

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Cecil Avenue Math and Science Academy
<b>CDS Code:</b>	15634046009351
<b>LEA Contact Information:</b>	Name: Lionel Reyna Position: Principal Phone: 661-721-5030
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

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

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$6,530,735
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$1,572,165
<b>All Other State Funds</b>	\$355,611
<b>All Local Funds</b>	\$6,000
<b>All federal funds</b>	\$0
<b>Total Projected Revenue</b>	\$6,892,346

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$6,895,489
<b>Total Budgeted Expenditures in the LCAP</b>	\$1,572,165
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,572,165
<b>Expenditures not in the LCAP</b>	\$5,323,324

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$499,398
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$262,217

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$0
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	-\$237,181

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	In addition to the funds that are allocated in the Local Control and Accountability Plan, the General Fund budget also includes allocations to increase or improve services for high needs students. The budget includes expenditures for expanded learning opportunities, after school intervention programs, supplemental instructional materials, additional staffing to support mental health and social and emotional learning and student enrichment programs (art, music, drama and mariachi). The General Fund also supports the core academic program by providing the staffing to maintain a staff to pupil ratio of 24:1 in grades TK-3rd and providing Learning Coordinators for all Middle Schools. The District uses

	<p>federal funds to staff English Language Development coaches that support teachers by providing targeted professional development, assistance with lesson design and delivery, and resources to provide high quality integrated and designated instruction. Additionally, funds are utilized to maintain all facilities in good repair. Funds have been allocated for HVAC equipment replacement to further increase ventilation and improve indoor air quality in classrooms/facilities. The District has also designated funds to install additional shade structures for outdoor instruction.</p>
<p><b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.</b></p>	<p>The total actual expenditures for actions and services to increase or improve services for high need students in 2020-21 was less than the total budgeted expenditures. This was due in part to instruction being offered via a distance learning model for the entire school year. Due to COVID-19 positivity rates in the community, the district was not able to transition to in-person instruction the entire school year. The projected expenditures included the costs associated with the transition back to in-person instruction. The actual services provided to high needs students extended beyond the actions included in the Learning Continuity Plan, such as additional student intervention services, social workers to support social and emotional well-being, technology and instructional supplies to facilitate the distance learning program, additional planning time for asynchronous instruction and increased staffing to assist with food distributions.</p>

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cecil Avenue Math and Science Academy

CDS Code: 15634046009351

School Year: 2021-22

LEA contact information:

Lionel Reyna

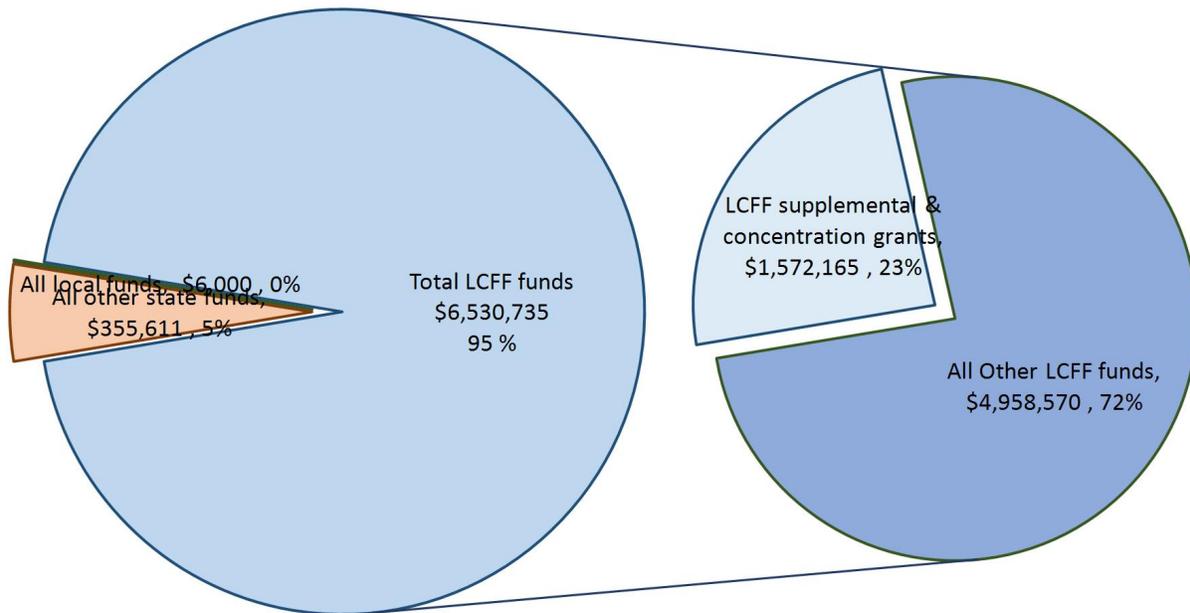
Principal

661-721-5030

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



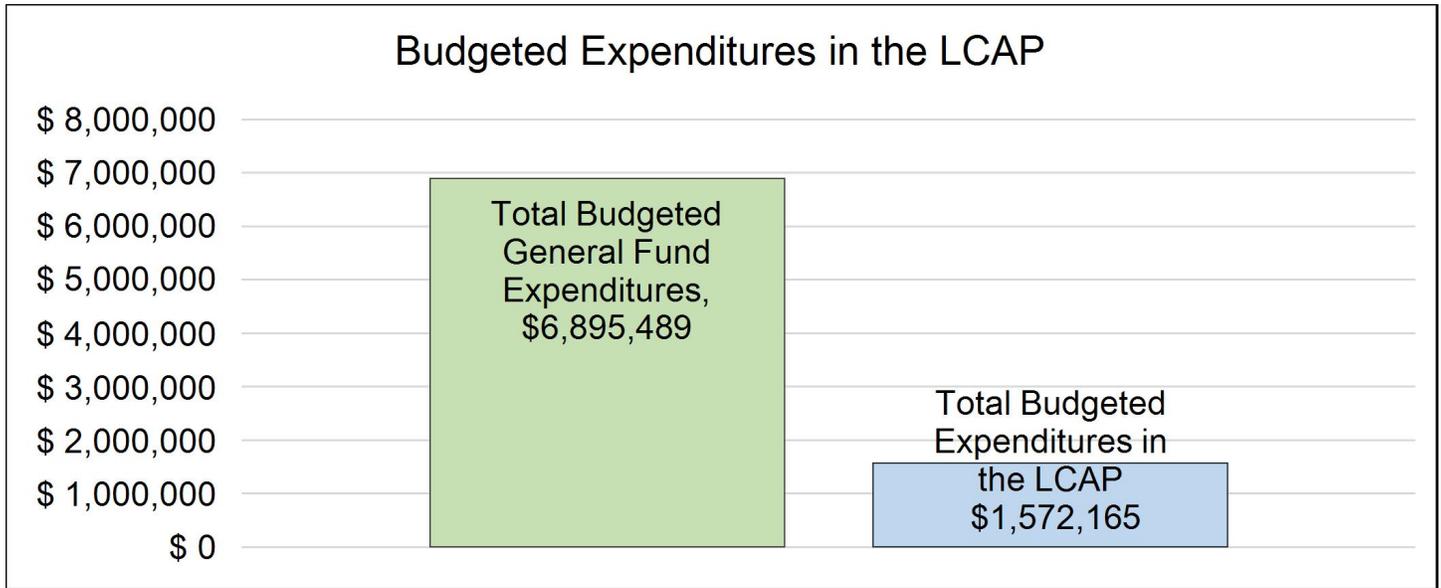
This chart shows the total general purpose revenue Cecil Avenue Math and Science Academy expects to receive in the coming year from all sources.

The total revenue projected for Cecil Avenue Math and Science Academy is \$6,892,346, of which \$6,530,735 is Local Control Funding Formula (LCFF), \$355,611 is other state funds, \$6,000 is local funds, and \$0 is federal funds. Of the \$6,530,735 in LCFF Funds, \$1,572,165 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Cecil Avenue Math and Science Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Cecil Avenue Math and Science Academy plans to spend \$6,895,489 for the 2021-22 school year. Of that amount, \$1,572,165 is tied to actions/services in the LCAP and \$5,323,324 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In addition to the funds that are allocated in the Local Control and Accountability Plan, the General Fund budget also includes allocations to increase or improve services for high needs students. The budget includes expenditures for expanded learning opportunities, after school intervention programs, supplemental instructional materials, additional staffing to support mental health and social and emotional learning and student enrichment programs (art, music, drama and mariachi). The General Fund also supports the core academic program by providing the staffing to maintain a staff to pupil ratio of 24:1 in grades TK-3rd and providing Learning Coordinators for all Middle Schools. The District uses federal funds to staff English Language Development coaches that support teachers by providing targeted professional development, assistance with lesson design and delivery, and resources to provide high quality integrated and designated instruction. Additionally, funds are utilized to maintain all facilities in good repair. Funds have been allocated for HVAC equipment replacement to further increase ventilation and improve indoor air quality in classrooms/facilities. The District has also designated funds to install additional shade structures for outdoor instruction.

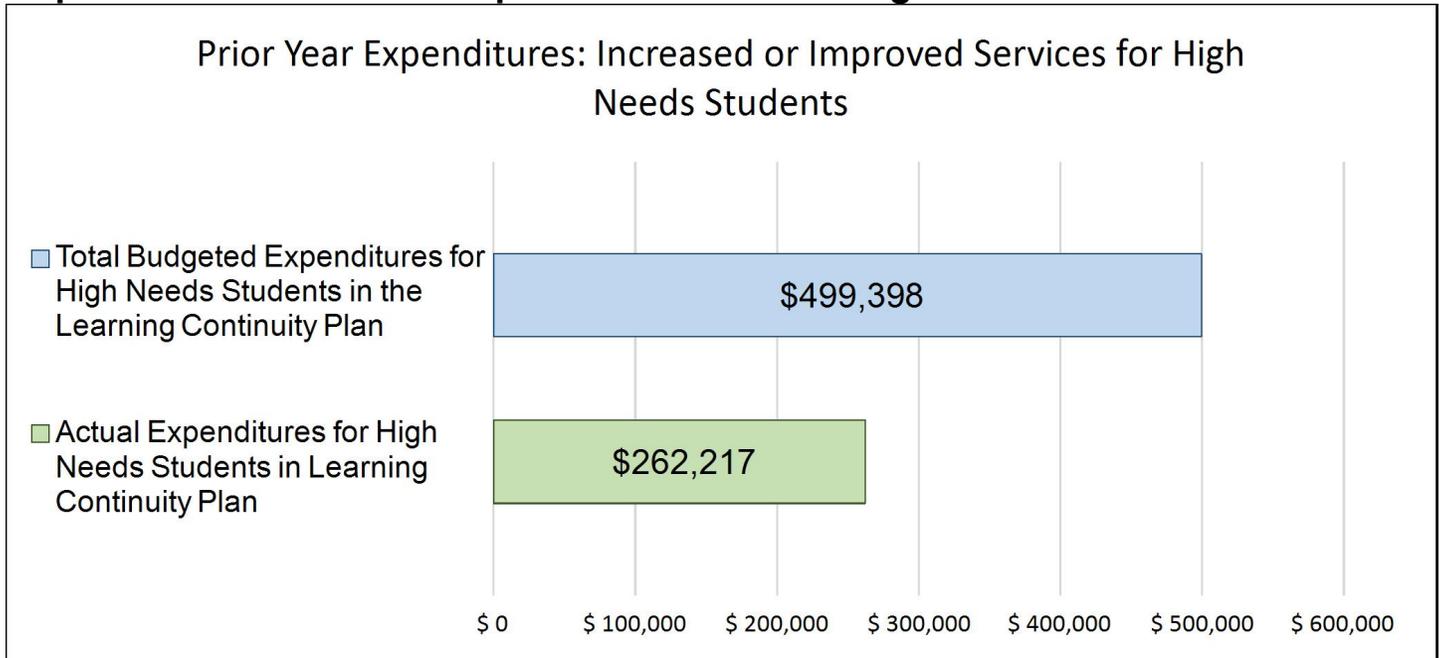
## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Cecil Avenue Math and Science Academy is projecting it will receive \$1,572,165 based on the enrollment of foster youth, English learner, and low-income students. Cecil Avenue Math and Science Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Cecil Avenue Math and Science Academy plans to spend \$1,572,165 towards meeting this requirement, as described in the LCAP.



# LCFF Budget Overview for Parents

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



This chart compares what Cecil Avenue Math and Science Academy 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 Cecil Avenue Math and Science Academy 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, Cecil Avenue Math and Science Academy's Learning Continuity Plan budgeted \$499,398 for planned actions to increase or improve services for high needs students. Cecil Avenue Math and Science Academy actually spent \$262,217 for actions to increase or improve services for high needs students in 2020-21.

The total actual expenditures for actions and services to increase or improve services for high need students in 2020-21 was less than the total budgeted expenditures. This was due in part to instruction being offered via a distance learning model for the entire school year. Due to COVID-19 positivity rates in the community, the district was not able to transition to in-person instruction the entire school year. The projected expenditures included the costs associated with the transition back to in-person instruction. The actual services provided to high needs students extended beyond the actions included in the Learning Continuity Plan, such as additional student intervention services, social workers to support social and emotional well-being, technology and instructional supplies to facilitate the distance learning program, additional planning time for asynchronous instruction and increased staffing to assist with food distributions.

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

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

LEA Name	Contact Name and Title	Email and Phone
Cecil Avenue Math and Science Academy	Lionel Reyna Principal	lreyna@duesd.org 661-721-5030

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

CAMS will work to increase the quality and rigor of the core curriculum and standards based instruction to assure student success in career and college readiness.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Priority 1 (a) - Basic Services – Teachers appropriately assigned and fully credentialed for assignment</p> <p><b>19-20</b>            The expected outcome is 100% for the 2019-2020 school year.</p> <p><b>Baseline</b>            CAMS currently has 2 teachers who are not fully credentialed. This indicates that 94% of teachers are appropriately assigned and fully credentialed.</p>	<p>Cecil Avenue Math &amp; Science Academy employed 27 teachers. 1 of them was not fully credentialed which yields a percentage of 96% fully credentialed staff members for the 2019-2020 school year.</p>
<p><b>Metric/Indicator</b>            Priority 1 (b) – pupils access to standards-aligned materials</p> <p><b>19-20</b>            The expected outcome for 2019-2020 school year is 100%</p> <p><b>Baseline</b>            Based on the Williams Team visits in August 2016, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams Visit webpage.</p>	<p>Cecil Avenue Math &amp; Science Academy currently has 100% of the students who have access to standards aligned materials.</p>
<p><b>Metric/Indicator</b>            Priority 1 (c) – School facilities maintained in good repair</p>	<p>Cecil Avenue Math &amp; Science Academy received an exemplary for school facilities maintained and in good repair.</p>

Expected	Actual
<p><b>19-20</b> The expected outcome for 2019-2020 school year is Exemplary.</p> <p><b>Baseline</b> Based on the Facilities Inspection Tool from the Williams Team visit in August, 2016, CAMS received a rating of Exemplary</p>	
<p><b>Metric/Indicator</b> Priority 2 (a) – Implementation of CCSS</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 98% of teachers achieving full implementation.</p> <p><b>Baseline</b> CAMS will implement all content performance standards. Based on principal observations and district walkthroughs, 90% of teachers are fully implementing CCSS.</p>	<p>Cecil Avenue Math &amp; Science Academy has 100% of teachers implementing the Common Core State Standards for ELA and Math in all three grade levels. This is based on observations through virtual walkthroughs throughout the year.</p>
<p><b>Metric/Indicator</b> Priority 2 (b) – Programs/Services that enable EIs to access CCSS and ELD standards for academic content knowledge and English proficiency</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 97% substantial implementation of ELD standards during the ELD block.</p> <p><b>Baseline</b> The ELD standards were partially implemented. Based on classroom walkthroughs by the ELD director and principals, 65% of teachers are implementing the ELD standards during an additional 30 minute ELD block. The implementation is only partial for Integrated ELD, as evidenced by SBAC, CELDT and Redesignation Data and lesson plans. The Next Generation Science Standards are still in the initial stages of implementation. A baseline will be established in 2017-2018 using classroom observations and lesson plans.</p>	<p>Cecil has 95% substantial implementation of ELD standards during the designated ELD block.</p>
<p><b>Metric/Indicator</b> Priority 4 (a) – Statewide Assessments</p>	<p>Cecil received the following results for the CAASPP assessment in 2018-</p>

Expected	Actual
<p><b>19-20</b>  CAASPP Results –  6th ELA: 40%  6th Math: 25%  7th ELA: 45%  7TH Math: 30%  8th ELA: 40%  8th Math: 30%  ELs ELA: 20%  ELs Math: 25%  SPED ELA: 15%  SPED Math: 15%</p> <p><b>Baseline</b>  CAASPP Results for 2017–  6th ELA: 35%  6th Math: 18%  7th ELA: 29%  7th Math: 15%  8th ELA: 30%  8th Math: 22%  ELs ELA: 1%  ELs Math: 1%  SPED ELA: 1%  SPED Math: 0%</p>	<p>2019:</p> <p>6th ELA: 34.62%  Math: 16.74%</p> <p>7th ELA: 34.17%  Math: 19.1%</p> <p>8th ELA: 32%  Math: 20.1%</p> <p>ELL ELA: 2.26%  Math: 0.89%</p> <p>SpEd ELA: 6.90%  Math: 1.72%</p>
<p><b>Metric/Indicator</b>  Priority 4 (b) – API</p> <p><b>19-20</b>  The Academic Performance Index – The site API for the last given results was 744 in 2013.</p> <p><b>Baseline</b></p>	<p>The Academic Performance Index - The site API for the last given results was 744 in 2013.</p>

Expected	Actual
<p>The Academic Performance Index – The site API for the last given results was 744 in 2013.</p>	
<p><b>Metric/Indicator</b> Priority 4 (c) – A-G courses and CTE</p> <p><b>19-20</b> The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p> <p><b>Baseline</b> The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p>	<p>The % of pupils who have successfully completed A-G courses, or CTE sequences or program - N/A</p>
<p><b>Metric/Indicator</b> Priority 4 (d) – ELs who became English proficient</p> <p><b>19-20</b> The expected outcome for the 2019-2020 school year of the percentage of ELs progress toward English proficiency on the ELPAC results are: Level 1 = 10%, Level 2 = 30%, Level 3 = 30%, Level 4 = 30%</p> <p><b>Baseline</b> The percentage of ELs who progress toward English proficiency on the CELDT or any subsequent assessment of English Proficiency, as certified by the SBE – Results for 2016-2017 are: Level 1 = 8.6%, Level 2 = 9%, Level 3 = 36%, Level 4 = 37%, and Level 5 = 8% actuals</p>	<p>The percentage of ELs progress toward English proficiency on the ELPAC results are: Level 1 = 11.3%, Level 2 = 22.5%, Level 3 = 41.6%, Level 4 = 24.7%</p>
<p><b>Metric/Indicator</b> Priority 4 (e) – ELs reclassification rate</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 20%.</p> <p><b>Baseline</b> The EL reclassification rate for the 2016-2017 school year the rate was .56%.</p>	<p>The ELL reclassification rate for 2018-2019 school year was 0.10 or 10.1%</p>
<p><b>Metric/Indicator</b> Priority 4 (f) – Students who passed AP exams</p>	<p>The percentage of pupils who have passed an AP exam with a 3 or higher – N/A</p>

Expected	Actual
<p><b>19-20</b> The percentage of pupils who have passed an AP exam with a 3 or higher – N/A</p> <p><b>Baseline</b> The percentage of pupils who have passed an AP exam with a 3 or higher – N/A</p>	
<p><b>Metric/Indicator</b> Priority 4 (g) – percent of pupils who passed EAP program</p> <p><b>19-20</b> The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A</p> <p><b>Baseline</b> The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A</p>	<p>The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This action will no longer be funded due to the agreement with the high school district to provide advanced classes for accelerated students.</p>	<p>N/A N/A</p>	
<p>This action will no longer be funded but rather consolidated with action 3.</p>	<p>N/A N/A</p>	
<p>CAMS will provide staff with Common Core and intervention professional development and provide materials for program implementation. The trainings will provide enhanced and supplementary professional development.</p>	<p>1000-1999: Certificated Personnel Salaries Concentration</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$21,422.44</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CAMS will provide staff development in the area of English Language Arts, Math, Technology, NGSS, Social Studies, Physical Education, and English Language Development. Priority will be given to unduplicated students.</p> <p>Priority 1,2,4 Roadmap Principles 2 (B,D, F)</p>	<p>3000-3999: Employee Benefits Concentration \$9,534</p> <p>1000-1999: Certificated Personnel Salaries Concentration \$3,546</p> <p>3000-3999: Employee Benefits Concentration \$5,000</p> <p>Supplies Concentration \$973</p> <p>Travel and Conference Concentration \$20,000</p> <p>Consulting Services Concentration \$2,000</p> <p>Concentration \$12,000</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,838.83</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$45,810.13</p> <p>Travel and Conference LCFF Supplemental and Concentration \$1,219.88</p> <p>Consulting Services and Operating Expenses LCFF Supplemental and Concentration \$13,581.47</p>
N/A	N/A	
This action will no longer be funded because it was consolidated with action 3 under goal 1.	\$0 \$0	
<p>CAMSA will continue to employ a math teacher to help students understand and master the common core math standards.</p> <p>Roadmap Principles 2 (B, D)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits Concentration \$63,602</p> <p>\$12,379</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$59,786.84</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$28,188.03</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CAMSA will continue to fund a Common Core Resource Specialist for Math to assist teachers and provide modeling and professional development. Priority will be given to unduplicated students.</p> <p>Priority 2,4 Roadmap Principle 3 (B)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental \$86,982</p> <p>Concentration \$33,636</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$87,496.13</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$35,606.06</p>
<p>CAMSA will employ an Academic Counselor to help address various student academic needs. The Academic Counselor will monitor student progress for all three years, meet with those who are struggling academically, and conduct parent meetings with those students who are struggling. The Academic Counselor will also hold parent workshops to inform parents of various student needs and what the school has to offer to help students succeed.</p> <p>Roadmap Principles 1 (C, D)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$86,982</p> <p>Concentration \$33,830</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$83,581.75</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$34,753.22</p>
<p>CAMSA will employ a school Social Worker to assist students in dealing with issues involving home life, social pressures, and academic stresses to name a few. The Social Worker will conduct group sessions to help students cope with various personal issues. The Social Worker will also meet with parents to inform them of issues with their student to better help the student. The Social Worker will also inform teachers of student issues as needed. As students feel supported by the school, they will work harder academically to find success.</p> <p>Roadmap Principles 1 (C, D)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$104,014</p> <p>Concentration \$33,636</p>	

## Goal Analysis

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

Due to the COVID-19 school closures, Cecil Avenue Math & Science Academy shifted to a distance learning model from March to June 2020. As a result, several actions within this goal were not fully implemented and funds had to be redirected. To accommodate to the new form of teaching and learning, the school redirected funding to provide teachers with professional development that focused on utilizing digital learning platforms to deliver their core content and interventions to all students. Cecil Avenue Math & Science Academy teachers received specialized training from the school district's content area coaches on ways to support their students learning. Special efforts were made by the district ELD coaches to ensure that our English learner's received support through integrated and designated ELD times during distance learning. Cecil Avenue Math & Science Academy teachers were provided additional support from district academic coaches in providing tiered interventions for our significant subgroups of English learners, foster youth, low socioeconomic, and special education. The school provided hotspots to any student with connectivity difficulties or lack of WiFi in their home. This effort was intended to relieve any financial burden on parents and families. This allowed for all students, especially unduplicated student groups, to have full access to all learning opportunities including after school tutorials.

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

### Successes:

As soon as the district made the decision to close in-person instructional services for students, a continuity of learning plan was immediately implemented. As a result of this planning and rapid implementation of the plan, not a single day of instruction was lost during the shift to the distance learning model. Staff funded through this goal were instrumental in the implementation of the continuity of learning plan. This ensured that high needs students such as English learners and special education students were fully supported during this shift in instruction. Cecil Avenue Math & Science Academy teachers worked closely with site administration and district coaches to ensure that student needs were met and provided them with lesson design support to provide tiered interventions throughout the school day. Teachers were provided with videos from the district technology coaches that included step by step instructions on the use of Zoom and Google classroom to support their new mode of teaching. Teachers were also offered specialized training in various digital platforms to support their online instruction. The district's ELD and special education coaches provided training and support to Cecil Avenue Math & Science Academy teachers on high quality instruction and tiered interventions to facilitate learning for English learners and special education students. ELD coaches also provided additional support on lesson design and delivery in a virtual format to focus on each of the four language domains during both Integrated and Designated English Language Development Instruction.

### Challenges:

Many of the planned professional development opportunities, including those scheduled to be offered in the summer of 2020 for CAMSA teachers and staff were cancelled due to the COVID-19 school closures. The school had plans to send teams of teachers and site administration to conferences in the areas of ELD, AVID, and STEAM. A shift in professional development focus was made to provide teachers and staff with trainings to support distance learning and knowledge of different platforms. Staff had to learn how to shift their instruction and lesson delivery to a complete online format. This required many trainings in technology use and the

incorporation different platforms to continue to deliver high quality instruction. This presented a challenge especially for servicing English learners, special education students, and other unduplicated subgroups. Funding for the planned trainings was unused and had to be redirected.

## Goal 2

All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low-performing groups.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Priority 5 (a) – School attendance rates</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 98.5% attendance rate.</p> <p><b>Baseline</b> Attendance rate is 97.2%.</p>	<p>We are still at the baseline threshold of 97.94% daily attendance rate.</p>
<p><b>Metric/Indicator</b> Priority 5 (b) – Chronic absenteeism rates</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 2% absentee rate.</p> <p><b>Baseline</b> The chronic absenteeism rate is 4.3%.</p>	<p>Last year's chronic absenteeism rate was 3.6% which declined 0.7% according to the CA dashboard.</p>
<p><b>Metric/Indicator</b> Priority 5 (c) – Middle School dropout rate</p> <p><b>19-20</b> Expected outcome for 2019-2020 is to maintain rate at 0.</p> <p><b>Baseline</b> Middle school drop-out rate is 0 students.</p>	<p>The actual drop out rate maintained at 0%</p>
<p><b>Metric/Indicator</b></p>	<p>High school dropout rate - N/A</p>

Expected	Actual
<p>Priority 5 (d) - High school dropout rate</p> <p><b>19-20</b> High school dropout-N/A</p> <p><b>Baseline</b> High school dropout-N/A</p>	
<p><b>Metric/Indicator</b> Priority 5 (e) - High School Graduation rate</p> <p><b>19-20</b> High School Graduation rates-N/A</p> <p><b>Baseline</b> High School Graduation rates-N/A</p>	High school dropout rate - N/A
<p><b>Metric/Indicator</b> Priority 6 (a) – Pupil suspension rates</p> <p><b>19-20</b> Expected outcome for 19-2020 is 2.5%</p> <p><b>Baseline</b> The current suspension rate is .07%</p>	The actual suspension rate is 7.7% of students suspended at least once, which is an increase of 0.7%.
<p><b>Metric/Indicator</b> Priority 6 (b) – Pupil expulsion rates</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 0.</p> <p><b>Baseline</b> 0 students have been expelled this year.</p>	The pupil expulsion rate for 2019-2020 is 0%
<p><b>Metric/Indicator</b> Priority 6 (c) – Other local measures on sense of safety and school connectedness</p> <p><b>19-20</b> Expected outcome for 2019-2020 is 85%.</p> <p><b>Baseline</b></p>	Due to the climate school survey taken by our student body, approximately 66% of students have a sense of safety and school connectedness.

Expected	Actual
Due to the climate school survey taken by our student body, approximately 78% of students have a sense of safety and school connectedness.	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CAMS will expand the duties of the nurse to enhance parent communication and the health and safety of the students. The nurse will serve as liaisons for the school sites and provide parents, and staff training. Training topics will include epi-pens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurse will continue to train all front office staff and administrators in CPR and AED. The nurse will be trained by the Coordinator of Health Services in the following areas: HIV/AIDS, growth and development classes for students, and any other areas that need professional development.</p> <p>Priority 5</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental \$53,735</p> <p>Supplemental \$18,909</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$53,676.68</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$19,927.01</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,850.94</p>
<p>The school will provide materials (emergency procedure posters and supplies) to provide training in emergency management systems.</p> <p>Priority 6</p>	<p>Supplies Concentration</p> <p>Consulting Services Concentration \$5,000</p> <p>Concentration \$5,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$333.78</p>
<p>CAMS will continue to employ and train a vice principal on MTSS to continue to promote student safety and continued support of teachers. Priority will be given to unduplicated students.</p> <p>Priority 5, 6 Roadmap Principles 1 (C, D)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$64,109</p> <p>\$20,547</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$68,331.10</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,246.53</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CAMS will work with the Delano Police Department to continue to employ one School Resource Officers (SRO) to assist students, staff, and parents. The SROs will provide training on school safety and other related topics.</p> <p>Priority 5, 6 Roadmap Principles 1 (C, D)</p>	<p>Consulting Services and Operating Expenses Concentration \$2,000</p>	
<p>The school will continue to promote student safety and visibility by employing campus security supervisor and noon duty aides/crossing guards to provide security on the school campus and surrounding areas.</p> <p>Priority 6 Roadmap Principles 1 (C, D)</p>	<p>2000-2999: Classified Personnel Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$81,903</p> <p>Concentration \$33,653</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$89,994.12</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$33,087.76</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$914.70</p>
<p>CAMS will promote a positive school culture by providing at least five culture building activities for students, staff and parents per year. Examples: Assemblies, family nights, rallies, parent education nights, etc.</p> <p>Priority 6 Roadmap Principles 1 (C, D)</p>	<p>1000-1999: Certificated Personnel Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$2,200</p> <p>Supplies Concentration \$428</p> <p>Rentals/Leases/Repairs Concentration \$46,656</p> <p>Consulting Services Concentration \$5,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$655.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$132.36</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,038.95</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$14,734.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Concentration \$1,000	
<p>CAMS will continue to provide informative meetings for parents and students to address issues such as: gang awareness, drugs, behavior, bullying, and communication.</p> <p>Priority 5, 6 Roadmap Principles 1 (C, D)</p>	<p>Supplies Concentration</p> <p>5800: Professional/Consulting Services And Operating Expenditures Concentration \$3,000</p> <p>Concentration \$6,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$969.46</p>
<p>CAMS will continue to employ and train an intervention teacher to support MTSS and provide the Tier 2 behavior intervention.</p> <p>Priority 6 Roadmap Principles 1 (C, D)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental \$106,075</p> <p>Concentration \$37,546</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10,640.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,051.70</p>
<p>Purchase of materials to support the MTSS Tier 1.</p> <p>Priority 6. Roadmap Principles 1 (C, D)</p>	<p>Supplies Concentration</p> <p>Concentration \$5,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$400.00</p>
<p>CAMS will provide academic and incentive field trips for all students with special focus on unduplicated students.</p> <p>Priority 5, 6 Roadmap Principles 1 (C), 2 (C)</p>	<p>District Transportation Concentration</p> <p>Concentration \$12,001</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$136.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$17,384.04</p>
<p>Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated students in need.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Priority 5, 6 Roadmap Principles 1 (C, D)		

## Goal Analysis

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

Due to the COVID-19 school closures, Cecil Avenue Math & Science Academy shifted to a distance learning model from March to June 2020. As a result, several actions within this goal were not fully implemented and funds had to be redirected. Funds typically utilized to maintain and secure learning environment for students had to be redirected since many actions were not completed due to school closure. Funds directed for staff safety training were redirected to provide PPE to employees who continued to work in person for the remainder of the school year. During school closure, our mental health team, funded under this goal, became our front line employees helping many families cope with new social emotional behaviors from many of our students. Funds were redirected to provide these services after hours. Special efforts were made to reach out and provide extra support to our English learners, foster youth, homeless students, special education students, and other unduplicated subgroups. Funds from this goal were also redirected to purchase additional technology to equip every student with a Chromebook. The school provided hotspots to any student with connectivity difficulties or lack of WiFi in their home. This effort was intended to relieve any financial burden on parents and families. This allowed for all students, especially unduplicated student groups, to have full access to all learning opportunities including after school tutorials.

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

### Successes:

The use of our mental health team was one of the most important successes from the implementation of this goal. This goal helped to fund our vice principal and school nurse. This team played an essential role in transitioning to distance learning instruction. We had many students who struggled with the shift to an online format, and this team made special efforts to reach out to each individual student and their family. The team made home visits when necessary and they carefully monitored those that were not logging on. They followed up daily with those students and ensured that they helped with any barriers that impeded the students from daily instruction. Special efforts were made by this team to reach out to unduplicated subgroups such as English learners, newcomers, special education, homeless, foster youth, and low socioeconomic students. This group served as a link between home and school and they were essential in removing obstacles for learning.

### Challenges:

Several actions funded through this goal were not completed. Many of the planned parent events funded through this goal such as trainings and the parent university did not come to fruition due to school closure. Many activities to support a positive school climate for students were also canceled. This included many field trips and special events that served as incentives to promote positive discipline and school engagement. Although school sites continued to provide students with many incentives and special events virtually, many planned events had to be completely canceled and funds were redirected to support distance learning efforts.

## Goal 3

CAMS will implement a 21st Century learning community of students in partnership with parents and community to build a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, and the Arts.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 7: Course Access (Conditions of Learning)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Priority 3 (a) – Efforts to seek parent input in making decisions for district and school sites</p> <p><b>19-20</b>            Expected outcome for 2019-2020 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities.</p> <p><b>Baseline</b>            Based on sign in sheets, CAMS had a significant increase in parent participation. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, data talks, etc.</p>	<p>CAMSA continued to increase parent participation through 7 parent-student activities such as, assemblies, science night, back to school night, and concerts to name a few. CAMSA will continue to increase parent involvement next year.</p>
<p><b>Metric/Indicator</b>            Priority 3 (b) – How district promotes participation of parents for unduplicated pupils</p> <p><b>19-20</b>            Expected outcome for 2019-2020 is to continue to meet with parents and provide them with opportunities to be involved in their child’s school site activities and meetings. A continued special emphasis will be placed on inviting and promoting</p>	<p>CAMSA is continuing to promote parent involvement through blackboard connect. The principal sends out bi-weekly announcements to inform parents of upcoming school activities and parent involvement opportunities. Several stakeholder meetings were held to obtain input from special groups to help formulate next year's LCAP actions.</p>

Expected	Actual
<p>participation of parents of unduplicated pupils and parents of children with disabilities.</p> <p><b>Baseline</b> English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. A stakeholder meeting was held and all parents were invited to attend, including the parents of unduplicated pupils.</p>	
<p><b>Metric/Indicator</b> Priority 3 (c) – How district promotes participation of parents for pupils with exceptional needs</p> <p><b>19-20</b> Expected outcome for the 2019-2020 school year is to continue to have 100% parent participation as evidenced through IEP and 504 documents.</p> <p><b>Baseline</b> Parents of students with exceptional needs were provided with opportunities to be involved in their child’s education and school activities. Through regular communications, parents were encouraged to attend IEP meetings. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as evidence through the IEP and 504 documents.</p>	<p>Not all parents attended IEPs and 504 meetings this year. A few parents opted to refrain from attending the IEPs due to unknown reasons. They phoned in to have the meetings move forward without them. CAMSA will continue to target 100% parent participation for IEPs and 504s.</p>
<p><b>Metric/Indicator</b> Priority 7 (a) – Extent to which pupils have access and are enrolled in a broad course of study</p> <p><b>19-20</b> Expected outcome for the 2019-2020 school year is 100%</p> <p><b>Baseline</b> 100% of students had access to ELA, Math, Science, Social Studies, PE, and Music. In addition, 100% of qualifying students attended the high school courses.</p>	<p>100% of students have access and are enrolled in a broad course of study.</p>
<p><b>Metric/Indicator</b> Priority 7(b) – Extent to which pupils have access to and are enrolled in programs /services for unduplicated pupils</p>	<p>100% of students have access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day</p>

Expected	Actual
<p><b>19-20</b> Expected outcome for 2019-2020 is to continue to have 100% access for all students.</p> <p><b>Baseline</b> 100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.</p>	<p>through ASES program and additional programs and services such as Migrant and GATE.</p>
<p><b>Metric/Indicator</b> Priority 7(c) – Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs</p> <p><b>19-20</b> Expected outcome for 2019-2020 is to continue to have 100% access for all students.</p> <p><b>Baseline</b> 100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, and Summer School. Evidenced through class schedules and program attendance records</p>	<p>100% of students with exceptional needs have access to extended learning opportunities, including extended day, ASES, and summer school.</p>
<p><b>Metric/Indicator</b> Priority 8 – Other indicators of pupil performance in required areas of study</p> <p><b>19-20</b> Expected outcome for 2019-2020 is to set baseline data writing benchmark. Each grade level will increase at least by 5% each subsequent year.</p> <p><b>Baseline</b> Implementation of district writing benchmarks to measure improvement in writing skills.</p>	<p>The district is continuing to use Illuminate to further implement district-wide Interim Assessment Blocks in English and Math. Classroom teachers are using the IABs to help students practice for the SBAC assessment and to improve their ELA and Math skills. The classroom teachers are using the IABs to monitor student progress twice a Trimester.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CAMS will continue to fund a music teacher and promote the arts and expand participation in current programs to all students. The programs will be offered in the following areas; music, visual and performing arts, and band.</p> <p>Priority 7 Roadmap Principles 1 (C), 2 (C, D)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p> <p>3000-3999: Employee Benefits Supplemental \$105,791</p> <p>Supplies Supplemental \$37,491</p> <p>Rentals/Leases/Repairs Supplemental \$10,000</p> <p>District Transportation Supplemental \$4,500</p> <p>Consulting Services Supplemental \$5,000</p> <p>Concentration \$6,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$103,456.46</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$39,006.71</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,671.07</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,750.27</p>
<p>CAMS will provide funds for parent involvement activities at the site. Activities will include Math nights, Literacy nights, Latino Family Literacy, Education Nights, and Technology.</p> <p>Priority 3 Roadmap Principles 1 (C, D)</p>	<p>Supplies Concentration \$13,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,148.97</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$87.50</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$204.62</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$41.85</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,587.25
<p>CAMS will support parent participation and learning opportunities for students by employing resource clerks and a librarian. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours.</p> <p>Priority 3 Roadmap Principles 1 (C, D)</p>	<p>Clerical and Office Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$75,266</p> <p>Concentration \$56,151</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$69,237.89</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$55,911.33</p>
N/A	N/A	
<p>CAMS will provide middle school students the opportunity to take elective classes.</p> <p>Priority 7 Roadmap Principles 2 (B, C, D)</p>	<p>Certificated Teachers' Salaries Concentration</p> <p>3000-3999: Employee Benefits Concentration \$67,500</p> <p>Supplies Concentration \$13,138</p> <p>Travel and Conference Concentration \$26,600</p> <p>Consulting Services and Operating Expenses Concentration \$5,000</p> <p>Concentration \$1,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$64,286.91</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$13,606.19</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,818.20</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,711.32</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>CAMS will enhance the current technology programs through the purchase of software and professional development.</p> <p>Priority 7 Roadmap Principles 1 (C), 3 (B)</p>	<p>Supplies Supplemental Concentration \$1,500</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$428.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$86.49</p>
<p>This action will no longer be funded because it is consolidated with goal 3 action 8 which also addresses STEAM issues.</p>	<p>0 0</p>	
<p>CAMS will promote the development and implementation of the Next Generation Science Standards with the purchase of materials for classroom instruction.</p> <p>CAMS will promote the development and implementation of a school-wide STEAM program which will include training and conference attendance for staff and the purchase of materials used for a school wide STEAM-fair.</p> <p>Priority 7 Roadmap Principles 2 (B, C, D), 3 (B)</p>	<p>Supplies Concentration Concentration \$30,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,058.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$173.25 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$22,681.64 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,697.26</p>
<p>CAMS will continue to promote Science education for students in grade six by supporting participation in Scicon camp for students.</p> <p>Priority 7 Roadmap Principles 1 (C, D), 2 (D), 3 (D)</p>	<p>Certificated Teachers' Salaries Concentration 3000-3999: Employee Benefits Concentration \$5,000 District Transportation Concentration \$973</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,310.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$264.72 5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$2,305.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5800: Professional/Consulting Services And Operating Expenditures Concentration \$15,000 Concentration \$24,820	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$28,082.81
CAMS will enhance and expand student opportunities in GATE activities.  Priority 7 Roadmap Principles 2 (B, C, D), 3 (B)	Certificated Teachers' Salaries Supplemental  3000-3999: Employee Benefits Supplemental \$1,500 Concentration \$292	
Purchase of technology equipment to enhance daily classroom instruction.  Priority 7 Roadmap Principles 1 (C), 3 (B)	Supplies Supplemental  Non-Capitalized Equipment Supplemental \$31,413  Supplemental \$59,479	Supplies LCFF Supplemental and Concentration \$37,511.23  Non-Capitalized Equipment LCFF Supplemental and Concentration \$53,000.88  5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$7,602.07
		1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$47,058.07  3000-3999: Employee Benefits LCFF Supplemental and Concentration \$29,359.60

## Goal Analysis

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

Due to the COVID-19 school closures, Cecil Avenue Math & Science Academy shifted to a distance learning model from March to June 2020. As a result, several actions within this goal were not fully implemented and funds had to be redirected. Many of the trainings and special events for parents had to be canceled. Classes did not have the opportunity to attend their trip to SCICON. Additionally, the GATE festival for parents and students was also canceled. Funds from all of these action items were redirected to support the distance learning model. Many of the planned parent activities were reformatted to a virtual delivery so that parents could still have the opportunity to participate in planned trainings, meetings, and other school site events such as awards assemblies for their children. Parents and students received training from the school and district staff on the use of technology so that they could have accessibility to all the platforms being utilized for instruction and student events. The remainder of the funding from this goal was redirected to support the need for technology for the distance learning model. All students received a Chromebook to take home to facilitate their learning from home. Students who did not have access to WiFi received hotspots to ensure connectivity.

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

### Success:

Most of the action items within this goal were fulfilled even upon the school closures and the shift to distance learning. The district's learning continuity plan offered students the opportunity to continue with STEAM based instruction. All students continued to have access to music instruction via virtual sectionals provided by the site band teacher. Due to the action items within this goal that addressed technology, the school had nearly achieved a 1:1 technology model where almost all students had access to their own device, the transition to an online model was smooth and there were no days of instruction lost. The funds that were redirected from all three LCAP goals were utilized to complete the 1:1 technology model. The school provided hotspots to any student with connectivity difficulties or lack of WiFi in their home. This effort was intended to relieve any financial burden on parents and families. This allowed for all students, especially unduplicated student groups, to have full access to all learning opportunities .

### Challenges:

Parent involvement was one of the main challenges in implementing the actions within this goal. All meetings held at the site level had to be switched to a virtual format. Many parents struggled with accessing the meetings and therefore parent attendance in meetings dropped significantly. Although site provided trainings for parents on the use of the new learning and communication platforms, many parents have been unable to connect due to lack of technology knowledge. Although we continued to provide virtual student recognition assemblies, student events, and parent meetings, many parents did not connect therefore; attendance to many events dropped. Other items that were challenging to implement during school closure at the district level which impacted our school were the music festivals, GATE festival, science field trips, and the annual trip to SCICON for 2 of our 6th grade classes. These activities had to be completely canceled and the remaining funds were redirected to provide technology to support distance learning.

# 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
In preparation for the return to in-person instruction, the district will need to provide personal protective equipment (PPE) for all students and staff. Equipment will include: face shields, gloves, face coverings, hand sanitizer, protective barriers, disposable smocks, etc. School sites will have contactless temperature kiosks and triage tents at every school site to monitor students and staff.	\$43,650	\$27,922	No
The district will purchase sanitizing equipment and supplies to maintain disinfected classrooms.	\$24,250	\$0	No
Social distancing signage will be placed throughout all school sites and the district office to ensure that all students, staff and parents maintain appropriate social distancing upon their return to campus.	\$2,910	\$0	No
The district will provide appropriate training for all staff to prepare for in-person instruction. Training would include: appropriate use of sanitation supplies, adhering to physical distancing of staff and students, hand washing, symptom screening including temperature checks, use of PPE, etc.	\$485	\$0	No
The district will transition to provide meals in the classrooms and will need to purchase items needed to implement the change to facilitate the delivery and serving of meals. Items to include: delivery carts, coolers, insulated bags, etc.	\$9,700	\$10,860	No
The district will purchase individual instructional supplies and manipulatives to avoid classroom sharing and cross contamination	\$24,250	\$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>within each classroom. Items to include: math manipulatives and counters, pencils, dry erase markers, dry erase boards, sharpeners, glue sticks, notebooks, etc. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not have the means to provide their own supplies and materials to avoid sharing classroom supplies.</p>			
<p>The district will provide personal clothing and health care items that McKinney-Vento and foster students may need to facilitate their physical return to campus. Special consideration will be made for students to receive this assistance while respecting their privacy, yet ensuring that they have all items they need. This action is intended to meet the needs of students in response to the COVID-19 pandemic.</p>	\$485	\$0	Yes
<p>In an effort to mitigate learning loss, the district will purchase the Nearpod platform to support English learners with language acquisition and provide them with extra academic support and formative assessments in real time to monitor their progress on a daily basis. Teachers will be provided with training support to implement this supplemental tool for English learners. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for specific support for English learners and immigrant students.</p>	\$1,455	\$0	Yes
<p>The district will hire temporary academic support personnel to help support students when they return to in-person instruction. Academic support personnel would principally direct intervention services to unduplicated student subgroups. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first.</p>	\$24,250	\$0	Yes
<p>Each school site will purchase large screens, sound systems, and projectors for parent meetings to be held outdoors upon the return to in-person instruction. This will allow for active parent participation in a setting that is more conducive to adhere to social distancing. These</p>	\$6,250	\$11,166	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
efforts will be made to reach parents of unduplicated pupils as they have less access to meetings in a virtual format.			
All school sites will have the opportunity to offer outdoor instruction weather permitting. The district will purchase shade structures and furniture to support outdoor instruction.	\$15,350	\$0	No
Purchase of additional technology for classroom instruction so that teachers have resources needed to provide instruction from home and in-person upon the reopening of the school sites.	\$7,760	\$17,953	No
Purchase of additional technology devices so that students have access to devices at home and at school. These funds are principally directed to serve unduplicated pupils as they are less likely to have the means to purchase an additional device to use at home.	155,200	\$148,691	Yes

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

The following items were provided by the District: social distance signage, sanitizing equipment and supplies, Nearpod, personal protective equipment and outdoor furniture.

Expenses for in-person instruction were lower than budgeted because Cecil Avenue Math and Science Academy did not offer in-person instruction for the 2020-2021 school year. Temporary personnel to support in-person instruction were not hired, and clothing necessary for McKinney Vento and Foster youth to return to in-person instruction was not purchased. Funds were redirected to improve air quality in the classrooms through the purchase of GPS ionization devices. Funds were also redirected toward the conversion to touchless restrooms.

## Analysis of In-Person Instructional Offerings

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

Successes:

The Delano Union School District adopted three different calendars for the 2020-21 school year in anticipation of the different scenarios that the COVID-19 pandemic may bring and how it would impact the return for in-person instruction. The district actively prepared all summer for the return to in-person instruction by creating a plan with a three phase approach. The district was able to fully attain personal protective equipment for students and staff as well as sanitizing supplies to clean all facilities. In addition, the district was able to install GPS ionization units in the HVAC systems throughout all district facilities. This technology is 99.4% effective in removing COVID-19 from the air and surfaces. The district also installed social distancing signage in all buildings and equipped all work areas and student desks with protective glass barriers. However; with the safety of all students and staff in mind, and after careful and ongoing review of the community's COVID-19 positivity rates, the district opted for a distance learning model the entire 2020-21 school year. Beginning in September, 2020, the district began to plan the implementation of Phase I of the return to in-person instruction for the students with exceptional needs population. Due to the high positivity rates in COVID-19 cases in the community of Delano, and the surge that put the county in the Deep Purple Tier for most of the fall and winter seasons, Phase I of the plan was not able to come to fruition until April of 2021. The district opened its schools for in-person instruction for the moderate/severe students with exceptional needs population following a 1:1 rotation schedule that would allow for students to begin their transition to in-person instruction while at the same time continue to receive support via distance learning. This group will continue in-person instruction for four additional weeks in the summer to provide students with extra support and expanded opportunities to continue to work on IEP goals. Even though most students remained on a distance learning instructional program for the 20-21 school year, district was able to implement many of these actions and prepared all classrooms and district buildings with the necessary technology, protective glass barriers, and PPE necessary to welcome students back as soon as it is deemed safe to do so.

#### Challenges:

Due to the very high positivity rates in the community of Delano, the district was unable to open for in-person instruction during the 2020-21 school year. The district began planning for Phase I of a reopening to in-person instruction which began with bringing students with exceptional needs back first followed by Phase II which added at-risk subgroups such as English learners, students experiencing homelessness, foster youth, and students failing to connect to distance learning. Phase III would then bring all students back in a staggering block schedule to allow for appropriate social distancing within the classroom. During the fall and winter season of the 2020-21 school year, the county of Kern experienced a surge in COVID-19 cases, making it unsafe for the return to in-person instruction plan to be implemented. As spring approached and the county's numbers were improving, the community of Delano still maintained a very high positivity rate which delayed the re-opening plan even further. In April of 2021, the district was able to provide in-person instruction to students with exceptional needs in the moderate/severe classes only. In-person instruction for the moderate/severe classes will continue through the summer of 2021. The district continues to prepare for the return to in-person instruction for all students in the fall of 2021.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district purchased chromebooks, hotspots, and vouchers for Wi-Fi to provide connectivity to all students to support their distance learning. The purchase of devices was made in an effort to assist unduplicated students with accessibility to both devices and WiFi however, all students will be provided with the devices and hotspots.	\$184,300	\$87,684	Yes
Technology was purchased for teachers and auxiliary staff to support distance learning instruction. Technology included laptops, chromebooks, cell phones, printers, and hotspots.	\$19,400	\$13,189	No
All students received learning kits equipped with supplies and materials to support their learning. Supplies include: dry erase markers, pencils, notebooks, sharpeners, etc. Although all students received the learning kits, they were purchased to assist unduplicated pupils as they are less likely to be able to provide their own supplies needed for instruction.	\$4,850	\$0	Yes
All students in grades 3-8 received physical education kits to enhance physical activities at home during distance learning instruction. The kits include: jump ropes, scarves, bean bags, foam balls, and a mesh bag to hold all equipment. The equipment is designed to help students build physical skills and staying active while learning from home. All students received the physical education kits, but they were purchased to assist unduplicated students as they are less likely to have access to the equipment or to be able to purchase it.	\$9,506	\$12,438	Yes
McKinney-Vento students received lap desks so that they can have a designated mobile work space.	\$194	\$0	Yes
The district purchased research based online platforms to supplement instruction. Platforms include: IXL, Stemtaught, Nearpod, ESGI, Activate Learning, Rethink, Zoom, and Screencastify. All of these platforms are supplemental to instruction and teachers have been provided with appropriate staff development to navigate these	\$94,575	\$169,538	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
programs. Special consideration is made for unduplicated pupils to provide them with additional resources to improve their learning and provide them with additional layers of support.			
The district's mental health team participated in social-emotional professional development to better serve staff and students and support their social-emotional needs. Special efforts are made to meet the Social Emotional Learning needs of unduplicated students.	\$485	\$0	Yes
The district provided professional development opportunities to all teachers and staff to enhance virtual instruction. Trainings included Zoom, Screencastify, and Google classroom among others.	\$970	\$0	Yes
Support for English Language Development instruction is provided through the district's ELD department. Training modules were provided to all staff to help design lessons for ELD instruction. The training modules include strategies for integrated and designated instruction, and special strategies for language acquisition for newcomers.	\$97	\$0	Yes

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

Expenses for online platforms were greater than budgeted because Cecil Avenue Math and Science Academy purchased a digital science program to supplement the curriculum.

The District provided the following: Hot Spots, lap desks for McKinney Vento students, professional development for enhancing virtual instruction, English Language Development and Socio Emotional Learning.

## 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:

#### Successes:

In order to provide a robust distance learning program during the 2020-2021 school year, administrators, teachers, and staff engaged in the following five-pronged strategic approach to ensure that DUSD students were able to engage in meaningful daily live instruction as well as receive support in social-emotional learning: ensuring access to appropriate technology, providing relevant professional development, developing effective lessons, engaging students in meaningful learning experiences, and addressing student learning gaps through ongoing monitoring of assessment results. Teachers participated in ongoing professional development supported by our team of academic coaches with a specific focus on using instructional technology to increase student engagement.

#### Challenges:

Distance learning created several challenges requiring district team members to adjust our approach to meeting the needs of students and families. One of those key challenges was ensuring that staff and students had access to appropriate technology to deliver and access daily live virtual instruction. Each district family was contacted to identify needs for hotspots and vouchers, and those services were deployed expeditiously. These items were distributed through site-level distributions as well as through home visits. If there were any situations where the deployment of technology was delayed, teachers provided temporary written packets and support, and district staff provided additional tutorial services. Parents contacted the district technology hotline regarding technology issues, and academic coaches provided additional assistance to parents who were developing their technology skills. Parents were also provided with step-by-step instructions for how to log into chromebooks and connect to Wi-Fi. One of the keys to our successes this year is having 100% of DUSD students connected to a device and hotspot with an average of a 98.6% daily connectivity rate. Another key success was creating site and district parent hotlines allowing parents to have their child's needs addressed in a timely manner.

### Access to Devices and Connectivity:

#### Successes:

DUSD procured sufficient inventory to provide all students with a chromebook for distance learning. In order to simplify the login process for younger students, all Transitional Kindergarten, Kindergarten and First grade students were provided with touchscreen Chromebooks with QR logins, while students with special needs received Ipads to support visual, auditory and tactile learning opportunities. The District maintained additional chromebooks to replace damage or defective devices, with minimal disruption to the instructional program. All devices were equipped with web-based content filtering to provide a safe internet experience during distance learning. The District established a support mechanism for students, staff and teachers by creating a technology hotline. The hotline provided troubleshooting steps and assistance related to accounts, apps, and connectivity. With remote access, staff

were able to help parents and teachers successfully navigate through any technical difficulties. To ensure connectivity for all students, the District offered three options for families in need of WiFi services, including: mobile hotspots, installation of WiFi in the home, and vouchers for families in need of financial assistance to maintain existing or upgraded services. The district provided nearly 1,000 AT&T/Verizon hotspots to families at no cost, to provide secure connections for students. To further increase security, the connections were limited to District provided devices. The District also installed cable internet services in 90 homes, and provided broadband service to select homes outside of the city limits, with monthly services billed directly to the District. The access was limited to district devices and was solely for educational use. The Technology Department granted access/blocked sites and apps, controlled device policies and web access and monitored online activities at all times.

#### Challenges:

The greatest challenge was ensuring that all students had access to the distance learning program. There were 1,250 students with limited or no connectivity. While the District purchased hotspots, the signal strength varied by location, making it necessary to purchase both Verizon and AT&T hotspots to obtain the best signal strength. For families unable to acquire services due to their remote location outside of the city limits, the District partnered with Unwired Broadband to provide services to their homes. The deployment of the devices was also challenging with limited staff. The technology department worked diligently to configure 600 laptops, configure and deploy thousands of chromebooks, while simultaneously supporting District staff with distance learning and remote work.

#### Distance Learning Professional Development:

##### Successes:

During the 2020-2021 school year, there was a need to increase access and use of the following three platforms: Google Classroom, Zoom, and Screencastify. All teachers, administrators, and paraprofessionals received virtual training at the start of the school year to build their capacities with all three platforms. Our technology instructional coaches held office hours over the course of several weeks in order to provide ongoing, relevant support for teachers who had specific needs related to Google Classroom, Zoom, or Screencastify. Throughout the year, as the instructional coaches and admin team received feedback from the teachers, two professional development series were added specifically to address increasing student engagement. One series was held in October and addressed topics such as increasing student talk, digital whiteboards, enhancing Google Slides, virtual math routines, SeeSaw, Jamboard, and virtual phonemic awareness activities. The second series for increasing student engagement was held in December. This series included sessions on Adobe Spark, building websites, increasing student talk through the use of Thinking Maps, live proctoring in Illuminate, SeeSaw intermediate use, and The Distance Learning Playbook. Teachers were able to select their sessions based on interest and their own classroom needs. The DUSD instructional team established a Google Classroom to house all training materials allowing teachers the opportunity to review content asynchronously as needed. The following professional development opportunities were provided during the 2020-2021 school year:

##### All Staff:

- \*Trauma-Informed Care
- \*Self-Care for Educators

#### Distance Learning Professional Development:

\*Google Classroom

\*Zoom

\*Screencastify

\*Increasing Student Engagement PD Series 1

\*Increasing Student Engagement PD Series 2

#### Special Education and At-Risk Students and Assessments

\*STAR/Renaissance - CBM, Reading, Early Literacy, Math, MyOn, Freckle

IXL - Friday Professional Developments - ELA, Math

#### Social Emotional Learning

\*Suicide Prevention 7/8 Grade Teachers & Instructional Counselors

#### Curriculum Training

\*STEMTaught Science - K-5 teachers (ongoing PD and labs in the teacher classrooms)

\*IQWST Activate Science - 6-8 Science Teachers

#### Music Teachers

\*Quaver

#### Challenges:

The shift to providing virtual professional development to staff created its own set of challenges. This district remained focused on providing quality professional development opportunities for staff while remaining 100% virtual. This created the need to train the district coaches in the use of virtual platforms to provide their trainings. The district had to purchase and upgrade devices required for these trainings for both the coaches and the teachers. WiFi connectivity also became a challenge at times during the trainings. The duration of the trainings had to be adjusted to avoid zoom fatigue of staff and trainers. Prior to the pandemic, teachers and classified staff had a wide range of technology abilities, but these skills had to be strengthened in order to provide access to quality professional development.

#### Pupil Participation and Progress:

#### Successes:

Teachers and students engaged in daily live instruction each school day with a schedule that adhered to the mandatory instructional minutes for the 2020-2021 school year. The levels of student engagement were closely monitored by sites and the district. Attendance clerks reviewed proper attendance entries daily, weekly engagement reports were sent to all sites for review and planning.

Teachers completed and certified weekly engagement records and daily attendance sheets to account for student attendance and participation. Students who did not attend live zoom sessions were immediately contacted by site and district through a phone call or home visit.

#### Challenges:

One of the greatest challenges with pupil participation and progress was ensuring that each student not only connected to their daily classes, but that they were actually actively engaged in the lessons. The school sites reported having a daily struggle with students turning on their cameras in their chromebooks, therefore the teachers could not verify that students were actively engaged. Each school site had a team that was deployed daily to make home visits to check up on students and ensure that they were actively participating. The teachers also reached out to the homes daily by telephone to those parents whose child was not actively engaged in the lesson.

#### Staff Roles and Responsibilities:

#### Successes:

During the 2020-21 school year, as with other school years, the Delano Union School District (“District”) established and communicated expectations for all employees. 2020-21 was a very unusual and challenging year, due to the COVID-19 pandemic, and employee expectations were modified accordingly. Throughout the 2020-21 school year, all DUSD students engaged in remote learning, and most DUSD employees engaged in some degree of remote work. This was, and continues to be, an unprecedented situation, with challenges across the full spectrum of District operations: instruction, budget, health and safety, labor relations, governance, and many other areas. The District has engaged in continuous planning to prepare for a full reopening, which is scheduled for August 2, 2021. In June 2020, the Board of Trustees adopted Board Policy 4113.5 to establish a policy framework for remote work. This policy includes the following provisions: “The Board of Trustees recognizes that working remotely at home or at another alternative location may be necessary at times when widespread illness, natural disaster, or other emergency condition makes the school or worksite unsafe or otherwise interrupts the district's ability to effectively conduct operations at the school or worksite.”

“A full-time, part-time, or short-term remote work arrangement may also be granted, for special circumstances by the Superintendent or designee (Human Resources) to an individual employee(s), consistent with the terms and provisions of the collective bargaining agreements, provided that the position is suitable for remote work, the employee has consistently demonstrated the ability to work independently and meet performance expectations, and the work arrangement does not hinder district operations.”

“The opportunity to work remotely shall be at the discretion of the District, subject to the terms and conditions of the collective bargaining agreements.”

“Employees approved for remote work shall comply with all collective bargaining agreements, district policies, administrative regulations, work schedules, and job assignments. Except when specifically agreed, approval of remote work shall not change the compensation, benefits, or other terms and conditions of employment of an employee.”

“Unless otherwise approved in advance by the Superintendent or designee (Human Resources), employees working remotely shall do so within regular work hours established for the position. Employees are entitled and expected to take appropriate, uninterrupted meal and rest breaks, and shall keep accurate records of the hours they work. Employees shall notify their supervisor when unable to perform work assignments due to illness, equipment failure, or other unforeseen circumstances.”

“Employees working remotely are expected to conduct their work in a location that is safe and free of obstructions, hazards, and distractions. Such employees shall report to their supervisor any serious injury or illness occurring in the home workspace or in connection with their employment as soon as practically possible in accordance with Board policy.”

“The district shall provide to employees who work remotely all supplies, materials, apparatus, and equipment reasonably necessary to perform their jobs, including, as necessary, a technology device and Internet access. Employees shall use caution in accessing the Internet from public locations and in accessing information from networks outside of the district in order to safeguard confidential information. Employees shall be responsible for maintaining and protecting District equipment and shall adhere to the district's Acceptable Use Agreement. The employee's personally owned equipment may only be used for district business subject to the district's Acceptable Use Agreement.”

“Work done at a remote work location is considered official public business. District records and communications shall be retained and safeguarded against damage or loss, and shall be kept confidential or made accessible to the public in accordance with law.”

“Any employee working remotely shall be available during work hours to the employee's supervisor and other staff, students, parents/guardians, and members of the public, as appropriate, via email, phone, or other means. Lack of responsiveness on the part of the employee may result in discipline and/or termination of the remote work assignment. Employees shall be required to attend virtual or in-person meetings within a two-hour window when directed by their supervisor, the Superintendent or designee (Human Resources).”

“The job performance of employees working remotely shall be evaluated consistent with the terms and conditions of the collective bargaining agreements, in the same manner as all employees in the same position at the assigned school or office unless otherwise negotiated.”

“Remote work arrangements may be discontinued at any time at the discretion of the Superintendent or designee (Human Resources).”

At the time BP 4113.5 was adopted, DUSD staff had been engaged in full time or part time remote work for only three months. The challenges of converting to remote work and distance learning were unprecedented in scope and difficulty, and this was true not only at DUSD, but throughout public education and the broader economy. It was necessary to learn the tools, the work patterns and habits, and the mindset necessary to effectively address the needs of the students as far as possible under pandemic circumstances. For many staff members, remote work was and continues to be very challenging: not only because instruction via distance learning with elementary age students is a monumental challenge in relation to methodology, technology, etc., but also because remote work

places staff members in situations very different from their normal work day, and the psychological demands impacted some staff members more than others. Classified staff members performed duties consistent with the applicable job description, with terms of the classified collective bargaining agreement, and board policies and administrative regulations. During 2020-21, there were many adjustments in work duties due to COVID-19, school closures, and distance learning. This was very challenging for individual employees, departments, and school sites, as most of these adjustments had no prior example, and moreover, the public health situation and related requirements was very dynamic and subject to many unanticipated changes. The District and the California School Employees Association Chapter 175 (“CSEA”) negotiated several agreements in connection with COVID-19 response, dealing with job duties and safety protocols. This was very challenging, because fundamental issues of health and safety, compensation, working hours, job duties, etc. were involved. The District and CSEA agreed and established procedures allowing classified bargaining unit members to be assigned duties outside of the scope of their regular duties in order to meet the public health needs of and provide essential services to the community. It was also agreed that classified staff would not be assigned to any duty that exceeds the essential physical functions contained in an employee’s regular job description. In addition, the negotiated agreements between the District and CSEA also established procedures for remote work, temporary changes in working hours, and the equitable distribution of duties among classified staff. For the 2021-22 school year, all classified staff members are expected to return to working in-person. The District continues to provide reasonable accommodation for employees who have a qualifying medical condition. The negotiated agreements between the District and CSEA have allowed the District to maintain the instructional program and related operations throughout the COVID-19 pandemic, including the 2020-21 school year. While some classified staff members worked remotely for some or all of the 2020-21 school year, many classified staff members reported for in-person duties, including staff members in Food Services, Custodial, Grounds, Maintenance, and Technology; and many classified staff members have worked in-person for much of the school year, especially since Spring 2021. There were challenges associated with employee safety and morale, given that some employees had more in-person responsibilities than others, given the circumstances, and this had to be managed with the individual employee and with the exclusive representative. Certificated staff members also perform duties consistent with the applicable job description, with terms of the classified collective bargaining agreement, and board policies and administrative regulations. During 2020-21, certificated staff members in teaching positions provided instruction via remote learning. Certificated staff members in support positions, such as counselors, nurses, and psychologists, worked remotely throughout the school year, and provided occasional services in-person at the school sites, with such in-person work increasing with the arrival of Spring 2021. Some certificated staff members, such as site resource teachers, provided in-person services at their assigned school sites throughout the 2020-21 school year. As with the classified staff, there was many adjustments in work duties due to COVID-19, school closures, and remote learning. Again, this was very challenging for individual employees, departments, and school sites, as most of these adjustments had no prior example, and moreover, the public health situation and related requirements was very dynamic and subject to many unanticipated changes. The District and the Delano Union Elementary School Teachers Association (“DUESTA”) negotiated several agreements in connection with COVID-19 response, dealing with job duties and safety protocols. This was very challenging, because fundamental issues of health and safety, compensation, working hours, remote work and distance learning, etc. were involved. In addition to Board Policy 4113.5, the District and DUESTA also negotiated in connection with remote learning and working conditions, agreeing to the following:

“Bargaining unit members shall: be reachable (remotely via phone, email, or other electronic means) at all times during their regular work hours; adhere to the instructional schedules established by the District for instructional delivery and student support; abstain from

use of alcohol or other controlled substances during regular working hours; refrain from any social media activity of a personal nature on personal social media platforms during regular working hours (exclusive of duty free lunch); and report to work within one hour of notification (notifying the District if there is a need for a delay) to perform assigned duties as directed.”

“Bargaining unit members shall be available during their regular assigned work hours (as specified in Article VI) for communication with students, parents, other staff members, and administration on a regular basis.”

“Bargaining unit members shall provide appropriate instructional services as directed and as consistent with applicable job descriptions, including but not limited to, developing lessons and instructional materials, providing feedback to students, and maintaining student contact logs. All lessons, videos, and instructional materials shall be linked/posted and archived on the District Landing Page.”

“Bargaining unit members shall utilize Zoom, ScreenCastify, or shall use the equivalent District-approved delivery platforms to present lessons and connect with students; and shall utilize Google Classroom to post lessons, videos, and instructional materials. Bargaining unit members shall utilize other District-approved technology platforms and systems as directed. The District shall provide appropriate training to bargaining unit members in relation to these technology platforms and systems.”

#### Challenges:

The challenges associated with distance learning should not be underestimated. In March 2020, there was little or no experience with any kind of distance learning model. DUSD faced the unprecedented challenge of designing and implementing an effective distance learning model in a matter of days, not weeks. The time, effort, leadership, creativity, flexibility, innovation, and determination needed to do this was truly extraordinary. To sustain and improve on this model, with all the planning, training and family/student engagement involved, from March 2020 to June 2021 has been a challenge that has redrawn the boundaries of what public education can achieve.

For the 2021-22 school year, all certificated staff members are expected to return to working in-person. The District continues to provide reasonable accommodation for employees who have a qualifying medical condition.

District and site administration, as well as classified managers, are responsible for coordinating the efforts of classified and certificated staff, for ongoing supervision, and for evaluating the job performance of classified and certificated staff members. The District consults, collaborates, and negotiates with CSEA and DUESTA on an ongoing basis in connection with staff roles and responsibilities.

#### Support for Pupils with Unique Needs:

#### Successes:

DUSD was able to transition to a distance learning model for all students without any instructional time being lost. Students with IEPs continued to receive their allotted minutes and their instruction continued to focus on their IEP goals even while learning from home. Each teacher was equipped with all the technology necessary to connect with their students from home. Students were also equipped

with the technology they needed to actively participate in their learning, including assistive technology to help them access their curriculum. Non verbal students were equipped with iPads preloaded with communication applications to assist their communication goals from home. Teachers utilized different platforms to connect with parents and students based on each child's different needs. Students were provided with activities, videos, and live Zoom sessions to address the very specific needs of each child. Teachers kept an ongoing open communication with parents via phone calls, email, Zoom meetings, Class Dojo and other platforms. Instructional aides provided additional support via one on one Zoom instruction with activities tailored to address specific skills outlined in each child's IEP. All students were provided with all auxiliary services as written into their IEPs. Speech pathologists continued to hold speech sessions with all students and actively used the district provided iPads to provide students with therapy exercises and taught them how to use the iPad as a communication device. Psychologists provided support with behavior plans and assessments as needed for each child. The district's Adaptive Physical Education Teacher was able to provide services via distance learning as well. Students were provided with any necessary equipment to do the required exercises from home. Moderate/Severe students were provided with a backpack containing digital thermometers and different styles of face masks and face shields. As part of their curriculum, the teachers incorporated daily temperature checks and practice using the provided PPE. This provided students with the opportunity to practice having their temperatures checked and wearing a mask to prepare them for the return to in-person instruction.

#### Challenges:

One of the biggest challenges noted for the Pupils with Unique Needs was the ability for the Moderate/Severe students to participate in the daily Zoom classes with the teacher. Many students were not able to focus on the Chromebook screens and therefore could not participate in the daily lesson. The teachers pre-recorded lessons for the students to watch on their own with their parents, but many students were still not able to participate. Even though the teachers supplemented the instruction with hands-on activities, many students still had difficulty fully participating. The teachers were challenged to create lessons in various formats to not only address the needs of each child, but to ensure that they were receiving the support required to address their IEP goals.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district hired temporary academic support personnel to provide intervention services for all students in need. Tutoring services were principally directed to unduplicated subgroups.	\$24,250	\$0	No
A stipend is provided to employees to communicate with parents after hours in an effort to mitigate student learning loss and actively engage parents in their child's learning. Most parents in our district are farm laborers and are considered essential workers who are unavailable during the day for communication. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not be able to communicate during the regular school day. Translation services are provided to non-English speaking parents to ensure that they are active participants of their child's learning.	\$53,350	\$0	Yes

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

The stipend for teachers to communicate with parents after hours was funded by the District.

## 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.

Teachers utilized ongoing assessment throughout the school year to monitor student progress. Along with their regular lesson assessments, TK-2 teachers used Educational Software for Guiding Instruction (ESGI) to monitor student growth on basic literacy and math skills. Teachers of grades K-5 and special education teachers (K-8) used the Emerging Literacy Battery (ELB) for foundational reading skills as needed, and the Analytical Reading inventory (ARI) to monitor word recognition and comprehension. There were some challenges that arose that were related to completing the ARI and ELB remotely. We had to assist teachers and make some

modifications to the way the assessments were delivered in order to ensure that the data gathered accurately reflected student learning. IXL, STAR Reading, and STAR Math was used by all teachers grades 1-8 to track progress in language arts and math. Students were given a diagnostic exam in IXL and were asked to continually take a few questions each week as a means of progress monitoring on a regular basis. Teachers were also offered an opportunity to take part in an assessment pilot using the STAR CBM and STAR Early Literacy programs. There were several modifications made to the master schedules on each site to allow for one on one and small flexible group instruction and remediation. There was time built in at the end of each day specifically to provide targeted instruction for small groups. Friday schedules were designed to provide synchronous strategic support by the classroom teachers as well. Tutors supported predominantly middle school (some were deployed to elementary schools as well) students in the evenings who were falling behind in class. Classified staff also supported students through tutoring after school whenever possible. All teachers had time built into their master schedule for data review. Teachers analyzed their data on a weekly basis to determine if their strategies were working or if a student needed additional supports. The IXL, ARI, ELB, ESGI, and STAR Reading assessments provided live diagnostic updates for all students. This allowed for constant monitoring of student growth in ELA, ELD, and Mathematics. The OPTEL observational tool helped teachers determine if adequate growth occurred with English Learners. Monitoring also happened at the district level and allowed the district to deploy interventions to assist struggling students. Unduplicated subgroups of students received additional supports for both academics and social emotional needs.

## 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.

### Successes:

- \*Teachers did a great job in reporting concerns they had for students
- \*Site administrators and support staff were phenomenal in reaching out to families
- \*Home visits where a big part of reaching out and staying connected to students and families
- \*Intentional relationship building proved to be very helpful as parents reached out when there was an emotional need or concern
- \*The district established a district Mental Health Team that includes, social workers, academic counselors, school psychologist, marriage & family therapist, and directors with representatives from all schools to support their site Wellness Teams. The Wellness Teams are designed to focus on the well-being of the whole child
- \*The District Mental Health Team developed a daily SEL check-in system to support students and gather data to decide who required additional support
- \*The survey data is monitored by the site administrator and site Mental Health Team to decide upon the needed response. This information is also made available to teachers in an effort to provide a Tier I approach for the classroom
- \*Site Mental Health Team members are available to consult with the teacher as needed
- \*The District Mental Health Team also developed a referral system that made it easier for staff to refer students for social emotional support
- \*Second Steps, an SEL curriculum, is being used at the elementary sites and became available to the middle school sites this year.
- \*Academic Counselors and the School Social Workers worked together to ensure SEL was taught every week at the middle school level through targeted lessons
- \*Ripple Effects, a Tier II SEL curriculum was also introduced for all students in 5th-6th grade (Kids version) and 7th-8th grade (Teens version). This is largely used by site administration and site MH Team members for added support of our students.
- \*The PE Department is also working to ensure SEL is being addressed during PE time with the use of SEL resources and CASEL focus: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills.

### Challenges:

- \*The greatest challenge has been not being able to see students every day and truly assess their needs
- \*There was an increase in families identified as homeless. This made it even more difficult to locate families when trying to do a home visit. High mobility was a challenge.
- \*While seeing students online was ok, it was a challenge to not be able to see some of their faces when many refused to turn on their cameras (especially our middle schoolers).
- \*There seemed to be an increase in referrals for site mental health services and an increase to our local mental health partners.

## 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.

### Successes:

The Delano Union School District places top priority on pupil and family engagement at all times. Even with a full year of distance learning, the district continued its efforts to connect with pupils and parents. For the 20-21 school year, all parent and student events were held in a virtual format. The district continued to host most student events such as; Oral Language Festival, Science Fair, Henry Greve Speech Contest, and GATE festival. Students had the opportunity to prepare presentations and/or research projects and present them virtually via recorded videos through Flipgrid. The district then held an awards or a presentation ceremony for all families virtually after each event via Zoom. Additionally, all school sites continued to have student celebrations and assemblies virtually such as student of the month and other awards assemblies. Most school sites offered monthly virtual field trips. Students received materials, supplies, and books via a drive-thru distribution to prepare them for fun activities related to their virtual field trips. One of our school sites, Nueva Vista Language Academy, was featured on the Wall Street Journal highlighting the efforts made to provide students with virtual field trip opportunities. All school site and district parent committees continued to fully function virtually. All schools actively met with their School Site Council and English Learner Advisory Committees. These committees were able to continue to oversee all compliance items under their responsibility. The district also continued to meet virtually with all district sponsored committees such as the District English Language Advisory Committee, the Migrant Parent Advisory Committee and the GATE Parent Advisory Committee. The district also hosted several stakeholder meetings to provide a platform for input in the development of the new district LCAP. All meetings were held regularly throughout the entire school year at both the site and district level.

One success that the district is very proud of is the efforts made to ensure that students remained connected during the entire school year. When students were struggling with either the knowledge to log on to their online classes, or the motivation to join their classes, each school site deployed a team to the home to help each child individually either by helping them problem solve the connectivity issue or by providing social emotional support and motivation to encourage the students to log in daily. Each day after the teacher's submitted their attendance, the school sites began to call each child that had not connected. When necessary, a home visit was made to help problem solve the situation. Students who were having issues with chronic absenteeism were visited by a district team. All teachers were paid an additional stipend to connect with families in the evening hours in an effort to accommodate the parents' working schedules. The district team provided additional supports or interventions to ensure that the students connected with their teachers daily. Members of the district team included social workers, marriage and family therapist, or site administration. Through these home visits, the teams discovered barriers that the students were encountering and therefore not connecting daily. Each barrier was addressed and the team provided a resolution whenever possible. Many students were provided with desks to do their work, additional technology to ensure connectivity, individual tutors to support their academic needs, and even clothing and toiletry items if needed. Parents were taught how to help their child log into Zoom and they received help on how to check the parent portal and Google classrooms for assignments. Students with even more chronic attendance issues received a special home visit by the district superintendent who met with families and provided special outreach services to support the needs of each family.

### Challenges:

In spite of all the efforts that district and site staff made to connect with pupils and families on an ongoing basis, there were many families that failed to connect even after multiple attempts. The district offered multiple resources to provide connectivity into the home, including vouchers for home Wi-Fi, hotspots, and Chromebooks or iPads for the students. The district provided one to one trainings on how to log on to multiple learning and communication platforms, but some families still did not connect. Some site and district parent meetings were received low attendance. In an effort to simplify the process of connecting to meetings with parents, the district provided various means to connect to the specific meeting link. Many school sites created their own Google classrooms where they posted the Zoom links to the meetings. This allowed for students to assist their parents in accessing their meetings. Links were also disseminated via text, email, and letters. Some school sites created QR codes so that the parents could access the link through their camera phones. Although a plethora of assistance was offered, there were still some families that struggled with connecting with their child's teacher, the school site, and the district office. The district will continue all efforts to continue to provide daily outreach to all pupils and parents for the remainder of the school year.

## **Analysis of School Nutrition**

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

**Successes:** DUSD has successfully provided off site meal service to all enrolled students throughout the 2020-2021 school year. Meals were distributed via drive thru and walk-up service in a non-congregate setting, while maintaining social distancing practices, consistent with the requirements of the California Department of Education and the U.S. Department of Agriculture. The distribution sites were spread out across the District and in the communities with the greatest need. The "grab and go" meals were distributed every Wednesday, with students receiving meals for the whole week. Meals were distributed at the following nine locations: Albany Park, Almond Tree Middle School, Cecil Avenue Math & Science Academy, Del Vista Math & Science Academy, Harvest Elementary School, Nueva Vista Language Academy, Nutrition Services, Princeton Street School and Pioneer School. In the Fall of 2020, the District added evening distribution times to accommodate working parents.

In order to limit student exposure to COVID-19, the District took full advantage of the federal flexibility waiver that allowed parents to pick up meals without students being present. To protect the distribution staff, the meal distributions were scheduled only once per week. Every Wednesday, parents would pick up grab and go meals and bulk food items that provided a supply of nutritious meals for the entire week. In August 2020, the food distribution expanded to include supper and snacks through participation in the Child and Adult Care Food Program. Supper and snacks were provided throughout the 2020-2021 school year to ensure that students had access to nutritious meals throughout the pandemic.

Outreach was conducted in English and Spanish through parent phone calls, social media, flyers and online resources to ensure that families were aware of the the availability of free breakfast, lunch, supper and snacks. The program was very successful because of the efforts of the school nutrition team. Coordinating the menu with holidays, promoting special dress up days and decorating the distribution sites are a few examples of how the staff created excitement for the meal distributions. Distribution times were coordinated around the distance learning instructional schedule so that students did not miss instructional time in order to pick up

meals. In addition to scheduling evening distributions for working parents, the District also accommodated special meal requests for students with allergies or restricted diets, as stipulated by their medical providers. A total 2,842,234 meals have been served as of May 18, 2021.

Challenges: The greatest challenge was maintaining the integrity of the school nutrition program. DUSD implemented new operating procedures that included a DUSD Meal Passport Card to ensure that meals were distributed only to parents and guardians of eligible children and that duplicate meals were not distributed. Given the nine distribution locations, and number of meals being distributed each week, staffing was also a challenge. With staffing shortages due to illness and quarantine, the District temporarily assigned employees from all departments to assist with the distribution of meals.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Professional Development for teachers - 4 hours. All teachers will be offered the opportunity to participate in a training to address the Social and Emotional Learning needs of their students.	\$6,499	\$1,187	Yes
Distance Learning Program (Distance Learning Professional Development)	Professional Development for Teachers - 16 hours. All teachers will be offered the opportunity to participate in professional development of supplemental platforms to provide additional supports to all students, but principally directed to unduplicated subgroups.	\$25,802	\$1,051	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	English Learner trainings - Nearpod professional development for the use of the platform for English Learners. In addition, the ELD director and coaches will be providing professional development opportunities for all staff on lesson design and language acquisition strategies for English learners.	\$1,455	\$0	Yes

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

The professional development expenditures were lower than projected because the training was provided by the district. Funds were redirected to the purchase of social and emotional learning curriculum and for the teacher stipends for communicating with parents after hours.

## 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.

One of the many lessons learned through the experience of a global pandemic that caused the Delano Union School District to provide distance learning instruction for the entire 2020-21 school year is the importance of continuing to upgrade technology hardware, software, and the district's infrastructure. Through prior years' LCAPs, the district has placed top priority in ensuring that the students have access to technology devices, platforms and appropriate infrastructure to ensure connectivity and making technology part of the learning experience for all students. Due to the continuous efforts over multiple years to update the district's technology, the district was able to transition immediately to the distance learning model and provided 100% of students with a device to take home to continue their learning. Throughout the 2020-21 school year, the district has continued to upgrade the technology devices for students and staff. Through this experience and after meeting with stakeholder groups, the district will continue its efforts in the advancement of technology in the 2021-24 LCAP. Several actions have been created to address the growing need for connectivity and to purchase enough devices for students and staff to have access to devices both at home and at school to facilitate learning.

As a result of an entire year of distance learning, stakeholder groups have expressed the need to address mental health and social emotional learning. Parents have reported students with anxieties and other mental health concerns. Through goal 2 of the 2021-24 LCAP, the district will address the mental health needs of students and provide additional support through social emotional learning which will now be part of the daily schedule for every student. The district has procured a Marriage and Family Therapist along with several social workers to work with students and provide teachers with the necessary tools to help identify students struggling with mental health problems. Physical Education teachers, who are part of goal 3 for the 2021-24 LCAP will be teaching Social Emotional Learning as part of their curriculum as it is part of the California Model Content Standards for Physical Education.

Implementing a distance learning program redirected the way daily instruction was provided to students. This created a need for teachers to receive training in digital platforms for instruction. Even though students will be returning to in-person instruction in 2021, the use of technology to deliver content and lessons will continue to be utilized. Through goal 1 of the 2021-24 LCAP, the district will be providing teachers with professional development and trainings to continue to support their efforts of utilizing technology in the classrooms. In addition, they will receive ongoing professional development in various areas of instruction through the district coaches also funded from goal 1.

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

The Delano Union School District will continue to address and assess learning loss in the 2021-24 LCAP. All teachers will have time built into their master schedules to do data analysis on a weekly basis to determine if their strategies are working. They will be able to identify students who need additional support on a weekly basis they will be able to design lessons with strategies to address the specific student needs. Goal 1 of the 2021-24 LCAP will provide teachers with professional development and training on how to

effectively use data to identify students with needs. Additionally, the content area coaches funded through goal 1 will provide ongoing support to teachers both individually and as grade levels. They will assist in data analysis and provide the teachers with the necessary skills to address learning loss. Additionally, goal 1 provides funding for a special education coach who provides guidance to special education and general education teachers on addressing students with unique needs. The special education coach provides research based strategies to address specific IEP needs or special learning needs of each child. The IXL, ARI, ELB, ESGI and STAR assessments will provide live diagnostic updates for all students. This will allow for constant monitoring of student growth in ELA, ELD and mathematics. The OPTEL observation tool will help teachers determine if adequate growth is occurring with English learners. Each school site will compile its data with the assistance of the director of data analysis for the district. The director will monitor data at the district level and deploy additional district interventions to assist struggling students. Services will be prioritized for unduplicated subgroups to receive additional supports for both academic and emotional needs.

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

The district has provided a description of the of substantive differences to actions and/or services identified as contributing towards meeting the increase or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, and Additional Actions section of the Annual Update. Please refer to those sections for the descriptions.

# 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.

The Delano Union School District places top priority on delivering a high quality instructional program with equitable access to all students including unduplicated subgroups. During the school closures due to the COVID-19 pandemic during the 2019-20 school year, followed by a full year of distance learning during the 2020-21 school year, the district made all efforts to continue to deliver uninterrupted instructional programs, enrichment opportunities, and interventions to all students. There were many lessons learned through the experience of a global pandemic that caused the transition to a distance learning instruction program for part of the 2019-20 school year, and the entire 2020-21 school year. One of the greatest success accomplished by the district was the ability to create a continuity of learning plan that allowed for a seamless transition to a digital learning format. This provided students with uninterrupted instruction as the shift to distance learning began. This pivot in teaching and learning highlighted some areas that need to be enhanced and has identified areas that need to continue to be addressed as part of the 2021-24 LCAP.

The transition to a virtual format also created challenges. Pupil participation became a challenge at times and the district had to create teams of personnel to serve as liaisons and make home visits and daily phone calls to ensure that students were actively participating in the lessons. This home/school connection became widely successful and as a result, the district created actions within goal 2 of the 2021-24 LCAP that will facilitate the continuance of this process through a team that may involve vice principals, school nurses, social workers, MFT, campus supervisors, and other school personnel as appropriate and depending on the needs of each child.

As a result of school closures, parents expressed concern regarding student mental health and social emotional needs after being home for the entirety of the 2020-21 school year. The district has created actions within goal 2 that provide social emotional learning supports for all students. Via goal 1, teachers will receive professional development on Social Emotional Learning and will have time built in within their daily schedules to address SEL. Goal 3 funds elementary physical education teachers that are also actively participating in providing SEL to all students as part of their curriculum. The social workers, MFT, academic counselors, and teachers have all been provided access to an SEL digital platform that is interactive with students and other teachers. This platform additionally serves the specific needs of English learners as the lessons are highly interactive and promote language acquisition as they target SEL and coping mechanisms.

Quality instruction continues to be a top priority for the Delano Union School District. The district acknowledges that as a result of the COVID-19 pandemic, the steady gains that were achieved by each subgroup in the district, as measure by state and local assessments, may see some decline. The district has developed actions in all three of the LCAP goals that address key areas to improve learning and help mitigate learning loss. The following areas addressed within the LCAP will focus on providing quality instruction that promote career and college readiness while creating a safe learning environment where students feel connected with their school:

\*Professional Development

- \*Instructional program support via content area coaches and instructional aides for additional support for unduplicated subgroups
- \*Student intervention academies through expanded learning opportunities
- \*Health services including vision services free of charge
- \*School safety including campus security and training for all staff
- \*Positive school climate activities to create a better learning environment
- \*Student support services specifically geared towards foster youth and McKinney-Vento students to ensure equitable services for all
- \*Parent engagement and involvement opportunities
- \*Mental Health/SEL support
- \*Focus on a well-rounded education for each child that includes hands on science, technology, engineering, arts, and mathematics

The district will continue to analyze and reflect the needs of all students and will take special consideration of the specific needs of English learners, foster youth, and low-income pupils. The district will continue all efforts to provide quality and equitable services while providing opportunities for enrichment and interventions as appropriate for each student.

## Instructions: Introduction

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

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

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

### Annual Update

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

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

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

#### Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

### **Annual Update**

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

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

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

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

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

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

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

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

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,615,290.00	1,395,934.47
	32,926.00	0.00
Concentration	1,060,489.00	0.00
LCFF Supplemental and Concentration	0.00	1,395,934.47
Supplemental	520,875.00	0.00
Supplemental and Concentration	1,000.00	0.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	1,615,290.00	1,395,934.47
	444,379.00	0.00
1000-1999: Certificated Personnel Salaries	3,546.00	603,274.88
2000-2999: Classified Personnel Salaries	0.00	159,436.63
3000-3999: Employee Benefits	919,193.00	321,281.64
4000-4999: Books And Supplies	1,000.00	122,373.84
5000-5999: Services And Other Operating Expenditures	0.00	46,264.14
5700-5799: Transfers Of Direct Costs	0.00	2,305.00
5800: Professional/Consulting Services And Operating Expenditures	18,000.00	35,684.88
Consulting Services	17,000.00	0.00
Consulting Services and Operating Expenses	7,000.00	13,581.47
District Transportation	5,473.00	0.00
Non-Capitalized Equipment	31,413.00	53,000.88
Rentals/Leases/Repairs	56,656.00	0.00
Supplies	65,030.00	37,511.23
Travel and Conference	46,600.00	1,219.88

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	1,615,290.00	1,395,934.47
		32,926.00	0.00
	Concentration	333,065.00	0.00
	Supplemental	78,388.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	3,546.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	603,274.88
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	159,436.63
3000-3999: Employee Benefits	Concentration	565,110.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	321,281.64
3000-3999: Employee Benefits	Supplemental	354,083.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	122,373.84
4000-4999: Books And Supplies	Supplemental and Concentration	1,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	46,264.14
5700-5799: Transfers Of Direct Costs	LCFF Supplemental and Concentration	0.00	2,305.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	18,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	35,684.88
Consulting Services	Concentration	12,000.00	0.00
Consulting Services	Supplemental	5,000.00	0.00
Consulting Services and Operating Expenses	Concentration	7,000.00	0.00
Consulting Services and Operating Expenses	LCFF Supplemental and Concentration	0.00	13,581.47
District Transportation	Concentration	973.00	0.00
District Transportation	Supplemental	4,500.00	0.00
Non-Capitalized Equipment	LCFF Supplemental and Concentration	0.00	53,000.88
Non-Capitalized Equipment	Supplemental	31,413.00	0.00
Rentals/Leases/Repairs	Concentration	46,656.00	0.00
Rentals/Leases/Repairs	Supplemental	10,000.00	0.00
Supplies	Concentration	27,539.00	0.00
Supplies	LCFF Supplemental and Concentration	0.00	37,511.23
Supplies	Supplemental	37,491.00	0.00

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
Travel and Conference	Concentration	46,600.00	0.00
Travel and Conference	LCFF Supplemental and Concentration	0.00	1,219.88

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	508,114.00	417,284.78
<b>Goal 2</b>	510,762.00	359,504.13
<b>Goal 3</b>	596,414.00	619,145.56

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

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

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$315,995.00	\$216,592.00
<b>Distance Learning Program</b>	\$314,377.00	\$282,849.00
<b>Pupil Learning Loss</b>	\$77,600.00	
<b>Additional Actions and Plan Requirements</b>	\$33,756.00	\$2,238.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$741,728.00</b>	<b>\$501,679.00</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$104,105.00	\$56,735.00
<b>Distance Learning Program</b>	\$113,975.00	\$182,727.00
<b>Pupil Learning Loss</b>	\$24,250.00	
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$242,330.00</b>	<b>\$239,462.00</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$211,890.00	\$159,857.00
<b>Distance Learning Program</b>	\$200,402.00	\$100,122.00
<b>Pupil Learning Loss</b>	\$53,350.00	
<b>Additional Actions and Plan Requirements</b>	\$33,756.00	\$2,238.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$499,398.00</b>	<b>\$262,217.00</b>

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cecil Avenue Math and Science Academy	Lionel Reyna Principal	lreyna@duesd.org 661-721-5030

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Cecil Avenue Math & Science Academy is committed to addressing the needs of all students by offering strategic intervention and enrichment opportunities to guide them to become successful scholars. The district's vision, mission, and goals were written to reflect this commitment. Through all circumstances and world events, this commitment stands strong and guides the decisions made by the district each and every day. On March 17, 2020, Cecil Avenue Math & Science Academy transitioned all instruction to distance learning in response to the Governor's stay at home order due to the spread of COVID-19. On the final day of on-site instruction, all students were sent home with the necessary supplies and materials to continue their learning from home. All classes resumed the following day via distance learning. Not a single day was missed during the transition from on-site to distance learning. Cecil Avenue Math & Science Academy responded proactively to the school closures by creating an initial three-phase "Continuity of Instruction (COI) Plan" with the needs of CAMSA students and families at its core. There was an immediate need to ensure students had access to instructional materials at home and that they were able to get connected with their teacher. For the first three weeks of the closure, students were provided with paper-pencil assignments from their classroom teachers, and during this time, Chromebooks were distributed and teachers began shifting their instruction to an online format. This plan identified key team members to coordinate services ensuring that the educational, mental, and physical health needs of CAMSA students were implemented and monitored. Teachers closely monitored student progress and maintained a contact log for all parent and student interactions. Academic coaches and reading interventionists conducted individual and small group tutorials to address student learning gaps and provide model lessons for teachers new to online instruction; they also assisted parents in accessing and utilizing technology. Our site deployed a team of employees to identify any students failing to connect and the cause for the lack of online connectivity. Our Academic Counselor monitored student progress, created study plans, and provided mentoring support to students at risk of failing. They also referred students for tutorial services. Our school psychologists, social worker, and Licensed Marriage and Family Therapist continued to provide services to vulnerable student groups and provided parents with ongoing newsletters to promote wellness. Through the entire closure during the end of the 2019- 20 school year and throughout the summer break, it was an urgent priority for our school to maintain clear, open, and ongoing communication with all parents and guardians. The superintendent initiated a city-wide "We Will Get Through It Together" awareness campaign emphasizing the importance of social distancing and hand washing. A district and school hotline was created from the onset of the closure enabling parents and community members to access district personnel at all times. This

enabled families who may be struggling with access to instructional materials, or who may have physical and emotional needs to be connected with a district team member.

Throughout the summer, the school and district prepared for the possibility of continuing distance learning for the 2020-21 school year. The school ordered additional Chromebooks and hotspots to ensure that all students had accessibility to their classes. To date, 100% of all CAMSA students have access to a device and WiFi to connect with their teachers for daily distance learning. All teachers were provided with multiple opportunities for professional development to help them plan online instruction and how to best meet the needs of their students.

Utilizing the experiences from distance learning during the initial school closures and with additional planning during the summer, CAMSA has refined its Continuity of Instruction Plan to provide instruction via distance learning to all students. This plan outlines all of the efforts that the Cecil Avenue Math & Science Academy is making to ensure that all students are receiving high quality learning opportunities and instruction regardless of the mode of instruction. It also outlines all of the additional supports that all students have available to mitigate learning loss and to provide tiered supports as needed, while principally directing additional supports for English learners, foster youth, and socio-economically disadvantaged students. This plan also outlines the planning and efforts to transition to in-person learning once it is deemed safe to do so.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Cecil Avenue Math & Science Academy values the input of all stakeholder groups. To gather input, the school makes every effort to reach out to all parents by utilizing different formats to gather feedback. Acknowledging that not all families have the ability to connect virtually due to lack of Wi-Fi, the district has provided additional methods in which the parents can participate and provide stakeholder input. Our district has sent out phone surveys in both English and Spanish where parents can simply respond via text message to each question. This method has produced larger amount of responses over mailing out paper/pencil surveys. Our school has met virtually with our School Site Council and English Language Advisory Committee to gather input for the development of this plan. Their participation, comments, questions, and concerns have guided the creation of some of the action items and have provided guidance on how to best meet the needs of their children. In addition, CAMSA has sought input from parents of students with unique needs such as GATE, English learners, foster youth, exceptional needs, and socio-economically disadvantaged students to help determine additional supports to better serve their children and to help mitigate learning loss. The school has also reached out to all staff, students, and other school personnel for input via surveys where they are able to express their needs, concerns, and provide specific information relating to their experience with the impacts of COVID-19. The school has provided technology support to help all stakeholders connect and be active participants of all meetings. All meetings and surveys have been translated to Spanish to ensure that non-English speaking parents are able to participate and provide input. Before finalizing the Learning Continuity Plan, the school reviewed all surveys and comments during stakeholder meetings. All participants of stakeholder

meetings were provided with the opportunity to submit written comments via text messages, surveys, or email. The information gathered was utilized to refine the plan and add additional layers of tiered supports for all students, and also provided additional support for staff such as professional development and access to additional supplies, materials, and online platforms to support their efforts with high quality instruction. The plan was presented to our committees for review and commentary on August 27, 2020.

[A description of the options provided for remote participation in public meetings and public hearings.]

Due to restrictions in response to the COVID-19 pandemic, Cecil Avenue Math & Science Academy has conducted all meetings via teleconference. All stakeholder meetings were held via the Zoom platform. CAMSA supported parents in accessing the meetings and guiding them through the appropriate steps to connect to the meetings and be active participants. Stakeholder meetings were held in both English and Spanish to ensure that non-English speaking parents were also engaged in the process of creating this plan. The committee meetings held for plan review was posted on a website as well as sent via blackboard connect. Instructions to access the meeting were posted along with the meeting agenda and the public was able to submit comments. School staff was available during the meeting to provide translation as needed and also to provide technical support to help stakeholders connect and participate in the meeting process.

[A summary of the feedback provided by specific stakeholder groups.]

Surveys were administered to different stakeholder groups. Their input guided actions and ideas to better implement the schools Continuity of Instruction plan. Different parent groups were involved as stakeholders such as; English learners, foster, Migrant, GATE, and parents of students with exceptional needs. The parent survey allowed them to express their needs and areas of support for instruction from home. Parents were able to express their need for devices and access to connectivity from home. Through the results of this survey, the school was able to help each family that was having trouble with Wi-Fi and provided either a hotspot or in many occasions, provided vouchers to help the family pay for Wi-Fi services. Classified and certificated staff were also administered a survey. These surveys helped identify specific materials and supplies that they needed to support distance learning instruction as well as identifying the items they need to eventually return to in-person instruction. Students in grades 6-8 were also provided with a survey to help determine what types of supports they needed to be successful scholars. Students were able to identify specific materials, devices, and connectivity needs through the survey. In addition, they were able to identify if they had a need for social-emotional support.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

As a result of stakeholder input, CAMSA was able to identify specific families who were in need of Wi-Fi services to be able to connect and participate via distance learning. The school distributed hotspots and in some cases, provided vouchers to families to be able to support Wi-Fi connection in the home. As a response to the need of additional academic support, CAMSA will utilize college aged tutors that were hired at the district level to help our students with homework and overall academic support. CAMSA teaching staff has identified specific learning platforms they would like access to in order to provide supplemental instruction and support for their students. They have also identified their need for additional technology to enhance their teaching such as microphones, headphones, document cameras and additional computer monitors to be able to have a visual of their students as they teach and share their screens on Zoom. Many survey comments by all stakeholder groups reflected the need not only for the purchase of Personal Protective Equipment (PPE) but in training for the appropriate use and disposal of this equipment. The school and district will not only ensure that all staff has access to appropriate PPE equipment and sanitation supplies, but that they are also trained on the appropriate use and disposal of such items. CAMSA will work arduously to create the

best learning environment for all students and staff whether via distance learning or in-person learning. The school will continue to seek stakeholder input and have an open communication through the transgression of the school year and the transition from distance learning to in-person instruction.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Cecil Avenue Math & Science Academy will prepare an environment that is safe and conducive to learning and will only open its campus to in-person instruction when it is deemed safe to do so in accordance to the Center for Disease Control and a review of the state guidelines and the tier assignment of Kern County at the time. Upon the determination that it is safe to reopen campuses, the school will review a tiered model approach to implement in-person instruction after the 2nd trimester; however, this timeline is subject to change based upon review of current and unforeseen conditions. . The program will consist of targeting a small cohort of students (1-3 per classroom) who will be selected based on individual student needs and who are at greatest risk of experiencing learning loss. Priority will be given to unduplicated subgroups and principally directed to English learners, foster youth, McKinney-Vento, exceptional needs, and low income students. The next tier of support will consist of targeting additional students to participate in a scholar academy that will focus on providing remediation to mitigate learning loss as well as provide enrichment opportunities for GATE or advanced students. Different student subgroups will be targeted for this academy such as Migrant, Honors, and GATE. These academies will focus on providing additional supplemental services to mitigate learning loss. Honors and GATE students will receive enrichment opportunities in an effort to keep them engaged and support their different learning needs via challenging activities. The last tier of support will consist of bringing all students back to in-person instruction that will follow a model that will allow a group of students to be on site. This model will consist of students being on an ABC schedule. This schedule will allow for only 1/3 of the students to be present at any given time on campus. The other 2/3 of the students will receive their daily instruction via a distance learning model. The students will rotate to in-person instruction on Mondays, Wednesdays and Fridays. Tuesdays and Thursdays will consist of distance learning instruction for all students to allow for deep sanitation of the classrooms utilized and avoid cross contamination between the groups of students. This schedule will allow all students to be on campus for on-site instruction once per week and the remaining days they will be on a distance learning model. As conditions allow, students will be transitioned to an AB model where 1/2 of students will rotate through in-person instruction and the other 1/2 will participate via distance learning, This will allow for a larger number of students to be on campus. Cohort A will attend school on Mondays and Tuesdays and Cohort B will attend on Thursdays and Fridays. Wednesdays and Saturdays will be utilized for deep sanitation of classrooms. In an effort to alleviate class sizes even further, our district is providing an outdoor shade structure and furniture to allow for outdoor instruction weather permitting.

Cecil Avenue Math & Science Academy will abide by an established Contingency plan developed by the district for the return to in-person instruction that will outline all safety protocols for all students and employees. Some of these protocols include:

- \*Establish clear transportation guidelines and protocols for use of PPE and social distancing within the school bus.
- \*Establish different arrival and dismissal times to prevent large crowds accessing the school's entryways.
- \*School will have a triage center where all students and staff will have their temperature checked upon arrival to the school through the use of stand alone touch free temperature kiosks.
- \*The center will also serve as an isolation area where students showing symptoms will wait until the arrival of their parents.
- \*Our classroom buildings will be equipped with appropriate signage to promote social distancing.
- \*Hand washing routines will be established and enforced.
- \*All meals will be consumed in the classrooms to avoid large gatherings of students in a cafeteria setting. Personnel from our district central kitchen will deliver food to students in their classrooms and custodial staff will work with staff to provide cleaning and sanitation daily to each classroom utilized.
- \*All students will be provided with individual learning kits containing all supplies and materials necessary to prevent sharing and avoid cross contamination between students.

CAMSA will keep an open communication with all parents, staff, and community to address or establish protocols as the needs arise during in-person instruction. The tiered approach will allow the district to begin to work and establish protocols with a small cohort of students and staff and gradually increase in person offerings as the conditions permit.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
In preparation for the return to in-person instruction, the district will need to provide personal protective equipment (PPE) for all students and staff. Equipment will include: face shields, gloves, face coverings, hand sanitizer, protective barriers, disposable smocks, etc. School sites will have contactless temperature kiosks and triage tents at every school site to monitor students and staff.	\$43,650	No
The district will purchase sanitizing equipment and supplies to maintain disinfected classrooms.	\$24,250	No
Social distancing signage will be placed throughout all school sites and the district office to ensure that all students, staff and parents maintain appropriate social distancing upon their return to campus.	\$2,910	No

Description	Total Funds	Contributing
<p>The district will provide appropriate training for all staff to prepare for in-person instruction. Training would include: appropriate use of sanitation supplies, adhering to physical distancing of staff and students, hand washing, symptom screening including temperature checks, use of PPE, etc.</p>	\$485	No
<p>The district will transition to provide meals in the classrooms and will need to purchase items needed to implement the change to facilitate the delivery and serving of meals. Items to include: delivery carts, coolers, insulated bags, etc.</p>	\$9,700	No
<p>The district will purchase individual instructional supplies and manipulatives to avoid classroom sharing and cross contamination within each classroom. Items to include: math manipulatives and counters, pencils, dry erase markers, dry erase boards, sharpeners, glue sticks, notebooks, etc. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not have the means to provide their own supplies and materials to avoid sharing classroom supplies.</p>	\$24,250	Yes
<p>The district will provide personal clothing and health care items that McKinney-Vento and foster students may need to facilitate their physical return to campus. Special consideration will be made for students to receive this assistance while respecting their privacy, yet ensuring that they have all items they need. This action is intended to meet the needs of students in response to the COVID-19 pandemic.</p>	\$485	Yes
<p>In an effort to mitigate learning loss, the district will purchase the Nearpod platform to support English learners with language acquisition and provide them with extra academic support and formative assessments in real time to monitor their progress on a daily basis. Teachers will be provided with training support to implement this supplemental tool for English learners. This</p>	\$1,455	Yes

Description	Total Funds	Contributing
action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for specific support for English learners and immigrant students.		
The district will hire temporary academic support personnel to help support students when they return to in-person instruction. Academic support personnel would principally direct intervention services to unduplicated student subgroups. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first.	\$24,250	Yes
Each school site will purchase large screens, sound systems, and projectors for parent meetings to be held outdoors upon the return to in-person instruction. This will allow for active parent participation in a setting that is more conducive to adhere to social distancing. These efforts will be made to reach parents of unduplicated pupils as they have less access to meetings in a virtual format.	\$6,250	Yes
All school sites will have the opportunity to offer outdoor instruction weather permitting. The district will purchase shade structures and furniture to support outdoor instruction.	\$15,350	No
Purchase of additional technology for classroom instruction so that teachers have resources needed to provide instruction from home and in-person upon the reopening of the school sites.	\$7,760	No
Purchase of additional technology devices so that students have access to devices at home and at school. These funds are principally directed to serve unduplicated pupils as they are less likely to have the means to purchase an additional device to use at home.	155,200	Yes

Description	Total Funds	Contributing

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Cecil Avenue Math & Science Academy has engaged in strategic planning for the 2020-2021 school year since the initial closures in March 2020. Using a phased approach, technology, hotspots, vouchers, and curriculum have been distributed to students in each grade level, and student engagement/connectivity is monitored by site administration team on a daily basis. Student engagement reports are generated each morning, and site administration team conducts home visits to assist families with connectivity and to reinforce the importance of daily live interactions. During the summer of 2020, district curriculum facilitators met to create addendums to pacing guides in order to address instructional constraints as a result of distance learning. The following three programs were identified as essential to our instructional framework: Google Classroom, Screencastify, and Zoom. We provided support for teachers who wanted extra support in creating their Google classrooms, and additional training for all staff was provided at our July 2020 district professional development day. Principals utilize an observation tool to provide feedback to teachers regarding accessibility and clarity of materials. our district has mandated an instructional schedule for middle school students consisting of both synchronous and asynchronous lesson delivery allowing students to receive instruction in core content and ELD each day. Instruction is based on district pacing guides that are aligned to district-adopted instructional materials. Band and music students participate in sectionals via Zoom, and supplemental music programs are utilized to focus on music theory and notation. Lesson content is recorded and modified in Screencastify for students to review at a later date, and teachers provide small group instruction at scheduled times during each school day. All students are assessed using an online platform in the areas of reading and mathematics, and appropriate intervention is identified and assigned based on these assessment results. Academic support auxiliary staff provide additional support to parents and students. District Academic coaches work with strategic student groups as well as assist teachers with the delivery of instruction. All supports will continue to be available to all students upon the return to in-person instruction. These supports will offer supplemental services and interventions to students regardless of the method of delivery of instruction. Students who are currently lacking connectivity receive daily contact from our site to check on the progress of work completed and to identify resources necessary to ensure the progression of learning. It is a priority for CAMSA that students not only feel connected to content, but that students feel connected to their teacher and their peer group. This is a challenging time for teachers and students alike and the normalcy

provided by engaging in daily live interactions with teachers and peers is an essential component of CAMSA distance learning program. It is our goal to have 100% of students able to actively participating in class on a daily basis.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Cecil Avenue Math & Science Academy has procured sufficient inventory to provide all students with a chromebook for distance learning. Chromebooks were distributed to all students in July and August 2020. Students with special needs received Ipads to support visual, auditory, and tactile learning opportunities. Additional devices are available to replace damaged or defective equipment and ensure that students remain connected during periods of distance learning. All District devices are equipped with Cloud-based internet filtering to provide for a safe internet experience. The Technology Department monitors all device activity and controls device policies and web access to sites and applications, in compliance with the Children’s Internet Protection Act.

As part of our efforts to secure connectivity for the devices provided, Cecil Avenue Math & Science Academy conducted a survey to determine the needs of students and parents in the area of connectivity. All parents were surveyed in July/August 2020 as they picked up their child’s instructional materials for the 2020-2021 academic year. Parents were asked the following questions:

- Do you have Wi-Fi access at home?
- Do you need assistance in accessing your child’s online distance learning class?

Out of the 615 respondents, 95% reported that they have access to WiFi in the home. The survey responses have allowed the school to develop a plan that is tailored to meeting the specific connectivity needs of the 34 students that were identified as not having WiFi access.

CAMSA is prepared to offer three options for those families that are in need of WiFi services. The options include:

- Provide a mobile hotspot
- Secure WiFi for the home through partnerships with service providers
- Provide a voucher for families that have WiFi services at home but are in need of financial assistance to maintain the service

Cecil Avenue Math & Science Academy follows the policies of the Delano Union School District. Therefore, the following information pertains to CAMSA. The District has secured a total of 800 hotspots. 20 were provided to the school. Both Verizon and AT&T hotspots will be available, as the signal strength can vary by provider and geographic location. The hotspots will be provided at no charge to parents and will enable the District to provide a secure connection for students with access limited to District provided devices.

Where available, the District is working with Spectrum Cable Internet Services to install WiFi services directly in homes. The monthly service fees are billed to the District and the District is able to manage and limit access to district provided devices only. Thirty-seven homes have been identified as eligible for these services and the District has authorized the installation to begin. For students that live outside of the city limits and are unable to acquire services due to their remote location, the District has partnered with Unwired Broadband to provide services to these homes. Once again, the monthly service fees are billed directly to the District and access is limited to educational use as only district devices can connect to the services. The Technology Department Allows or blocks sites and apps, control device policies and web access, monitors activities and can provide reports on all activity at any time.

In addition to connectivity services for students that do not currently have access to WiFi at home, the District is also helping low income families maintain or upgrade their current internet service plans. With multiple children participating in distance learning in the home, the demand for bandwidth increases and families are finding it necessary to upgrade their connectivity plans. To ease this financial burden, a voucher program has been established to reimburse families for up to 50% of the cost of their internet services.

The survey also identified a need to provide additional technical support for distance learning. Of those surveyed, 64 parents indicated a need for help in accessing the distance learning classroom. The technology team and instructional coaches have developed a guide with step by step instructions for logging into chromebooks, connecting to a WiFi network and accessing distance learning pages. The guides are available in English and Spanish. A technology support department was also established to trouble shoot technical issues and help parents and students connect to Google Classroom. The Technology Help Desk Hotline is available to provide assistance in English and Spanish, via phone and email, from 8:00am to 3:30pm, five days per week. The help desk is staffed with knowledgeable school site technicians that have expertise with chromebooks and the various platforms used for distance learning.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Teachers and students currently engage in 90 minute blocks of instruction throughout each school day. There are a variety of approaches to using this time; however, each live interaction consists of direct instruction and the completion of student work. Students are also typically assigned extensions to their learning to be completed asynchronously. Each grade-level adheres to the mandatory instructional minutes for the 2020-2021 school year: Grades 6-8 (240 minutes). Similar to a holistic grading system, the district is asking for teachers to provide an aggregate time value for student work that meets the minimum instructional daily minutes for their grade level in conjunction with synchronous instructional minutes. Teachers verify the time value of student work along with synchronous instruction during their weekly engagement reports and signing the document at the end of each week. Teachers complete and sign a weekly engagement record and daily attendance sheets to account for student attendance and participation. On these sheets, they indicate a summary of assignments and the method of delivery for a given instructional period. Training has been provided on the use of these forms. In addition, CAMSA administration visit classrooms each day and provide feedback regarding student engagement as well as the accessibility and clarity of content. Student engagement reports are generated each morning, and site administration conduct home visits to assist families with connectivity and to reinforce the importance of daily live interactions.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

During the 2020-2021 school year, Cecil Avenue Math & Science Academy has been responsive to the needs of our teachers and staff regarding professional development, particularly in the areas of technology and distance learning. As a school, we felt it was important that teachers be most confident using technology and programs that would be necessary to enhance student learning and maintain a classroom environment conducive to meeting the needs of all learners. CAMSA narrowed the focus of the initial professional development to include the

three main platforms for delivering instruction, and has continued to provide ongoing PD and support for teachers in additional platforms as the needs arise. Our district has set up a Google Classroom to house all training asynchronously as well so that teachers can always go back and review previous professional development sessions or materials. Distance Learning Professional Development Overview: Initial professional development by grade level and content area \*Google Classroom \*Zoom \*Screencastify \*Virtual Classrooms (optional) New Teacher PD \*Technology support staff and procedures \*Digital citizenship - social media Ongoing PD - all teachers \*Grading - pushing grades from Google Classroom to Aeries/Illuminate \*Virtual district Office hours with Academic Coaches to support teachers with any questions or concerns regarding technology and distance learning \*IXL - Assessment platform to determine learning loss \*ESGI - Assessment platform both ELA and Math (primary teachers) \*Instructional pedagogy for online learning \*Google Classroom, Screencastify, Zoom - for intermediate and advanced users Music Teachers \*Quaver Science Curriculum \*Middle School Science Teachers - Activate - IQWST

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

For the 2020-2021 school year, Delano Union School District (“District”) has established and communicated expectations for all employees. Although the District is currently conducting instruction through distance learning, the District continuously plans for in-person instruction to occur at some point in this school year.

In regards to our classified staff, the District and the California School Employees Association (Chapter 175) (“CSEA”) have recognized their responsibility that they are to perform their assigned work aligned to their job description. In addition, both the District and CSEA signed a Memorandum of Understanding that helped expand classified job duties as follows:

- Assigned work shall consist of duties at the work site and/or duties performed via remote work. The District shall determine when and to what extent bargaining unit members perform duties at the work site and/or perform duties via remote work. The District and CSEA agree that the ratio of on-site duties to remote work duties may vary among unit members based on District needs; however, the District shall seek an equitable distribution of on-site duties and remote work duties among bargaining unit members in the same classification.
- The District and CSEA agree that bargaining unit members may be assigned duties outside of the scope of their regular duties in order to meet the public health needs of and provide essential services to the community; however, the District will not assign bargaining unit members to any duty that exceeds the essential physical functions contained in an employee's regular job description.

The aforementioned Memorandum of Understanding and the ability to assign bargaining unit members to duties outside of the scope of their regular duties has allowed the District and sites to push forward its progress of keeping District grounds and buildings clean, providing food to our students, allowing sites to utilize all classified staff to distribute materials (i.e., Chromebooks), provide instructional support via an on-line platform, and call parents/students about their instructional progress.

As for the certificated staff, the District and the Delano Union Elementary School Teachers Association (“DUESTA”) have jointly collaborated to provide a Distance Learning model that facilitate distance learning as required by the state to the extent possible, until the onset of in-person instruction or a combination of both.

During the 2020-2021 academic year, certificated staff will provide daily instruction via Google Classroom, Class Dojo, and Zoom as follows:

- Elementary sites (TK-5) will adhere to an instructional week (M-Th) that consists of a morning and afternoon block of synchronous instruction.
  - Middle school sites (6-8) will adhere to an instructional week (M-Th) that consists of a three block schedule of synchronous instruction that allows for students to receive instruction from their core subject teachers twice a week.
  - On Fridays, both the elementary and middle school sites have built in blocks of time that allow teachers to provide students with asynchronous instruction and synchronous strategic instruction.
- Non-classroom personnel such as Resource Teachers, Special Education Coach, Academic Counselors, and Reading Intervention Teachers provide academic support to both students and classroom teachers by:
- Providing professional development for teachers.
  - Providing distance learning instruction and modeling.
  - Assisting teachers with curriculum transitions to a digital platform.
  - Support parents and guardians on how to access and navigate distance learning platforms and best practices to promote learning from home.
  - Providing small group instruction for struggling students.
  - Helping special education teachers in the development of materials.
- Distance learning has been a difficult transition for both parents and students. In order to meet their social and emotional needs, Academic Counselors, Health Services School Nurses, School Social Workers, School Psychologists, and the Marriage and Family Therapist are actively working to provide support as follows:
- Holding meetings with parents and/or students either in person, on the phone, or virtually.
  - Providing mental health and wellness to students.
  - Working with groups of students to develop goals.
  - Supporting teachers.
  - Making home visits.
  - Screen students for referrals.
  - Working with Foster and McKinney Vento students on their social and emotional needs.
  - Providing professional development to teachers on subjects that help address behaviors and social emotional learning.
  - Providing support for the District's special education population.
- Site administrators (Principal, Vice Principal, and Learning Coordinator) have the responsibility to coordinate both their classified and certificated staff in the instructional progress (i.e., monitoring attendance and on-line instruction) of teachers and students as well as communicate site expectations.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners:

Cecil Avenue Math & Science Academy continues to support students, teachers, support staff, and leadership during this remote learning environment and school closure. Distance learning opportunities for English learners (EL) are a high priority in our school. Through multiple layers of support we are addressing the academic achievement gap and the unique needs of our English Learners.

Our first step in addressing the needs of English learners begins with determining students' needs for remote learning. We will be implementing high levels of communication beginning with increased efforts to connect with 100 percent of our students by providing hot spots for each student and family, or access to vouchers for purchase of internet connectivity. Helping in the process of obtaining an internet connection platform is a critical priority.

All EL students will be assessed at the beginning of our school year via online IXL Real-Time Diagnostic Assessments, teacher formative assessments, and other district assessments to determine proficiency level, learning level, and learning loss. Formative assessments will continue on a regular basis to ensure students are learning by providing opportunities to apply developing skills and knowledge.

A third layer of support is to adequately prepare and connect with parents. Our partnership with families and caretakers is a vital part of our distance learning goals. Parents will be connected with school site personnel on the first day of instruction to ensure we meet them; ensure they have the technology tools and materials they need. We are also providing training for parents on our distance learning tools and how to connect to these platforms. We will provide multiple opportunities to learn. Cecil Avenue Math & Science Academy is attune to the most urgent needs of our families and will communicate with them with district support. The school will also reinforce these parent training sessions with school sponsored training and parent input. We are continuing with our parent engagement groups that provide feedback on our programs and services. In addition, the school continues to utilize our district hotline where parents can connect at any time with a staff member who can assist with any question.

Another layer of support is our philosophy of All-Hands-on-Deck. Meaning we will have trained all available staff to help support EL students. This includes instructional aides, after school tutors, Academic Counselor, Learning Coordinator, and site resource teacher. Students will have opportunities to have a second or third dose of instruction to ensure they are not falling behind. The school will also be utilizing college age tutors to work with students after school hours. Daily attendance and contact logs will be documented to ensure that students are present and connected with the teacher. All teachers have been given training on how to use specific distance learning platforms and how to provide documentation for evidence of attendance and engagement. Staff on site will be contacting students and parents with a special focus on our most vulnerable students to ensure they are connected daily and are continuing to be part of the learning community.

Cecil Avenue Math & Science Academy is implementing Designated and Integrated English language development for every student who is an EL. We are following the California Roadmap Policy and guidelines and are continuing to provide professional learning opportunities to help teachers focus on the needs of students in every content area. During Designated ELD, teachers will provide instruction according to their proficiency level. Additionally, we will continue to implement the WestED language development routines that lead teachers, reading teachers, and coaches were trained in last year. These teams will continue to support classroom teachers with professional development opportunities and coaching support for full implementation.

Listed are a few of the California Roadmap Principles (#2) we will include in daily instruction.

Teachers:

Use ELD standards to build into and from content instruction

Use Intellectually challenging and rich language texts

Use a variety of questioning - including open-ended, high level, critical thinking questions.

Model, teach, and promote the use of academic and complex language to encourage students to elaborate using more precise and sophisticated vocabulary.

Provide a variety of ways for students to contribute to the classroom learning: Thinking Maps or other graphic organizers, learning logs, technology posts, etc.

Give opportunities to communicate information, ideas, and concepts necessary to add to, and contribute to the perspective of others

Ensure all students are actively engaged in producing language with scaffolding as needed

Students are exposed to and engage in rich and academic complex language tasks throughout the day in all content areas.

Give students frequent formative assessment and feedback to address learning needs

Finally, we understand the importance of having mental health support for all students. We have social workers and psychologists assigned to our site and also have access to Marriage Family Therapists that can work with EL students and parents to help them feel connected, engaged and part of a community that cares.

We are providing a community of inclusion and awareness of actions for our different cultures and ethnicities. Cecil Avenue Math & Science Academy continues to be cognizant of the assets our students bring; we know this is critical to the idea of equity. Our school embraces the concept of our students as Emergent Bilinguals who have much to contribute to our community (Educating Emergent Bilinguals: Policies, programs, and Practices for English Learners by Ofelia Garcia and JoAnne Kleifgen). We will continue to be at the forefront of helping our Emergent Bilinguals to fully and meaningfully participate in attaining high levels of English proficiency.

## FOSTER and HOMELESS YOUTH

Pupils in foster care or experiencing homelessness:

Cecil Avenue Math & Science Academy will continue to support ALL students, families, teachers, and staff during distance learning and beyond while we plan for a face-to-face learning environment. Distance learning opportunities for our foster youth and homeless youth are a high priority in our district. We are addressing the academics struggles, and the social emotional needs unique to our foster youth and homeless youth through multiple layers of support.

Steps in addressing the needs of foster youth and homeless youth to remove barriers:

Ensure we are adhering to All foster/homeless youth rights:

Provide transportation (if necessary)

District foster youth/homeless Liaison is notified

Contact County social worker to help gather any necessary information the resource parent was not able to provide

The school site is notified of the student's placement

Parents are referred to Community Connections for additional family support (i.e., uniforms, food, hygiene kits, backpacks, housing resources, etc.)

A SAT (Student Assistant Team) meeting is scheduled as soon as possible to ensure all student needs are met for a successful school year and family support is provided

Mental health supports are made available to student and families by our district or through our community partners (as needed)

Students academic needs are determined and supports are put in place to ensure an easy transition to school. Students are referred to our virtual after school program and any other community resources that would help them get engaged with their community or school. Students are followed up with by the district Liaison as well as the mental health team member, and school administration to ensure students are succeeding.

**Actions Related to Distance Learning Program - Foster Youth and Homeless Youth:**

For all students high levels of communication is initiated in an effort to connect with 100 percent of our students by providing Chromebooks to each student and hotspots (as needed). Families are offered internet vouchers to assist with connectivity.

Partnership with families and caretakers are vital to distance learning. Therefore, parents will be connected to school site personnel on the first day of instruction to ensure they have the technology, tools and materials they need to connect to their classes.

Training is provided for parents on how to use our distance learning tools and platforms. Our site will provide multiple opportunities to learn. There are ongoing district-sponsored opportunities for parents to get additional support to help their child succeed. Our foster youth and homeless youth always have access to instructional aides, after school tutors, academic coaches, and site resource teachers in addition to social workers or school psychologists.

Daily attendance and contact logs are kept to document student attendance and engagement. All teachers have been given training on how to use specific distance learning platforms and how to provide documentation for evidence of attendance and engagement. Staff on site will be contacting students and parents with a special focus on our most vulnerable students to ensure they are connected daily and are continuing to be part of the learning community. If they are failing to connect, phone calls, home visits, etc. will begin to help resolve any issues or address barriers.

**Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
The district purchased chromebooks, hotspots, and vouchers for Wi-Fi to provide connectivity to all students to support their distance learning. The purchase of devices was made in an effort to assist unduplicated students with accessibility to both devices and WiFi however, all students will be provided with the devices and hotspots.	\$184,300	Yes
Technology was purchased for teachers and auxiliary staff to support distance learning instruction. Technology included laptops, chromebooks, cell phones, printers, and hotspots.	\$19,400	No

Description	Total Funds	Contributing
<p>All students received learning kits equipped with supplies and materials to support their learning. Supplies include: dry erase markers, pencils, notebooks, sharpeners, etc. Although all students received the learning kits, they were purchased to assist unduplicated pupils as they are less likely to be able to provide their own supplies needed for instruction.</p>	\$4,850	Yes
<p>All students in grades 3-8 received physical education kits to enhance physical activities at home during distance learning instruction. The kits include: jump ropes, scarves, bean bags, foam balls, and a mesh bag to hold all equipment. The equipment is designed to help students build physical skills and staying active while learning from home. All students received the physical education kits, but they were purchased to assist unduplicated students as they are less likely to have access to the equipment or to be able to purchase it.</p>	\$9,506	Yes
<p>McKinney-Vento students received lap desks so that they can have a designated mobile work space.</p>	\$194	Yes
<p>The district purchased research based online platforms to supplement instruction. Platforms include: IXL, Stemtaught, Nearpod, ESGI, Activate Learning, Rethink, Zoom, and Screencastify. All of these platforms are supplemental to instruction and teachers have been provided with appropriate staff development to navigate these programs. Special consideration is made for unduplicated pupils to provide them with additional resources to improve their learning and provide them with additional layers of support.</p>	\$94,575	No
<p>The district's mental health team participated in social-emotional professional development to better serve staff and students and support their social-emotional needs. Special efforts are made to meet the Social Emotional Learning needs of unduplicated students.</p>	\$485	Yes

Description	Total Funds	Contributing
The district provided professional development opportunities to all teachers and staff to enhance virtual instruction. Trainings included Zoom, Screencastify, and Google classroom among others.	\$970	Yes
Support for English Language Development instruction is provided through the district's ELD department. Training modules were provided to all staff to help design lessons for ELD instruction. The training modules include strategies for integrated and designated instruction, and special strategies for language acquisition for newcomers	\$97	Yes

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Cecil Avenue Math & Science Academy will assess all students on a weekly basis to measure learning loss and provide timely interventions and supplemental instruction. For grades 6-8, the district will utilize IXL to measure learning loss. All students will be given a diagnostic exam consisting of 125 questions that will create a baseline for each individual student. The diagnostic exam will be followed by weekly quizzes consisting of 10-15 questions each. These quizzes will update the student levels and will provide teachers with timely information of their learning status. Having frequent exams will allow for teachers to provide timely interventions in the areas of mathematics and ELA. All newcomer English learners will be administered the initial ELPAC assessment to determine their language levels. All English learners will be administered the summative ELPAC assessment in the Spring. In order to measure language growth with more frequency and not wait a full academic year to determine language growth via the ELPAC assessments, the district will administer the OPTEL observation tool once per month. This will help the classroom teachers determine if the students are making adequate growth in their language acquisition.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Cecil Avenue Math & Science Academy has placed high importance on mitigating learning loss of students. In addition to frequent assessments, CAMSA has created a master schedule that has an embedded time for tutorials via small group instruction by their classroom teacher with the ability to assign extra support through auxiliary staff. The master schedule allows for 1:1 or small group instruction from 3:00-3:30 where the students can receive assistance from their classroom teachers. Fridays are also designed to provide synchronous strategic support groups by the classroom teacher for students in need. These embedded times into the master schedule allow for timely interventions. All CAMSA after school ASES staff have been assigned to offer tutorials on Mondays and Fridays to small cohorts of students with similar deficits in learning. In addition to the tutorials by the classroom teachers and the ASES staff, our district is hiring Academic Support Providers who will also offer small cohort tutorials. This extra tier of tutorial support will take place during the evening hours to provide students with homework support or extra practice with specific skills where the teacher has determined there are deficits based on the weekly assessments. While all students will be eligible to receive these extra supports, the extra help by auxiliary staff will be principally directed to support unduplicated pupils.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

All teachers have time built into their master schedule for data review. From 1-2:00 pm, the teachers have time to analyze weekly data to determine if their implemented strategies are working or if a student needs additional supports. The IXL and ESGI platforms will provide live diagnostic updates for all students. This will allow for constant monitoring of student growth in ELA, ELD and Mathematics. In addition, the OPTEL observational tool will help teachers determine if appropriate growth is occurring with English learners. This weekly data review will allow for classroom teachers to monitor if the supports being provided to students are effective or if different supplemental programs need to be offered. It will also allow monitoring to happen at the district level and the district can deploy intervention teams to assist with those students who are struggling most. CAMSA will make every effort to mitigate learning loss of all students, unduplicated subgroups will receive extra layers of support not only to help them with academics, but also as part of their social emotional learning.

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
The district hired temporary academic support personnel to provide intervention services for all students in need. Tutoring services were principally directed to unduplicated subgroups.	\$24,250	No
A stipend is provided to employees to communicate with parents after hours in an effort to mitigate student learning loss and actively engage parents in their child's learning. Most parents in our district are farm laborers and are considered essential workers who are	\$53,350	Yes

Description	Total Funds	Contributing
<p>unavailable during the day for communication. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not be able to communicate during the regular school day. Translation services are provided to non-English speaking parents to ensure that they are active participants of their child's learning.</p>		

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Cecil Avenue Math & Science Academy has direct access to a Mental Health Team consisting of a Director of Special Education, Director of Health Services, Director of Student Support Services, a Licensed Marriage and Family Therapist, school psychologists, nurses, and social workers. This team developed a three tiered plan to address mental and social and emotional well being as it relates to students, staff and families. The tiered system was put into place immediately following school closures in March 2020. The system continues to be refined to provide appropriate supports. DUSD's Mental Health Team (MHT) Plan to Address Student, Staff and Family Needs for 2020-21 School Year: TIER I Student supports: \*Develop a daily check-in system to support students and gather data on those who need additional supports \*Trauma-informed/invested PDs to create trauma-sensitive classrooms/school climate \*MHT will consult with teachers and school staff about student mental health needs \*Assist teachers in incorporating Social Emotional Learning (SEL) into the classroom daily or weekly \*POWER Expanded Learning Staff - implementing daily SEL through the EduCare Foundation program "Making the Best of Me," as well as through the use of other SEL resources. \*Work with PE Department to ensure SEL is being address during PE time as well as other areas \*Promote mental health services available via MHT team \*Address any distance learning/technology needs \*Educational materials on COVID Staff supports: \*Inform staff of counseling supports available through Employment Assistance Program (EAP) included in their health benefits \*Discuss stigma of Mental Health or seeking services \*Create professional development for staff regarding typical childhood reactions to possible stress, trauma, and grief due to COVID19/shelter in place orders \*Create professional development for staff on how to establish a trauma-sensitive classroom \*Get feedback from staff to decide how often professional developments are needed and any other mental health topics needed Other relevant and potential PD topics: \*Depression/SI \*Anxiety (generalized and separation) \*School avoidance/refusal \*Secondary/Vicarious trauma \*Recognizing signs of abuse/mandated reporting \*Burnout/Compassion Fatigue & Self-Care \*Incorporating mindfulness practices in the classroom \*Informational materials \*Have psychoeducational materials available at all schools to staff, parents,

and families on grief and loss and ways to cope with stress \*Continue weekly newsletter \*Mental Health Resources for K-12 Educators during COVID-19 \*Self-Care and Thriving for Educators during a Public Health Crisis \*Staff support groups Family supports: \*Promote Counselor's Corner to parents, which is a website link on our district page that has been vetted and organized by the MHT to give easy access to resources to support their children and families. \*Create/provide psychoeducational material for parents addressing their fears and/or concerns. Share strategies and/or resources with parents on how to talk to their children about managing stress, worries, fears, changes, and other needs. \*Provide virtual parent support groups \*Consult with admin/school staff to identify families in need TIER II/III: Student supports: \*Provide individual counseling to students who exhibit mental health needs (fears, loss, anxiety, depression, SI, etc.) \*Refer students to community mental health agencies if needed \*Share suicide prevention hotline phone number and/or warm line \*Consult with teachers and/or admin as students return to identify high-needs/crisis students and classroom interventions for individual students as needed \*Provide skills-based groups on managing difficult emotions, worries, fears, etc. \*Visit classrooms to observe student behaviors \*Identify students who have lost close family members or friends due to COVID or other reasons \*Review universal assessment/screening tools to assess for signs of abuse, neglect, or depression/SI Staff supports: \*Refer to EAP (as discussed above) \*Individualized consultation/psychoeducation on behaviors mental health symptoms \*Provide information on how to create safe spaces in classrooms, classroom and individualized interventions for students, and promoting positive coping skills \*Co-teach appropriate coping skills and ways to manage stress Family supports: \*Identify families who will need ongoing support, resources, and community referrals 2020-21 Learning Continuity and Attendance Plan for Delano Union School District Page 24 of 34 \*Work with the Director of Health Services and Community Connections Center, McKinney-Vento & Foster Youth \*Identify school refusal/avoidance in students and support families in identifying ways to promote attendance \*Provide parent training/support on managing MH symptoms and supporting the use of positive coping skills \*Virtual support groups \*Virtual informational meetings for parents/caregivers/families \*Provide information about the Family Resource Center: Delano Community Connections Center (CCC). The center has a food pantry, has funding for utility assistance (electricity & gas). Race & Diversity Issues in the Classroom \*Attitude/Bias Checks \*Educational materials \*Self-paced PDs/webinars Teaching Tolerance: articles, classroom lessons, discussions, professional development Tier I: UNIVERSAL SUPPORTS: WHOLE SCHOOL SAFETY AND PREVENTION PLANNING Our Tier I whole school safety and prevention approach is to promote wellness on a daily basis. At the beginning of each day, teachers will provide students with a quick daily check-in to see how they are feeling using a quick 30 second SEL assessment. That data is then collected to see if there is an immediate need to serve a student or to see trends that will need to be addressed to the whole class or on an individual basis. SEL is peppered throughout the day through PE, POWER, and teacher connections as well as targeted intervention time set aside at the end of the week to meet specific group or individual needs. Additionally, our district students and families have benefited from the many family engagement events organized and delivered virtually by our POWER staff. These events include: Family Paint Night, Loteria, virtual live cooking classes, and a cosmetology class for some of our older students. A concerted effort is made to ensure students are connected remotely and engaged in their classrooms while promoting the importance of good daily attendance. If students are not attending classes, a team of people have been assigned to follow up, investigate the problem, and to help address the need. Calls are made at various times of the day, home visits are conducted, and the use of various kinds of technology is used to connect with students and families (i.e., class dojo, emails, and other platforms.) Any staff member could potentially make a home visit including site administrators, attendance clerks, nurses, social workers, psychologists, POWER staff members, etc. The goal is to connect with the students and families to address issues. Teachers are continually being given a trauma lens to look through and provided with ongoing training as it relates to our most vulnerable students (i.e., foster, homeless, socioeconomically disadvantaged, etc.) Professional development time is being used to help support teachers in the classroom with best practices in SEL as well as best practices in student engagement. POWER staff were trained in a 2-day SEL workshop administered by the EduCare Foundation. Staff received a copy of the "Making the Best of Me" text provided by EduCare. The text provides activities to address various SEL competencies. POWER staff receive yearly training in the SPARK PE after-

school program. This program uses movement, games, and activities to teach core competencies in SEL. The board approved suicide prevention policy is being expanded to include some new roles in the districts such as school social workers, and academic counselors. We have provided local and national suicide prevention numbers on our websites and in our newsletters to teachers and families. We have parent resources that are available on our website to help address potential issues due to the pandemic as well as other fun engaging activities to support family wellness at home. COMMUNITY AND FAMILY ENGAGEMENT SUPPORTS: We have a very strong partnership with our local agencies through our Community Connections Center. Community Connections provides resources to address basic needs such as coordinated food distributions, information on energy programs, housing resources, employment resources, Medi-Cal, information families in crisis, and many other resources. UNIVERSAL SUPPORTS: STAFF WELLNESS: Being trauma informed and trauma invested is a priority. As a result ongoing training is being provided to teachers in these areas as well as self-care training to support the well being of staff. Weekly staff check-ins are in the process of being conducted to ensure we are being attuned to the mental well being of our staff. The Mental Health Team (MHT) is working with teachers to come into their virtual classrooms to observe interactions and provide feedback on how to implement best practices in the classroom in the area of student conduct, well-being and teacher support. Teachers have access to members of our MHT to share concerns and ask for help in supporting students. The MHT is also preparing virtual meeting rooms to give staff opportunities to discuss concerns and offer support to other staff. During those meetings, self-care and stress management is a big part of the discussion. CLASSROOM STRATEGIES Our district promotes safety and consistency in the classroom by focusing on MTSS (Multi-Tiered Systems of Support) practices. We have established our expectations for student interactions in the virtual classroom and expectations and daily protocols of engagement. In order for students to feel comfortable and welcome this new way of learning, building positive relationships has to be a priority to shaping the culture of the classroom. Mindfulness is another element that is a part of the school day Student: \*Focus on MTSS practices \*Building Relationships \*Shaping the culture of the classroom \*Mindfulness \*Daily SEL Check-ins \*Weekly SEL focus at Middle schools during Friday intervention times \*SEL Curriculum at elementary schools and middle schools \*School-wide initiative to address barriers to attendance \*Daily parent engagement to promote good attendance \*Bi-weekly Parent Newsletter to reduce the stigma of mental health and to promote wellness for students and families \*A MHT member is assigned to each school site There is a Crisis Team available to respond at any time at every school site that includes a school psychologist, school nurse, and a social worker/MFT. Our academic counselors are also available to provide additional support as needed. Tier 2/ 3: EARLY AND TARGETED INTERVENTION FOR STUDENTS AND STAFF Our district has purchased a program through Rethink that provides a Tier II SEL program for the MHT and teachers to better understand the mental health of staff and students. The program provides 40 videos in the following areas: \*Awareness of self and others \*Self Management \*Social Awareness \*Self-Care \*Social Skills \*Mental Health \*SEL and Equity \*Trauma The training series equips the teachers with the tools to address the mental health needs of the students. The program also includes a lesson library to teach students skill in all the areas listed above. Rethink lessons are geared to preschool through 12th grade at the Tier III level. Each lesson comes with a video and activity that the student completes in each of the appropriate areas at the student's grade level. We also have Ripple Effects, which is a Tier II/III intervention that is a SEL program that can be used synchronously or asynchronously to help students address subjects that may come up as it relates to their behavior or interest. Our school social workers, school psychologists, and MFT have used this program with students in elementary and middle schools and have found it to be effective. The program also addresses the new mandates of cultural competency to give students context in understanding diversity and social justice. There is also an App for the program that can be downloaded on student phones that will provide another layer of support remotely. Additionally, we have Second Step, a Tier I SEL curriculum at our elementary school sites at one of our middle school sites. We are considering the use of Second Step at all of our middle schools for continuity. We also have the CASEL Competencies: Self-Awareness, Self-Management; Social Awareness; Relationship Skills; and Responsible Decision-Making embedded in our physical education curriculum weekly for our 3rd - 8th grade students. We have provided HIPAA compliant licenses through Zoom Health for each member of the MHT to

ensure confidentiality for the students when meeting with them remotely. The district's MHT is able to provide teletherapy to staff and students on an ongoing basis as the need arises.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Cecil Avenue Math & Science Academy is making all efforts to mitigate learning loss for all students during the COVID-19 pandemic. As instruction will begin in a distance learning model for the first half of the school year, the school has put in a daily monitoring mechanism to ensure connectivity and participation of all students. All CAMSA students are monitored daily by their classroom teacher. When a student does not connect to the class, the teacher reports the name of the student and the first layer of reengagement begins. Our school site has a team that deploys various efforts to reengage a student upon the first report of absence by the teacher. The school site makes initial contact with the student and family to evaluate the reason for the absence. If students do not return to instruction and lack of connectivity or devices have been ruled out, then our site will deploy a home visit team to hone in on the reasons for lack of participation. The team will consist of site administration and the mental health team members. The student will be provided with support to ensure that there are no outlying reasons for lack of engagement in their instruction. If the lack of engagement persists, then the district will deploy a district-level reengagement team. This team will add an additional layer of support to encourage the students to connect and take part of daily learning opportunities. The district team consists of directors, school resource officers, assistant superintendents and the superintendent. Students may receive several home visits throughout the school day to encourage them to log into their online learning platform and participate in the day's lessons. A Spanish speaking staff member always participates in the home visits to ensure that they are able to communicate with parents who are non-English speakers. Additionally, all communication with parents; phone calls, text messages, robo calls, etc. are made in both English and Spanish to allow for non English speaking parents to be active participants in the engagement process of their child's learning efforts. Part of the district and site reengagement plan is to ensure that parents are actively involved in their child's academic program. The district established a hotline upon the first day of school closures in March 2020. Through this hotline, parents are able to connect with district staff at any time. The hotline continues to provide support as the new school year begins. Parents and students are able to connect with a technology technician at any time for support with their device or connectivity issues. They will have someone help them troubleshoot any issues and have the students return to their online instruction as quickly as possible to prevent learning loss. All hotlines have Spanish speaking personnel available to help those parents who do not speak English. The site team continues to be available for parent support. CAMSA will be providing training for parents in the area of technology so that the parents are able to assist their children with distance learning and how to navigate the platforms being used by their child's teachers.

# School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Cecil Avenue Math & Science Academy abides by all district policies regarding school nutrition.

The Delano Union School District Food Services Program operates under the Community Eligibility Provision (CEP). The Community Eligibility Provision is a non-pricing meal service option for schools in low income areas. CEP allows the highest poverty school districts to serve breakfast and lunch a no cost to all enrolled children without collecting household applications.

During periods of Distance Learning, the District is providing off site meal service to all enrolled students. Meals are distributed via drive thru and walk-up service in a non-congregate setting, while maintaining social distancing practices, consistent with the requirements of the California Department of Education and the U.S. Department of Agriculture. The distribution sites are spread out across the District and in communities with the greatest need. “Grab and Go” meals are distributed on Mondays and Wednesdays at the following nine locations:

- Albany Park
- Almond Tree Middle School
- Cecil Avenue Math & Science Academy
- Del Vista Math & Science Academy
- Harvest Elementary School
- Nueva Vista Language Academy
- Nutrition Services
- Princeton Street School
- Pioneer School

In order to further limit student exposure to COVID-19, the District has taken full advantage of the federal flexibility waiver that allows parents to pick up meals without students being present. Twice per week, families pick up grab and go meals, in addition to bulk food items that provide a supply of nutritious meals for the entire week. Two lunches and two breakfasts are provided on Mondays and three breakfasts and three lunches are provided on Wednesdays. On August 17, 2020 the food distribution expanded to include supper and snacks through participation in the Child and Adult Care Food Program. The District is eligible to offer supper and snacks through September 30, 2020.

Outreach has been conducted in English and Spanish through parent phone calls, social media, flyers and online resources to ensure that families are aware of the availability of free breakfast, lunch, supper and snacks. The meal distribution times are coordinated around the distance learning instructional schedule so that students are not missing instructional time in order to pick up meals. Evening distributions have also been added to accommodate working parents that are unable to pick up meals during the day. Parents may also request special meals for students with allergies or restricted diets, as stipulated by their medical provider.

When schools reopen for in-person instruction, the District will modify food service operations to provide breakfast and lunch in the classroom. Student meals will be individually plated, proportioned, prewrapped, and delivered to the classroom during the scheduled meal periods. Classroom designees will assist with obtaining the meal count at the point of service using classroom rosters.

During periods of blended learning (both in-person and distance learning), the District will provide on-site meal service in the classroom for students on campus and “grab and go” meal distributions to students participating in distance learning.

The Director of Food Services has been designated as the COVID-19 Coordinator for Food Service Operations. Consistent with the recommendations of CDE’s Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools, the District has implemented the following:

- Reorganization of work station for proper physical distancing during meal preparation in the Central Kitchen
- Shift meal preparation to school sites to further minimize the number of people preparing food in one location
- Post signs on how to stop the spread of COVID-19
- Train staff on the proper use of face coverings, physical distancing, and other health and safety protocols
- Provide face masks, shields, gloves and other supplies to all food service operations staff
- Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses and the central production kitchen

It is the intent of Delano Union School District to continue to provide nutritious meals while keeping students and staff safe.

## **Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]**

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Professional Development for teachers - 4 hours. All teachers will be offered the opportunity to participate in a training to address the Social and Emotional Learning needs of their students.	\$6,499	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Distance Learning Professional Development)	Professional Development for Teachers - 16 hours. All teachers will be offered the opportunity to participate in professional development of supplemental platforms to provide additional supports to all students, but principally directed to unduplicated subgroups.	\$25,802	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	English Learner trainings - Nearpod professional development for the use of the platform for English Learners. In addition, the ELD director and coaches will be providing professional development opportunities for all staff on lesson design and language acquisition strategies for English learners.	\$1,455	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.03%%	\$1.464,453

### Required Descriptions

[For the actions 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 needs of these students.]

Cecil Avenue Math & Science Academy will purchase individual instructional supplies and manipulatives to avoid classroom sharing and cross contamination within each classroom. Items to include: math manipulatives and counters, pencils, dry erase markers, dry erase boards, sharpeners, glue sticks, notebooks, etc. This action is intended to meet the needs of students in response to the COVID-19 pandemic. The needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not have the means to provide their own supplies and materials to avoid sharing classroom supplies. Our district will provide personal clothing and health care items that McKinney-Vento and foster students may need to facilitate their physical return to campus. Special consideration will be made for students to receive this assistance while respecting their privacy, yet ensuring that they have all items they need. This action is intended to meet the needs of students in response to the COVID-19 pandemic. 2020-21 Learning Continuity and Attendance Plan for Delano Union School District Page 31 of 34 In an effort to mitigate learning loss, the district will purchase the Nearpod platform to support English learners with language acquisition and provide them with extra academic support and formative assessments in real time to monitor their progress on a daily basis. Teachers will be provided with training support to implement this supplemental tool for English learners. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for specific support for English learners and immigrant students. CAMSA will have access to temporary academic support personnel to help support students when they return to in-person instruction. Academic support personnel would principally direct intervention services to unduplicated student subgroups. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first. CAMSA will purchase large screens, sound systems, and projectors for parent meetings to be held outdoors upon the return to inperson instruction. This will allow for active parent participation in a setting that is more conducive to adhere to social distancing. Special consideration will be made to recruit parents of unduplicated students and all meetings will be translated to allow for full participation of nonEnglish speakers. The district purchased chromebooks, hotspots, and vouchers for Wi-Fi to provide connectivity to all students to support their distance learning. The purchase of devices was made in an effort to assist unduplicated students with accessibility to both devices and WiFi however, all students will be provided with the devices and hotspots. All students received learning kits equipped with supplies and materials to support their learning. Supplies include: dry erase markers, pencils, notebooks, sharpeners, etc. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not have the means to provide their own supplies and materials for completion of assigned work. All students in grades 6-8 received physical education kits to enhance physical activities at home during distance learning instruction. The kits include: jump ropes, scarves, bean bags, foam balls, and a mesh bag to hold all equipment. The equipment is designed to help students build physical skills and staying active while learning from home. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not have the means to provide their own physical education equipment and fully participate in the lessons provided by the physical education teachers. McKinney-Vento students received lap desks so that they can have a designated mobile work space. This action is intended to meet the needs of McKinney-Vento students in response to the COVID-19 pandemic. A stipend is provided to employees to communicate with parents after hours in an effort to mitigate student learning loss and actively engage parents in their child's learning. Most parents in our district are farm laborers and are considered essential workers who are unavailable during the day for communication. This

action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first as they are the majority proportion of our student population and would likely not be able to communicate during the regular school day. Translation services are provided to non-English speaking parents to ensure that they are active participants of their child's learning. The district purchased research based online platforms to supplement instruction. Platforms include: IXL, Stemtaught, Nearpod, ESGI, Activate Learning, Rethink, Zoom, and Screencastify. All of these platforms are supplemental to instruction and teachers have been provided with appropriate staff development to navigate these programs. Special consideration is made for unduplicated pupils to provide them with additional resources to improve their learning and provide them with additional layers of support. The district's mental health team participated in social-emotional professional development to better serve staff and students and support their social-emotional needs. This action is intended to meet the needs of students in response to the COVID-19 pandemic. While this action is intended for implementation districtwide, the needs of unduplicated pupils were considered first. The district's mental health team is giving priority in the outreach of unduplicated pupils to ensure that their mental health and social emotional well being needs are met. The district provided professional development opportunities to all teachers and staff to enhance virtual instruction. Trainings included Zoom, Screencastify, Nearpod, and Google classroom among others. Teachers will be provided with extra support tools to assist unduplicated pupils and help meet their academic needs. All trainings are archived with available handouts for teachers to access at any time. Support for English Language Development instruction is provided through the district's ELD department. Training modules were provided to all staff to help design lessons for ELD instruction. The training modules include strategies for integrated and designated instruction, and special strategies for language acquisition for newcomers. The needs of English learners were primarily considered through this action, although all students will receive the services.

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

Cecil Avenue Math & Science Academy has implemented actions in this plan that specifically target unduplicated pupils. CAMSA will utilize funds to provide services to all students with more intensive and targeted research based intervention during school, after school, and during targeted academies which will be principally directed to serve English learners, foster youth, and low-income students. Recognizing that these groups of students will need additional layers of support during distance learning instruction, the district has created a plan that will provide students with all necessary supports including social-emotional and academic monitoring. Our district has a tiered intervention approach that will provide multiple levels of support as needed by each student, with specific emphasis for these supports going to the unduplicated subgroups. As the district plans for the return to in-person learning, it is preparing to mitigate any learning lost during the distance learning period. CAMSA will closely monitor all students and provide interventions as needed for each student. With the addition of a data specialist at the district level, the district is able to better monitor each individual student and the effectiveness of all initiatives for these targeted subgroups. Students will be monitored on a weekly basis. This information will allow the district to deploy specific intervention teams to assist each child. All coaching staff in the district will be provided with training and research based instructional techniques to help the classroom teachers to provide high quality instruction daily. CAMSA will have access to trained tutors, instructional aides, and any support staff that is now part of the academic support tiered intervention team. This will allow for high quality intervention. All English learners, including Long Term English Learners and immigrant students, will be closely monitored by our site Resource teacher and district ELD director. The achievement of all English learners will also be monitored by the site principal via weekly data analysis and regular zoom visits to their classrooms. The ELD coaches will assist our classroom teachers with lesson design and curriculum planning to provide best instructional practices during integrated and designated ELD lessons. The ELD staff will be available during specified office hours to provide

support for all teachers and staff that may need extra help with English learners. The CAMSA site resource teacher will monitor English learners and their academic progress and will provide special support for immigrant students by supporting their instruction and conducting breakout sessions during their distance learning classes for additional language support. All ELD instruction will continue to implement the ELD standards and the English Learner Roadmap principles as part of the daily instruction of English learners. If needed, English learners will be individually recommended for additional tutoring and intervention with the district support staff. All efforts will be made to involve parents as part of this intervention so that they are actively involved in their child's learning. CAMSA will have access to the mental health support team that has been actively assisting all students in the district while closely monitoring and principally directing services to unduplicated student groups. The mental health team consists of the director of student support services, the director of health services, a marriage and family licensed therapist, social workers, nurses, and school psychologists. This team has been communicating with families since the initial transition to distance learning. The team has made weekly home visits to assist families and has provided support to ensure that students are connecting daily to their online instruction. They have also provided social-emotional support as many families are struggling in dealing with day to day functions during a global pandemic. The team will continue to support families as the transition to in-person instruction happens. They will ensure that all students, especially the unduplicated subgroups have access to all they need to successfully return to a normal school setting. In addition to their social-emotional needs, CAMSA is ensuring that all students' physical well-being is also monitored. The district's nursing staff communicates with parents and students and makes home visits as needed to support overall good health. The Delano Union School District Vision Center will continue to serve all students with vision needs, but priority for services will be principally directed to unduplicated pupils, including providing them with transportation to and from the Vision Center. Providing support with online connectivity has been a top priority for the district. With nearly 90% of our students coming from low income households, the district immediately provided support with access to devices and hotspots or vouchers for Wi-Fi connection for our families. The district has also provided all CAMSA students with learning kits containing all necessary materials to support their learning from home. The students received all school supplies, textbooks, and even equipment for physical education instruction. Students with exceptional needs also received customized learning kits to specifically address skills within their IEPs along with their specialized physical education equipment to participate in activities with their classroom teacher or with the adaptive physical education teacher. All actions contained in this plan are designed to provide an environment of continuous learning opportunities for all students and funds are principally directed and priority for funding is directed to provide services to unduplicated pupils. The tiered system of supports developed by the district will ensure that all students have their academic and social-emotional needs met, and in addition, students who are English learners, foster youth, and/or low income will receive additional layers of supplemental support to provide them with appropriate and timely interventions for their in-person or distance learning instruction.

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cecil Avenue Math and Science Academy	Lionel Reyna Principal	lreyna@duesd.org 661-721-5030

## Plan Summary [2021-22]

### General Information

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

#### VISION

We are a learning community of educators that holds integrity and excellence as our core values. We are serving families that have entrusted their children to us. We will be deserving of that trust. We will be excellent role models; we will be highly skilled practitioners; and we will be dedicated and proactive in meeting the personal and academic needs of our students and their families. We embrace our responsibility to serve the community and we define our personal success in terms of the success of our students.

#### MISSION

Our students will recognize and develop their talents, know that they are valued, and will experience success through a world-class education. Our students will acquire a strong foundation for their future college and career endeavors.

#### GOALS

We will provide an environment of academic excellence that will develop creative and critical thinkers.

We will engage each of our students as unique individuals in order to prepare them for college and career readiness.

We will commit to provide a supportive learning environment that models a strong, positive work ethic, sparks an attitude of inquiry and enthusiasm for learning, and enables our students to become productive and responsible citizens.

We will educate all students in a safe and nurturing family environment, where they will learn to be active citizens of a culturally diverse society.

Every employee will honor students, parents, and community members by providing exemplary customer service.

Cecil Avenue Math and Science Academy has approximately 618 students. Delano Union Elementary School District has three middle schools, one K-8 school, and eight elementary schools. CAMS serves 6th, 7th, 8th grade pupils. The campus is located in central Delano. There is a large gymnasium, a band room, two fitness labs, three computer labs, and an auditorium. Each classroom has computers for teacher and pupil use, and a high-speed broadband Internet connection in place with Wi-Fi. The school is comprised of primarily Hispanic

(89.53%) and Filipino (8.97%) pupils, with some White (2.32%), and African-American or Black (0.66%) also attending. There are seven languages other than English as the primary language of CAMSA pupils. The Cecil Avenue Math and Science Academy mascot is the Patriot and the colors are red, white, and blue. All students have equal opportunity to take classes in math, science, language arts, social studies, physical education, and elective courses. Students who need additional support in any academic area participate in a targeted intervention after school program. This provides them with an additional opportunity to learn content. Pupils also have the opportunity to participate in many extra-curricular activities, such as sports, clubs, Oral Language Festival, Science Fair, GATE, cheer, Spelling Bee, and History Day. All students are encouraged to get involved.

## Reflections: Successes

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

The California School Dashboard (<http://www.caschooldashboard.org>) is an online tool designed to help communities across the state access important information about K–12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. Districts receive one of five color coded performance levels on each of the six state indicators. Each performance level is represented by (1) a color, and (2) a number of shaded segments. For example, Green will have four segments filled. The overall performance level is based on both the current performance (status) and change from the previous year (change). The five levels, in order of lowest to highest, are: (LOW) RED - ORANGE- YELLOW -GREEN - BLUE (HIGH) Based on the results of the dashboard, CAMSA has identified the following areas as attaining positive change:

- \* Our chronic absenteeism rate for the school as a whole was colored green with a decline of 0.5%. ELLs, SEDs, and Hispanics all maintained or declined which kept the rate of chronic absenteeism to a low 4.5% average for those subgroups.
- \* ELA: All student groups with the exception of ELLs in ELA scored orange for the 2018 results. Although each subgroup combined scored an orange, 38.6 points below standard, they maintained overall by having a 0.9 point increase. Our Filipino subgroup scored 15 points above the standard and had a 3 point increase. Although our students with disabilities are 123 points below the standard, they showed positive gains with a 23.1 point increase last year. Our Hispanic and SED subgroups both maintained but are still 40 points below the standard
- \* Math: Our overall score for math was colored orange because every subgroup, except for the Filipino subgroup, scored in red. The Filipino subgroup scored 24.7 points below the standard but increased by 4.4 points last year.
- \* An after-school STEM lab was implemented into the curriculum. The lab provides students with hands-on activities that are instrumental in helping them attain the necessary skills for career and college readiness.
- \* The AVID program was successfully implemented and a school-wide initiative was implemented for homework organization via binders.
- \* Electives were implemented successfully. Students received an array of choices such as art, drama, technology, computer science, strong bodies, and many other choices. Also, math and ELA intervention is implemented during the 3rd Trimester 7th period electives to help address some of the areas of need in both subjects. Almost every student on campus is receiving intervention during this designated time to help bolster their understanding of the subject.
- \* The site and district coaches were instrumental in providing targeted assistance to all teachers, specifically with the implementation of the new ELA and math curriculum adoptions, thinking maps, and the implementation of IABs in both math and English.
- \* The Learning Coordinator along with our new Academic Counselor has worked well with all staff and especially with the certificated staff in

the area of ELA and mathematics. More interventions have been implemented and the use of IABs and Illuminate under the guidance of the Learning Coordinator, are being utilized in every grade level.

## Reflections: Identified Need

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

\* Based on the English Language Arts Assessment report on the California Schools Dashboard, the Students with Disabilities subgroup is in the red category which is a decline of 6.5 points. In mathematics, our Students with Disabilities, English Language Learners, Hispanic, and SED subgroups are in the red category. The site will continue to focus specifically on these subgroups in the 2019-20 school year and provide interventions as appropriate as well as professional development for teachers and administrators.

\* Site and district coaches will work with teachers and provide them with the necessary tools and strategies to help the students with disabilities subgroup, English Language Learner subgroup, Hispanic, and SED subgroups in the area of Math in an effort to improve at least one performance level on the California School Dashboard for the 2019 assessment.

- As indicated by CAASPP scores and local measures, our site needs to focus on improving results in the area of mathematics for all of our students. Our math scores have decreased across all grade levels and as a school, we are in the orange category. The coaches will continue to work with teachers and principals to increase student performance in this area. CAMSA will also focus intervention efforts to assist students with math skills. CAMSA will provide intensive after school intervention academies that will provide students with the opportunity to gain necessary skills to improve.

\* English Language Arts scores are in the orange performance level in the California School Dashboard. Our ELL subgroup declined by 6.9 points which placed them in the red category. CAMSA will provide intensive after school intervention academies that will provide students with the opportunity to gain necessary skills to improve.

\* CAMSAs suspension rate is in the orange category because of an increase of 2% to yield a total of 7% of students suspended at least once. These suspensions were necessary to redirect the school's culture towards one of a positive learning environment. The suspension rate for this next year will be closely monitored but authority had to be reestablished due to a lack of discipline in previous years.

\* Students with disabilities increased by 5.9% under chronic absenteeism to yield an orange category for the subgroup. This gives the group an overall of 10.8% chronically absent. Our Filipino subgroup increased by 2.3% to yield a yellow category for the group. This gives the Filipino subgroup a total of 3.8% chronically absent.

## LCAP Highlights

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

Reflecting on our district mission, vision, and goals; and through an extensive collaboration with various stakeholder groups, the following goals were created to address the needs of our students: Goal #1 - DUSD will work to increase the quality and rigor of the core curriculum and standards based instruction to assure student success in career and college readiness. Goal #2 - All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low-performing groups Goal #3 - Implement a 21st Century

learning community of students and parents by building a culture with opportunities for advancement in Science, Technology, Engineering, Mathematics, and the Arts. Our key LCAP actions include:

The following action items are addressed under each goal to meet specific student needs:

Goal 1:

- \*Curriculum and Instruction
- \*Professional Development for staff
- \*Support for English learners
- \*Specialized academic coaches to help all teachers with lesson design and lesson delivery
- \*Special Education resource teacher to support all teachers with special education instruction
- \*Tiered intervention opportunities for students

Goal 2:

- \*Vice principals at all school sites to help monitor school safety and maintain a positive school culture
- \*School nurses to assist in the health and safety of all students
- \*Emergency management systems training and materials
- \*Campus supervisors in the middle schools to promote and monitor student safety before, during, and after school
- \*Culture building activities for students and parents
- \*Social workers, Marriage and Family Therapist, and directors of safety and student support services to ensure that students' mental health needs are met
- \*Social and Emotional Learning curriculum and character building supplies and materials
- \*Additional costs incurred for clothing, health needs, dental, and eye wear for unduplicated pupils in need
- \*Delano Union School District Vision Center

Goal 3:

- \*Providing music, visual, and performing arts for all district students
- \*Parent involvement activities both at the district and site levels
- \*Providing clerks to serve as parent liaisons at every school site
- \*AVID
- \*Technology enhancement across the district
- \*District-wide STEAM program implementation with labs at every middle school
- \*SCICON opportunities to promote science education in grades five and six
- \*GATE instruction and enrichment to all qualifying students
- \*Adaptive physical education teacher to support students with special needs and elementary physical education teachers to provide specialized instruction to all students
- \*Director of technology to oversee all of the district's technology programs and management of all the technology staff

# 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 our school has not been identified.

## 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 our school has not been identified.

## Monitoring and Evaluating Effectiveness

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

N/A our school has not been identified.

# Stakeholder Engagement

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

Cecil Avenue Math & Science Academy values the input of all stakeholder groups for the completion of the annual LCAP. Stakeholder groups include parents, teachers, students, administrators, and other school personnel. CAMSA held various stakeholder group meetings to understand the needs of the different members and how we might improve Cecil Avenue as a group. The parent meeting was held during the school site council meeting on May 18th. The certificated meeting was held on April 23rd.

A summary of the feedback provided by specific stakeholder groups.

The Principal, along with the Vice Principal, Learning Coordinator, Academic Counselor, Site Resource Teacher, and staff consulted with each other on the plan. There were also meetings held to discuss the plan and to receive input regarding thoughts and recommendations. Our School Site Council (SSC) and English Language Advisory Committee (ELAC) members provided valuable input during our scheduled meeting to help with the development of the Plan for the 2021-2022 school year.

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

Parent, student, and staff input was gathered and documented during each stakeholder meeting. Each stakeholder group gave valuable input and their suggestions and concerns will be noted in next year's LCAP. The money will be utilized to support their suggestions for this year but if an action item does not exist, then it will be established for next year's LCAP.

# Goals and Actions

## Goal

Goal #	Description
1	Cecil Avenue Math & Science Academy will provide a world class education through a supportive learning environment that sparks and attitude if inquiry and enthusiasm for learning to ensure students success in college and career readiness. The expected outcome of this goal is to increase the quality of instruction and services for students to promote higher levels of academic achievement to ensure that students are ready for college, careers and beyond.

An explanation of why the LEA has developed this goal.

Based on the results of the CAASPP, ELPAC, and other local multiple measures, CAMSA has identified the need to continue to increase the quality of instruction. CAMSA will have a continued effort to retain fully credentialed teachers and to provide professional development. Based on the California School Dashboard data, the English learner and socio-economically disadvantaged subgroups are in the yellow performance level in both ELA and math, while the student with disabilities subgroup is in the orange performance level for ELA and math. As specified in Metric 4 (a) below, The following subgroups are performing well below grade level: English learners, special education, socio-economically disadvantaged, and students experiencing homelessness. This data, along with stakeholder input has guided the creation of this goal and its corresponding actions. Furthermore; after a full school year of distance learning, the district will continue to focus on efforts to support all teachers through professional development and training opportunities and working with academic coaches to provide students with the best learning strategies to meet their learning needs.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(a) – teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;	Cecil Avenue Math & Science Academy currently has 3 teachers who are not fully credentialed. This indicates that 89% of teachers are appropriately assigned and fully credentialed.				The desired outcome is 100% for the 2023-2024 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(b) – every pupil in the school district has sufficient access to the standards-aligned instructional materials;	Based on the Williams Team visits in August 2019, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County Superintendent of Schools Williams Visit webpage.				The desired outcome for 2023-2024 school year is 100%
Priority 1(c) – school facilities are maintained in good repair;	Based on the Facilities Inspection Tool from the Williams Team visit in August, 2019, CAMS received a rating of Exemplary.				The desired outcome for 2023-2024 school year is Exemplary.
Priority 2(a) - the implementation of state board adopted academic content and performance standards for all students;	Cecil Avenue Math & Science Academy will implement all content performance standards. Based on principal observations and district walkthroughs, 90% of teachers are fully implementing CCSS.				Desired outcome for 2023-2024 is 100% of teachers achieving full implementation.
Priority 2(b) - how the programs and services will enable English learners to access the Common Core State Standards and the English	The ELD standards were substantially implemented. Based on classroom walkthroughs by the ELD director and principals, 90% of				Desired outcome for 2023-2024 is 97% substantial implementation of ELD standards during the ELD block.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	teachers are implementing the ELD standards during the ELD block. EL students received ELD instruction daily using the adopted curriculum and ELD standards. Teachers are providing both Integrated and Designated ELD for their students to improve English language proficiency and academic content. The implementation is only partial for Integrated ELD, as evidenced by SBAC, ELPAC, and Redesignation data.				
Priority 4(a) - statewide assessments administered pursuant to Article 4.	<p>CAASPP Results 2019</p> <p>6th ELA: 34.62% Math: 16.74%</p> <p>7th ELA: 34.17% Math: 19.1%</p> <p>8th ELA: 32% Math: 20.1%</p> <p>ELL ELA: 2.26% Math: 0.89%</p>				<p>6th ELA: 40% Math: 25%</p> <p>7th ELA: 45% Math: 30%</p> <p>8th ELA: 40% Math: 30%</p> <p>ELL ELA: 7% Math: 5%</p> <p>SpEd ELA: 12% Math: 7%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SpEd ELA: 6.90% Math: 1.72%				
Priority 4(b) - the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University.	The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University - N/A				The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University - N/A
Priority 4(c) - The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks - N/A				The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks - N/A
Priority 4(d) - The percentage of pupils who have successfully completed both types of courses described	The percentage of pupils who have successfully completed both types of courses described				The percentage of pupils who have successfully completed both types of courses described

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in subparagraphs (B) and (C);	in subparagraphs (B) and (C); - N/A				in subparagraphs (B) and (C); - N/A
Priority 4(e) - the percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	The percentage of ELs who progress toward English proficiency on the ELPAC or any subsequent assessment of English Proficiency, as certified by the SBE – Results for 2019 are: : Level 1 = 12.27%, Level 2 = 30.90%, Level 3 = 40%, Level 4 = 12.27%				The desired outcome for the 2023-2024 school year of the percentage of ELs progress toward English proficiency on the ELPAC results are: Level 1 = 20%, Level 2 = 25%, Level 3 = 30%, Level 4 = 25%
Priority 4(f) - the English learner reclassification rate.	The ELL reclassification rate for 2018-2019 school year was 0.10 or 10.1%				Desired outcome for 2023-2024 is 15%
Priority 4(g) - the percentage of pupils who have passed an advanced placement examination with a score of 3 or higher;	The percentage of pupils who have passed an AP exam with a 3 or higher – N/A				The percentage of pupils who have passed an AP exam with a 3 or higher – N/A
Priority 4(h) - the percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent	The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A				The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program – N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessment of college preparedness.					

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	<p>CAMS will provide staff with Common Core and intervention professional development and provide materials for program implementation. The trainings will provide enhanced and supplementary professional development. CAMS will provide staff development in the area of English Language Arts, Math, Technology, NGSS, Social Studies, Physical Education, and English Language Development. Priority will be given to unduplicated students.</p> <p>Priority 1,2,4 Roadmap Principles 2 (B,D, F)</p>	\$99,300.00	Yes
2	Grade span adjustment in upper grades	<p>In a continued effort to mitigate learning loss and reduce class sizes in grades 7th-8th, CAMSA will continue to employ a math teacher to help students understand and master the common core math standards.</p> <p>Roadmap Principles 2 (B, D)</p>	\$108,215.00	Yes
3	Academic Needs and Support	<p>CAMSA will employ an Academic Counselor to help address various student academic needs. The Academic Counselor will monitor student progress for all three years, meet with those who are struggling academically, and conduct parent meetings with those students who are struggling. The Academic Counselor will also hold parent workshops to inform parents of various student needs and what the school has to offer to help students succeed.</p>	\$143,495.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Roadmap Principles 1 (C, D)		
4	Grade span adjustment in upper grades	CAMSA will employ a 6th grade teacher to help students understand and master the common core standards.  Roadmap Principles 2 (B, D)	\$106,477.00	Yes
5	Grade span adjustment in upper grades	CAMSA will employ a physical education teacher to help students understand and master the physical education model content standards.  Roadmap Principles 2 (B, D)	\$102,029.00	Yes
6	Program Implementation	CAMSA will employ a Site Resource Teacher to provide leadership, expertise, and support at the school site level for the full implementation and assessment of specific core and intervention content in grades 6-8. Roadmap Principles 2 (B, D)		Yes
7	English Learner Support	With nearly half of the student population classified as English learners, the district placed top priority on offering high quality integrated and Designated instruction to all English learners, Newcomers, reclassified students, Immigrant students, Long Term English learners and Expanding level students. Students will be supporter through ongoing and frequent data analysis to identify needs. Teachers will receive ongoing training on language acquisition strategies to incorporate during both integrated and designated instruction of English learners. In addition, the district will offer a		Yes

Action #	Title	Description	Total Funds	Contributing
		specialized class for newcomer students to accelerate language acquisition. Priority 2,4 EL Roadmap Principle 2 (A,B,&F) and Principle 4 (C)		

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	All students will be provided a safe and secure learning environment that is engaging and stimulating and supports all students with special attention to our English Learners, Long Term English Learners, Foster Youth and all other sub groups identified as low performing groups. The expected measurable outcome for this goal is an increase in student attendance rates, decreased suspension rates and increased levels of student connectedness.

An explanation of why the LEA has developed this goal.

Based on the Multi-Tier Systems of Support for positive behavioral interventions, discipline, attendance, and vice principal behavior observations, the data indicates a continued need in providing an engaging, safe, and secure learning environment for all students. Special emphasis will be placed on subgroups of greatest need. Current data collected from CALPADS, SIS platform, CA Healthy Kids Survey, the California School Dashboard, and local surveys, indicates that students need additional support to increase connectedness and student participation. The current attendance rate is at 97.8%, chronic absentee rate is 4.6%. The school will make all efforts to encourage students to improve school attendance and be an active participant in their learning. Due to COVID-19 and a full year of distance learning, the district does not have current suspension and expulsion data, but will continue all efforts to keep these numbers at a minimum upon the return to in-person instruction.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5(a) - school attendance rates as measured by local data from SIS platform.	Attendance rate is 97.8%				Desired outcome for 2023-2024 is 98.3% attendance rate.
Priority 5(b) - chronic absenteeism rates as measured by local data from SIS platform.	The chronic absenteeism rate is 4.6%				Desired outcome for 2023-2024 is 2% absentee rate.
Priority 5(c) - middle school dropout rates	Middle school dropout rate is 0 students.				Desired outcome for 2023-2024 is to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as measured by CALPADS EOY report.					maintain the rate at 0%.
Priority 5(d) - high school dropout rates.	High school dropout - N/A				High school dropout - N/A
Priority 5(e) - high school graduation rates.	High school graduation rate - N/A				High school graduation rate - N/A
Priority 6(a) - pupil suspensions measured by local data from SIS platform.n rates	34 students have been suspended in 2019-2020.				Desired outcome for 2023-2024 is 0 suspension.
Priority 6(b) - pupil expulsion rates as measured by local data from SIS platform.	0 students have been expelled in 2019-2020.				Desired outcome for 2023-2024 is 0.
Priority 6(c) - other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness as measured by the CA Healthy Kids Survey.	Due to the climate school survey taken by our student body, approximately 66% of students have a sense of safety and school connectedness.				Desired outcome for 2023-2024 is 80%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Health Services	CAMS will expand the duties of the nurse to enhance parent communication and the health and safety of the students. The nurse	\$79,919.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>will serve as liaisons for the school sites and provide parents, and staff training. Training topics will include epipens, chronic disease management, HIV/AIDS for students, CPR and AED. Nurse will continue to train all front office staff and administrators in CPR and AED. The nurse will be trained by the Coordinator of Health Services in the following areas: HIV/AIDS, growth and development classes for students, and anyother areas that need professional development. The nurses will be trained by the Director of Health Services who will ensure that services are principally directed to unduplicated pupils.</p> <p>Priority 5 EL Roadmap Principle 3 (B)</p>		
<b>2</b>	Emergency Management Systems	<p>The school will provide materials (emergency procedure posters and supplies) to provide training in emergency management systems.</p> <p>Priority 6</p>	\$8,100.00	Yes
<b>3</b>	School Safety	<p>CAMS will continue to employ and train a vice principal on MTSS to continue to promote student safety and continued support of teachers. Priority will be given to unduplicated students. Additional duties will include providing additional services such as increased connection and outreach to families of unduplicated students.</p> <p>Priority 5, 6 Roadmap Principles 1 (C, D)</p>		Yes
<b>4</b>	School Safety	<p>CAMS will work with the Delano Police Department to continue to employ one School Resource Officers (SRO) to assist students, staff,</p>	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and parents. The SROs will provide training on school safety and other related topics.</p> <p>Priority 5, 6 Roadmap Principles 1 (C, D)</p>		
<b>5</b>	Campus Security	<p>The school will continue to promote student safety and visibility by employing campus security supervisor and noon duty aides/crossing guards to provide security on the school campus and surrounding areas. Additional duties include participation in-home visits as part of the school liaison team to ensure that students are connecting and attending school daily. They will also be part of the family outreach team at their school site to support families of unduplicated pupils.</p> <p>Priority 6 Roadmap Principles 1 (C, D)</p>	\$111,722.00	Yes
<b>6</b>	Positive School Climate	<p>CAMS will promote a positive school culture by providing culture-building activities for students, staff, and parents per year. Examples: Assemblies, family nights, rallies, parent education nights, etc. Services will be principally directed and special focus will be placed on recruiting unduplicated pupils and their parents.</p> <p>Priority 6 Roadmap Principles 1 (C, D)</p>	\$47,661.00	Yes
<b>7</b>	Parent Involvement	<p>CAMS will continue to provide informative meetings for parents and students to address issues such as: gang awareness, drugs, behavior, bullying, and communication. Services will be principally directed with special focus placed on recruiting unduplicated pupils and parents.</p>	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Priority 5, 6 Roadmap Principles 1 (C, D)		
8	Behavior Intervention Instructor	CAMS will continue to employ and train an intervention teacher to support MTSS and provide the Tier 2 behavior intervention. Services will be principally directed for unduplicated pupils.  Priority 5 6 Roadmap Principles 1 (C)	\$106,112.00	Yes
9	MTSS Materials	Purchase of materials to support the MTSS Tier 1.	\$2,500.00	Yes
10	Academic and Incentive Field Trips	CAMS will provide academic and incentive field trips for all students with special focus on unduplicated students.  Priority 5, 6 Roadmap Principles 1 (C), 2 (C)	\$10,000.00	Yes
11	Additional Student Supports	Additional costs incurred for clothing, health needs, dental and eye wear for unduplicated students in need.  Priority 5, 6 Roadmap Principles 1 (C, D)	\$5,000.00	Yes
12	Mental Health and Social Emotional Learning	CAMSA will employ a school Social Worker to assist students in dealing with issues involving home life, social pressures, and academic stresses to name a few. The Social Worker will conduct	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		group sessions to help students cope with various personal issues. The Social Worker will also meet with parents to inform them of issues with their student to better help the student. The Social Worker will also inform teachers of student issues as needed. As students feel supported by the school, they will work harder academically to find success. The social worker will prioritize services to unduplicated pupils. Roadmap Principles 1 (C, D)		

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	Cecil Avenue Math & Science Academy will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement and increase access to a broad course of study including Science, Technology, Engineering, Arts, and Mathematics and promoting higher levels of parent engagement.

An explanation of why the LEA has developed this goal.

Based on stakeholder input, there is a need to provide students with more experiences and enrichment opportunities in STEAM. The actions within this goal will allow for students to receive hands-on experiences. This will provide unduplicated pupils to attain hands on learning opportunities. Low income students have less access to experience STEAM activities, especially outside of the school day. This goal will allow equitable access for all students to receive hands-on STEAM instruction during the school day and opportunities for hands-on STEAM activities outside of the classroom through extended day opportunities, field trips, and visits to colleges and universities. By increasing access to Visual and Performing Arts and STEM courses, parent involvement activities, extended hours opportunities offer equitable access for families, AVID implementation, and ongoing progress monitoring of metrics listed below, the overall quality of instruction will improve leading ton increased access to a broad course of student and parent engagement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(a) - the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site as measured by review of participation logs.	Based on sign in sheets, CAMS had a significant increase in parent participation. Parent activities included: Assemblies, rallies, concerts, parent education nights, parent conferences, data talks, etc.				Desired outcome for 2023-2024 is a continued effort to increase parent participation and to survey parents as to the effectiveness of the activities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 3(b) - how the school district will promote parental participation in programs for low income, English learner and foster youth pupils as measured by a review of attendance logs.</p>	<p>English and Spanish parent surveys were provided to parents. The results influenced the LCAP Goals and Action Steps. A stakeholder meeting was held and all parents were invited to attend, including the parents of unduplicated pupils.</p>				<p>Desired outcome for 2023-2024 is to continue to meet with parents and provide them with opportunities to be involved in their child's school site activities and meetings. A continued special emphasis will be placed on inviting and promoting the participation of parents of unduplicated pupils and parents of children with disabilities.</p>
<p>Priority 3(c) - how the school district will promote parental participation in programs for individuals with exceptional needs as measured by a review of local attendance logs for IEPs.</p>	<p>Parents of students with exceptional needs were provided with opportunities to be involved in their child's education and school activities. Through regular communications, parents were encouraged to attend IEP meetings. 100% of parents of students with exceptional needs attended scheduled IEP and 504 meetings as</p>				<p>Desired outcome for the 2023-2024 school year is to continue to have 100% parent participation as evidenced through IEP and 504 documents.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	evidence through the IEP and 504 documents.				
Priority 7(a) - Extent to which pupils have access to and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7-12 as applicable as measured by daily master schedules.	100% of students had access to ELA, Math, Science, Social Studies, PE, and Music. In addition, 100% of qualifying students attended the high school courses.				Desired outcome for the 2023-2024 school year is 100%
Priority 7(b) - Extent to which pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils as measured by program enrollment data.	100% of unduplicated pupils had access to programs and services including (but not limited to) site based extended day intervention opportunities, extended day through our ASES program and additional programs and services such as Migrant and GATE. Evidenced through class schedules and program attendance records.				Desired outcome for 2023-2024 is to continue to have 100% access for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7(c) - Extent to which pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs as measured by program enrollment data.	100% of unduplicated pupils, including students with exceptional needs, have been provided with extended learning opportunities, including access to extended day, ASES, and Summer School. Evidenced through class schedules and program attendance records				Desired outcome for 2023-2024 is to continue to have 100% access for all students.
Priority 8 - Other indicators of pupil outcomes in a broad course of study for he adopted course of study for grades 1 to 6 and/or the adopted course for grades 7 to 12 as applicable as measured by local data.	Implementation of district writing benchmarks to measure improvement in writing skills.				Desired outcome for 2023-2024 is to set baseline data writing benchmark. Each grade level will increase at least by 5% each subsequent year.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Visual/Performing Arts	CAMS will continue to fund a music teacher and promote the arts and expand participation in current programs to all students. The programs will be offered in the following areas; music, visual and performing arts, and band.  Priority 7	\$172,076.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Roadmap Principles 1 (C), 2 (C, D)		
<b>2</b>	Parent Involvement	<p>CAMS will provide funds for parent involvement activities at the site. Activities may include Math nights, Literacy nights, Latino Family Literacy, Education Nights, and Technology. Special efforts will be made to involve parents of unduplicated pupils.</p> <p>Priority 3 Roadmap Principles 1 (C, D)</p>	\$5,000.00	Yes
<b>3</b>	Parent Involvement Opportunities	<p>CAMS will support parent participation and learning opportunities for students by employing resource clerks and a librarian. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours. Special efforts will be made to involve parents of unduplicated pupils.</p> <p>Priority 3 Roadmap Principles 1 (C, D)</p>	\$145,025.00	Yes
<b>4</b>	Elective Course	<p>CAMS will provide middle school students the opportunity to take elective classes.</p> <p>Priority 7 Roadmap Principles 2 (B, C, D)</p>	\$117,219.00	Yes
<b>5</b>	Technology	<p>CAMS will enhance the current technology programs through the purchase of software and professional development.</p> <p>Priority 7</p>	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Roadmap Principles 1 (C), 3 (B)		
6	STEAM Instruction	<p>CAMS will promote the development and implementation of the Next Generation Science Standards with the purchase of materials for classroom instruction. CAMS will continue to promote the development and implementation of a school-wide STEAM program which will include training and conference attendance for staff and the purchase of materials used for a school wide STEAM-fair. Services will be principally directed and special focus will be placed on sites with greatest needs based on unduplicated pupil counts.</p> <p>Priority 7 Roadmap Principles 2 (B, C, D), 3 (B)</p>	\$15,000.00	Yes
7	Science Education - SCICON	<p>CAMS will continue to promote Science education for students in grade six by supporting participation in Scicon camp for students. This action will ensure that unduplicated subgroups have equal access to participate in the SCICON outdoor science education program.</p> <p>Priority 7 Roadmap Principles 1 (C, D), 2 (D), 3 (D)</p>		Yes
8	Gifted and Talented Education	<p>CAMS will enhance and expand student opportunities in GATE activities. The school is intentional in ensuring equitable access to participate in the GATE program to all unduplicated pupils. The school has procured a non-verbal qualifying assessment to ensure that English learners have a fair opportunity to qualify. Due to the schools demographics, the majority of students participating in the GATE program are unduplicated Pupils.</p> <p>Priority 7</p>	\$1,815.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Roadmap Principles 2 (B, C, D), 3 (B)		
9	Technology Equipment/Infrastructure	Purchase of technology equipment to enhance daily classroom instruction.  Priority 7 Roadmap Principles 1 (C), 3 (B)	\$175,000.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.71%%	\$1,572,165

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.

Cecil Avenue continues to work on addressing the academic needs of students in ELA and Math. As demonstrated by data on the California School Dashboard and local data, growth continues to be made by most subgroups, however, the growth has been limited and the district still has many students performing below grade level. As identified earlier in the identified needs section of this plan achievement gaps continue to exist for our unduplicated subgroups in the areas of ELA and mathematics. Our English learners and low income students continue to perform lower on state assessments when compared to "All Students" and fall below the state average. In addition, stakeholder feedback from staff and parents indicates a need for additional supports in the areas of Language Arts and Math specifically in providing technology resources, increasing access to literacy readiness and reading materials, and access to programs that will increase exposure to college and career programs. While the following actions are being provided LEA or schoolwide, they are designed to meet the needs of unduplicated students first. These actions will benefit all students, but they are critical to the success of low-income students, foster youth, and English Learners who do not have the same access to academic supports outside of the regular school day. These LEA or school-wide actions are designed to address these specific needs and help achieve the goal of improving academic achievement in Reading/Language Arts and Math:

Professional Development - Funds for professional development have been principally directed to meet the needs of English learners, foster youth and low-income students. Teachers will receive training to carefully analyze data and use the results to ensure that students are provided with appropriate intervention opportunities. While the needs of all students are considered when planning professional development and training for teachers and staff, the school recognizes that English learners, foster youth and low-income students will need additional support and interventions. The teachers will receive training to equip them with the knowledge and strategies to plan appropriate lessons and strategies to meet the needs of these students. Having all teachers trained and provided with knowledge and strategies to assist unduplicated pupils will provide the students opportunities to excel

Grade Span Adjustment in upper grades - This action allows the school to provide grade span adjustment to some upper grade classrooms that are impacted with English learners or other groups of students with high needs. This action will allow for smaller classes and will therefore allow teachers to provide instruction in smaller group settings to allow for interventions within the school day.

Academic Needs and Support - The Academic Counselor will work with foster youth, English learners, and low-income students in small group settings to provide additional academic assistance. This action will provide unduplicated pupils the opportunity to monitor their academic progress and provide them with the additional academic support they need to experience academic success.

Grade Span Adjustment in upper grades- This action allows the school to provide grade span adjustment to some 6th grade classrooms that are impacted with English learners or other groups of students with high needs. This action will allow for smaller classes and will therefore allow teachers to provide instruction in smaller group settings to allow for interventions within the school day.

Grade Span Adjustment in upper grades- This action allows the school to provide grade span adjustment to some 7th & 8th grade Physical Education classrooms that are impacted with English learners or other groups of students with high needs. This action will allow for smaller classes and will therefore allow for instruction in smaller group settings to allow for interventions within the school day.

Program Implementation - Funds for this action have been principally directed to fund a Site Resource Teacher who will help with meeting the needs of unduplicated subgroups; English learners, foster youth, and low-income students. Although all students will benefit from this action, unduplicated subgroups will have priority for services. Having extra support for students will be an effective way of meeting the goals of these students. Unduplicated subgroups will be carefully monitored through these goals and connected to extra support. The Site Resource Teacher will provide leadership, expertise, and support at the school site level for the full implementation and assessment of specific core and intervention content in grades 6-8.

Health Services - While all students will benefit from health services, unduplicated pupils will receive priority of services as many do not have access to regular healthcare or insurance. Funding for this action will allow for students to have immediate access to healthcare and by keeping the students healthy, they will have better opportunities for academic success.

Emergency Management Systems - Maintaining a safe school will benefit all students including unduplicated pupils. Training of staff will include strategies to support unduplicated pupils and making sure that they are sensitive to the specific needs of these groups.

School Safety - Maintaining a safe school will benefit all students including unduplicated pupils. Training of staff will include strategies to support unduplicated pupils and making sure that they are sensitive to the specific needs of these groups.

School Safety - Maintaining a safe school will benefit all students including unduplicated pupils. Materials will be used by our Site Resource Officer to continue the training of staff that will include strategies to support unduplicated pupils and ensure they are sensitive to the specific needs of these groups.

Campus Security - Maintaining a safe school will benefit all students including unduplicated pupils. Training of staff will include strategies to support unduplicated pupils and making sure that they are sensitive to the specific needs of these groups.

Positive School Climate - This action focuses on suspensions, expulsions, and overall school climate. The students are exposed to many opportunities to encourage positive school climate. The needs of unduplicated students were considered first since they often don't have access to some of the opportunities offered through this action such as field trips, motivational speakers, etc.

Parent Involvement - Offering parent training and ensuring that all trainings and meetings are translated into Spanish will ensure that parents of English learners stay informed and are active participants in their child's education. Great efforts are made so that parents of unduplicated pupils participate in parent trainings and meetings. School site personnel make extra efforts to reach out to unduplicated parents to provide any assistance necessary. Upon the return to in-person instruction, parents of unduplicated students will continue to be a priority when conducting any parent training or meeting. This will provide the students with better opportunities for success in their learning.

Behavior Intervention Instructor - Unduplicated students will receive priority for services from the behavior intervention instructional assistants. Unduplicated students placed in this class will receive additional support for tiered intervention opportunities through small groups. This action will help meet the academic and behavior needs of unduplicated pupils.

MTSS Materials - This action focuses on materials aimed at providing important information to help with the overall school climate. Students will be exposed to all of the necessary materials needed to help incorporate the many strategies needed to help with creating and maintaining a positive school climate. The needs of unduplicated students will be considered first since they often don't have access to these materials.

Academic and Incentive Field Trips - Unduplicated pupils are considered first for support services under this action. This action will ensure that unduplicated students have access to any educational field trips. Students will have the opportunity to attend educational field trips. This opportunity free of charge will be prioritized for unduplicated pupils to ensure that they are able to participate. Educational field trip activities and learning will be especially important for the education of our English learners to better comprehend the importance of knowing what is out there for them.

Additional Student Needs - Unduplicated pupils are considered first for support services under this action. Many students are unable to attain personal care items or clothing. This action will ensure that unduplicated students have all items needed to attend school and have academic success.

Mental Health/Social Emotional Learning - Funds for this action have been principally directed to meet the needs of unduplicated subgroups; English learners, foster youth, and low-income students. Although all students will benefit from this action, unduplicated subgroups will have priority for services. Having extra support for students in the area of mental health and social emotional learning will equip students with coping mechanisms and strategies to improve their overall mental health which will translate to greater academic gains. Unduplicated subgroups will be carefully monitored through these goals and connected to extra support from school services and community agencies if needed.

Visual/Performing Arts - unduplicated students often do not have the opportunity to experience visual and performing arts in their home life. Funds from this action will ensure that all unduplicated pupils are provided with band, choir, and piano. This action will allow unduplicated pupils to become well-rounded students with access to the visual and performing arts.

Parent Involvement - Offering parent involvement opportunities and ensuring that all trainings and meetings are translated into Spanish will ensure that parents of English learners stay informed and are active participants in their child's education. Great efforts are made so that parents of unduplicated pupils participate in parent trainings and parent involvement activities. School site personnel make extra efforts to reach out to unduplicated parents to provide assistance with technology to ensure connectivity. Upon the return to in-person instruction, parents of unduplicated students will continue to be a priority when conducting any parent training or meeting. This will provide the students with better opportunities for success in their learning.

Parent Involvement Opportunities - Funding from this action will support parents of unduplicated pupils to have access to extended hours at the school site. Many parents of our unduplicated pupils are farmworkers and need access to school personnel at earlier or later school hours. This will ensure that parents stay connected and get the information from the school they need regarding their child.

Elective Classes – Electives will offer the perfect opportunity to give unduplicated students the literal or figurative stage to showcase their talents and develop new interests and abilities.

Technology - Equitable access to technology is of utmost importance. CAMSA has focused on providing a device to each student to use at home. In addition, the school has provided students with hotspots to ensure connectivity. Technology funds have been principally directed to ensure that unduplicated subgroups have equal access to technology and hotspots for connectivity.

STEAM Instruction - STEAM instruction provides students with hands-on opportunities in the field of Science, Technology, Engineering, Arts, and Mathematics. Unduplicated students are a priority for STEAM instruction to give them exposure to these hands-on opportunities. These hands on labs will help the students grow academically to prepare them for a 21st century future.

Science Education - All unduplicated subgroups will be offered the opportunity to attend SCICON as 6th graders completely free of charge. Students will have the opportunity to receive hands on science education. This opportunity free of charge will be prioritized for unduplicated pupils to ensure that they are able to participate. Hands on activities and learning will be especially important for the education of our English learners to better comprehend the science education standards.

Gifted and Talented Education - Many students that qualify for the GATE program are part of one of more of the unduplicated subgroups. This action allows for students to receive GATE support throughout the school year.

Technology Equipment/Infrastructure - Unduplicated students will have priority in access to district technology. Students will receive technology to have access to keep at home to help with homework. They will also receive an additional device to use at school. Unduplicated students will receive priority for hotspots to ensure that they have connectivity when working from home. This will allow them to always have access to instruction both at home and at school. This will help with their academic success.

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

Cecil Avenue Math & Science Academy will utilize the Supplemental and Concentration funds to provide services to all students with more intensive and targeted researched based intervention during school, after school, and during targeted academies. The services will be principally directed for all underachieving subgroups with specific focus on low income, foster youth and English Learners. The funds will also be utilized to improve teacher and administrator capacity and knowledge by providing staff with administrative professional development opportunities. In addition, through the use of more effective monitoring, the school will better observe the effectiveness of initiatives for this targeted subgroup. English Learners and in particular Long Term English Learner achievement will be a priority for the site administration. The implementation of the ELD standards and NGSS will be a priority focus. The implementation of PBIS/MTSS will continue along with the presence of intervention teacher. The site social worker will help address the needs of Tier 2 and 3 students and will provide assistance in implementing social emotional learning throughout the school day to meet the mental health needs of our unduplicated pupils. The program will be in full implementation this school year under the direction of the vice principal. He will work hand in hand with school psychologists to ensure the three tiers of implementation. They will also serve as liaisons to foster youth students and our homeless students. These funds will provide increased and improved services and strategies to specifically target at risk students while still meeting the social and emotional learning needs of all students. Funds will also be allocated for class size reduction to provide targeted assistance to unduplicated students and students with disabilities. The school will continue to focus on early literacy skills through the support of the literacy specialist. The school will begin to address more specifically the needs of students with disabilities with the support of the district Special Education academic coach. New teachers from CAMSA will receive training and support of all district initiatives. CAMSA students will be supported with health and wellness education and physical education literacy with the addition of a physical education teacher. Technology will continue to be priority at CAMSA. The focus on all funds are principally directed to provide needed services to all pupils including unduplicated counts.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,572,165.00				\$1,572,165.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,163,002.00	\$409,163.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Development	\$99,300.00				\$99,300.00
1	2	English Learners Foster Youth Low Income	Grade span adjustment in upper grades	\$108,215.00				\$108,215.00
1	3	English Learners Foster Youth Low Income	Academic Needs and Support	\$143,495.00				\$143,495.00
1	4	English Learners Foster Youth Low Income	Grade span adjustment in upper grades	\$106,477.00				\$106,477.00
1	5	English Learners Foster Youth Low Income	Grade span adjustment in upper grades	\$102,029.00				\$102,029.00
1	6	English Learners Foster Youth Low Income	Program Implementation					
1	7	English Learners Foster Youth Low Income	English Learner Support					
2	1	English Learners Foster Youth Low Income	Health Services	\$79,919.00				\$79,919.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Emergency Management Systems	\$8,100.00				\$8,100.00
2	3	English Learners Foster Youth Low Income	School Safety					
2	4	English Learners Foster Youth Low Income	School Safety	\$1,000.00				\$1,000.00
2	5	English Learners Foster Youth Low Income	Campus Security	\$111,722.00				\$111,722.00
2	6	English Learners Foster Youth Low Income	Positive School Climate	\$47,661.00				\$47,661.00
2	7	English Learners Foster Youth Low Income	Parent Involvement	\$3,000.00				\$3,000.00
2	8	English Learners Foster Youth Low Income	Behavior Intervention Instructor	\$106,112.00				\$106,112.00
2	9	English Learners Foster Youth Low Income	MTSS Materials	\$2,500.00				\$2,500.00
2	10	English Learners Foster Youth Low Income	Academic and Incentive Field Trips	\$10,000.00				\$10,000.00
2	11	English Learners Foster Youth Low Income	Additional Student Supports	\$5,000.00				\$5,000.00
2	12	English Learners Foster Youth Low Income	Mental Health and Social Emotional Learning	\$5,000.00				\$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Visual/Performing Arts	\$172,076.00				\$172,076.00
3	2	English Learners Foster Youth Low Income	Parent Involvement	\$5,000.00				\$5,000.00
3	3	English Learners Foster Youth Low Income	Parent Involvement Opportunities	\$145,025.00				\$145,025.00
3	4	English Learners Foster Youth Low Income	Elective Course	\$117,219.00				\$117,219.00
3	5	English Learners Foster Youth Low Income	Technology	\$1,500.00				\$1,500.00
3	6	English Learners Foster Youth Low Income	STEAM Instruction	\$15,000.00				\$15,000.00
3	7	English Learners Foster Youth Low Income	Science Education - SCICON					
3	8	English Learners Foster Youth Low Income	Gifted and Talented Education	\$1,815.00				\$1,815.00
3	9	English Learners Foster Youth Low Income	Technology Equipment/Infrastructure	\$175,000.00				\$175,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,572,165.00	\$1,572,165.00
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$1,572,165.00	\$1,572,165.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$99,300.00	\$99,300.00
1	2	Grade span adjustment in upper grades	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 7th & 8th	\$108,215.00	\$108,215.00
1	3	Academic Needs and Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$143,495.00	\$143,495.00
1	4	Grade span adjustment in upper grades	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 7th & 8th	\$106,477.00	\$106,477.00
1	5	Grade span adjustment in upper grades	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th	\$102,029.00	\$102,029.00
1	6	Program Implementation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	English Learner Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
2	1	Health Services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$79,919.00	\$79,919.00
2	2	Emergency Management Systems	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$8,100.00	\$8,100.00
2	3	School Safety	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
2	4	School Safety	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$1,000.00	\$1,000.00
2	5	Campus Security	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$111,722.00	\$111,722.00
2	6	Positive School Climate	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$47,661.00	\$47,661.00
2	7	Parent Involvement	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$3,000.00	\$3,000.00
2	8	Behavior Intervention Instructor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$106,112.00	\$106,112.00
2	9	MTSS Materials	Schoolwide	English Learners Foster Youth	Specific Schools: Cecil Avenue Math & Science Academy	\$2,500.00	\$2,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income	6th, 7th, 8th		
2	10	Academic and Incentive Field Trips	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$10,000.00	\$10,000.00
2	11	Additional Student Supports	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$5,000.00	\$5,000.00
2	12	Mental Health and Social Emotional Learning	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$5,000.00	\$5,000.00
3	1	Visual/Performing Arts	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$172,076.00	\$172,076.00
3	2	Parent Involvement	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$5,000.00	\$5,000.00
3	3	Parent Involvement Opportunities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$145,025.00	\$145,025.00
3	4	Elective Course	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$117,219.00	\$117,219.00
3	5	Technology	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$1,500.00	\$1,500.00
3	6	STEAM Instruction	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$15,000.00	\$15,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	7	Science Education - SCICON	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th		
3	8	Gifted and Talented Education	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$1,815.00	\$1,815.00
3	9	Technology Equipment/Infrastructure	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cecil Avenue Math & Science Academy 6th, 7th, 8th	\$175,000.00	\$175,000.00

**Annual Update Table Year 1 [2021-22]**

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.