I Broaden increased parent/guardian engagement in learning through their participation in voluntary efforts in curricular and co-curricular programs, attendance at community forums and district-wide events, participation in leadership positions at their school/district, and providing ongoing feedback on areas of celebration and areas of improvement.	2021-2024 School Years	Yes		LCFF \$50,000	\$50,000	\$50,000