

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Romoland School District

CDS Code: 33 67231 0000000

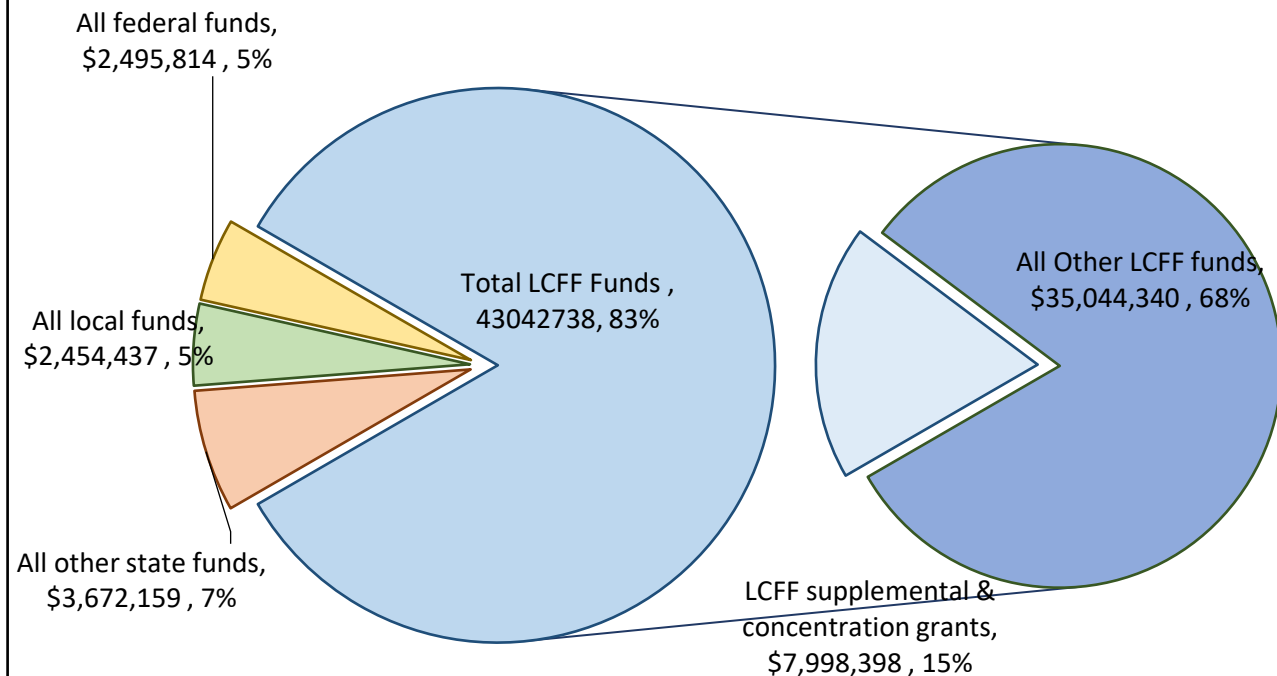
School Year: 2021 – 22

LEA contact information: Mr. Trevor J. Painton, tpainton@romoland.net, (951) 926-9244

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

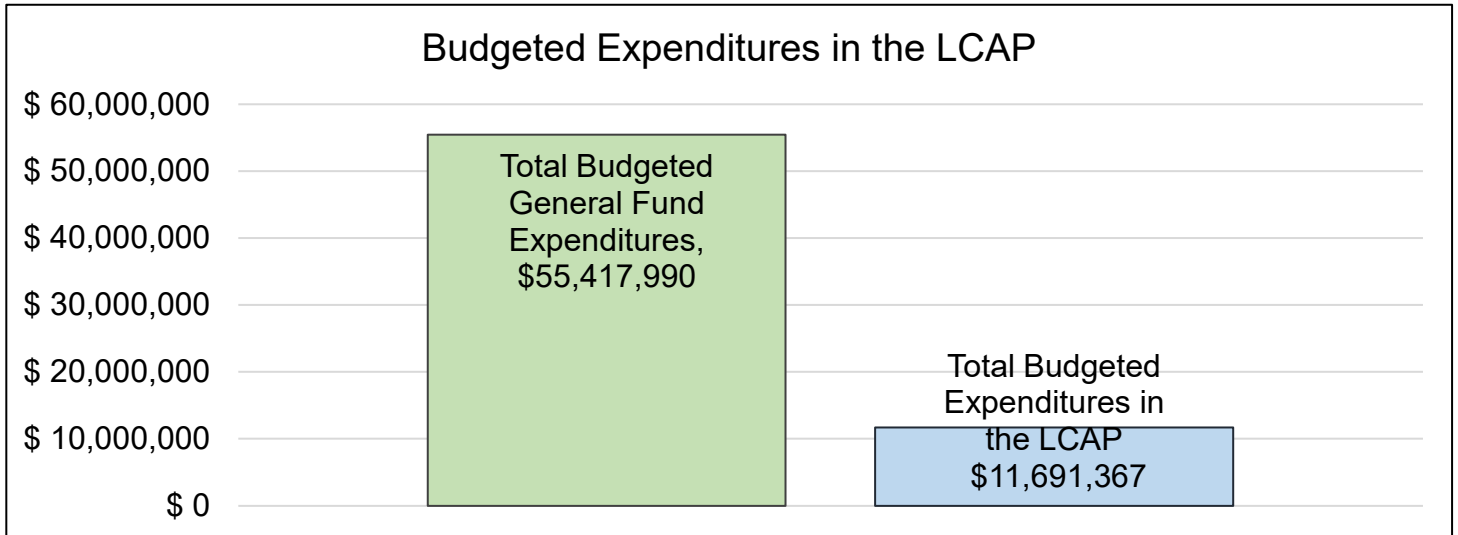


This chart shows the total general purpose revenue Romoland School District expects to receive in the coming year from all sources.

The total revenue projected for Romoland School District is \$51,665,148.00, of which \$43,042,738.00 is Local Control Funding Formula (LCFF), \$3,672,159.00 is other state funds, \$2,454,437.00 is local funds, and \$2,495,814.00 is federal funds. Of the \$43,042,738.00 in LCFF Funds, \$7,998,398.00 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 Romoland School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Romoland School District plans to spend \$55,417,990.00 for the 2021 – 22 school year. Of that amount, \$11,691,367.00 is tied to actions/services in the LCAP and \$43,726,623.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

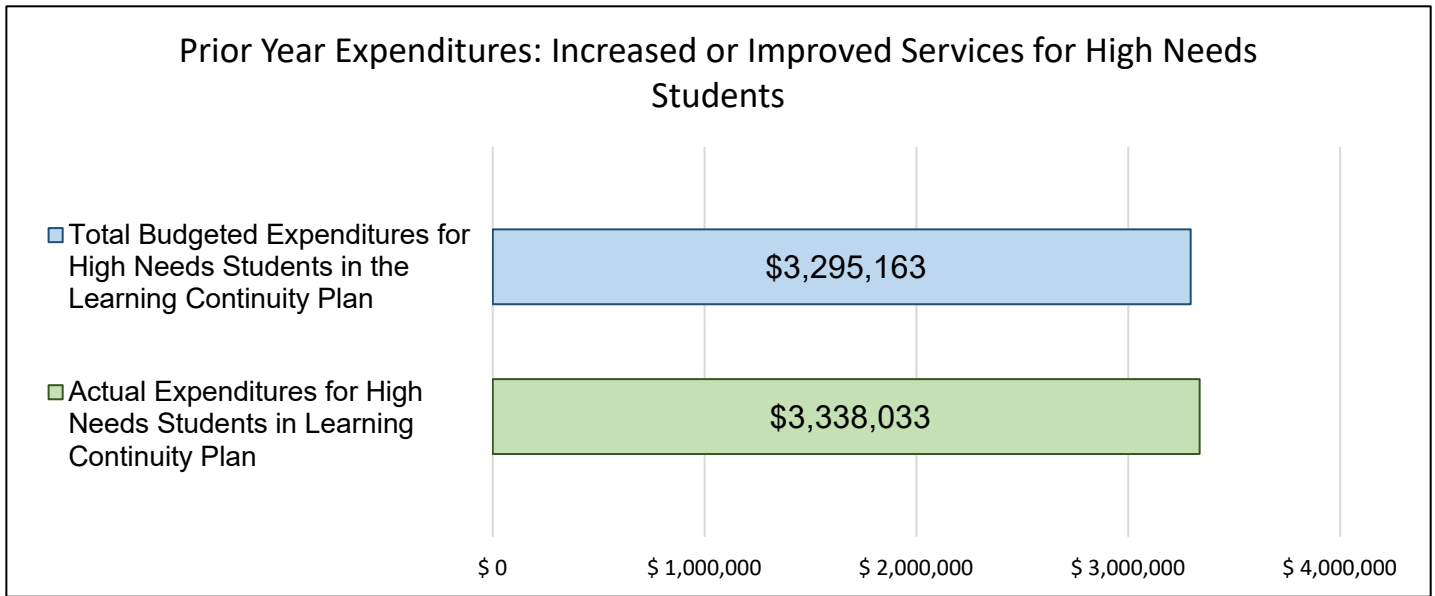
General operating costs not included in the Local Control and Accountability Plan (LCAP) include salary and benefit costs for our employees not specifically outlined in the LCAP, including: teachers, facilities maintenance staff, district and site support staff, as well as classified and certificated managers. Expenditures in the general fund budget, but not in the LCAP, also include operating expenditures, such as: utilities, capital project expenditures, and materials/supplies necessary to operate the school district.

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

In 2021 – 22, Romoland School District is projecting it will receive \$7,998,398.00 based on the enrollment of foster youth, English learner, and low-income students. Romoland School District must describe how it intends to increase or improve services for high needs students in the LCAP. Romoland School District plans to spend \$8,848,111.00 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 Romoland School District 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 Romoland School District 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, Romoland School District's Learning Continuity Plan budgeted \$3,295,163.00 for planned actions to increase or improve services for high needs students. Romoland School District actually spent \$3,338,033.00 for actions to increase or improve services for high needs students in 2020 – 21.



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
Romoland School District	Mr. Trevor J. Painton Superintendent	tpainton@romoland.net (951) 926-9244

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

Provide a rigorous and enriched academic foundation to meet the demands of college and career 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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator % Met or Exceeded Standard (CAASPP ELA Assessment)</p> <p>19-20 Increase the percentage of all students meeting or exceeding standards by 3% and socioeconomically disadvantaged students by 3.5%</p> <p>Baseline All: 36, SED: 30.1, EL: 4.3, RFEP: 47.1, SWD: 8.4, Foster: 10, African American.: 38.8, Asian: 79, Filipino: 78.4, Hispanic: 30.3, Two or More Races: 50, White: 46, Female: 43, Male 29</p>	<p>CAASPP ELA Assessment was not administered statewide in 2019-20 due to the COVID-19 pandemic and related school closures.</p>
<p>Metric/Indicator ELA Distance from Level 3 Indicator (California Dashboard)</p> <p>19-20 Decrease the gap in the distance from level 3 score by 10 points for all students and 15 points for socioeconomically disadvantaged students</p> <p>Baseline</p>	<p>The California School Dashboard was not published statewide in Fall 2020 due to the COVID-19 pandemic and related school closures.</p>

Expected	Actual
<p>All: 34.8, SED: 47.5, EL: 62.3, RFEP: 14.6, SWD: 122.4, African American: 22.2. Asian: 47.9. Filipino: 37.3, Hispanic: 45.1, Two or More Races: 4.6, White: 18.5</p> <p>Metric/Indicator iReady Reading % at Grade Level or Above (iReading Reading Diagnostic)</p> <p>19-20 Increase the percentage of students performing at or above grade level by 3% on the end of the year iReady reading diagnostic</p> <p>Baseline All: 45, SED: 37, EL: 14, RFEP: 42, SWD: 14, African American: 49. Asian: 71. Filipino: 77, Hispanic: 39, Two or More Races: 61, White: 55</p>	<p>The Spring 2020 end-of-year iReady Reading Diagnostic assessment was not administered due to the COVID-19 pandemic and related school closures.</p> <p>Spring 2021 iReady Reading Diagnostic Data: All Students: 45 SED: 38 EL: 16 Foster: not available Homeless: not available SWD: 18 African American: 56 Asian: 59 Filipino: 75 Hispanic: 40 Two or More Races: 64 White: 56</p>
<p>Metric/Indicator % Met or Exceeded Standard (CAASPP Math Assessment)</p> <p>19-20 Increase the percentage of all students meeting or exceeding standards by 3% and socioeconomically disadvantaged students by 3.5%</p> <p>Baseline All: 25.1, SED: 20.1, EL: 6.4, RFEP: 26.2, SWD: 4.9, Foster: 10, African American: 22.8, Asian: 70, Filipino: 54.1, Hispanic: 20.9, Two or More Races: 35.4, White: 32.1, Female: 25, Male 26</p>	<p>The Spring 2020 end-of-year iReady Math Diagnostic assessment was not administered due to the COVID-19 pandemic and related school closures.</p> <p>Spring 2021 iReady Math Diagnostic Data: All Students: 35 SED: 30 EL: 13 Foster: not available Homeless: not available SWD: 13 African American: 39 Asian: 51 Filipino: 62 Hispanic: 31</p>

Expected	Actual
	White: 47
<p>Metric/Indicator Math Distance from Level 3 Indicator (California Dashboard)</p> <p>19-20 Decrease the gap in the distance from level 3 score by 7 points for all students and 12 points for socioeconomically disadvantaged students</p> <p>Baseline All: 60.7, SED: 73.9, EL: 86.3, RFEP: 49.1, SWD: 143.7, African American: 59.9. Asian: 15.1. Filipino: .5, Hispanic: 71.4, Two or More Races: 15.4, White: 39.3</p>	<p>The California School Dashboard was not published statewide in Fall 2020 due to the COVID-19 pandemic and related school closures.</p>
<p>Metric/Indicator iReady Math % at Grade Level or Above (iReady Math Diagnostic)</p> <p>19-20 Increase the percentage of students performing at or above grade level by 3% on the end of the year iReady math diagnostic</p> <p>Baseline All: 47, SED: 41, EL: 17, RFEP: 47, SWD: 18, African American: 46. Asian: 68, Filipino: 71, Hispanic: 43, Two or More Races: 64, White: 57</p>	<p>The end of year iReady Math Diagnostic assessment was not administered in Spring 2020 due to the COVID-19 pandemic and related school closures.</p>
<p>Metric/Indicator English Learner Redesignation Rate</p> <p>19-20 Maintain redesignation rates for English Learners above state and country averages</p> <p>Baseline 19.2%</p>	<p>English Learner Redesignation was impacted due to the COVID-19 pandemic and related school closures. The ELPAC assessment administration was halted for a majority of EL students, and that impacted their ability to Redesignated.</p> <p>DataQuest EL Redesignation Rate 2020-21: 9.5%</p>
<p>Metric/Indicator English Learner Progress (California Dashboard)</p> <p>19-20</p>	<p>The California School Dashboard was not published statewide in Fall 2020 due to the COVID-19 pandemic and related school closures.</p>

Expected	Actual
<p>Increase English Learner Progress in the California Dashboard by 4%</p> <p>Baseline 70.2%</p>	
<p>Metric/Indicator % Fully Credentialed Teachers</p> <p>19-20 Maintain a high percentage of credentialed teachers</p> <p>Baseline 100%</p>	<p>2019-20 SARC: 100% of teachers were credentialed</p>
<p>Metric/Indicator % Teachers Misassigned</p> <p>19-20 Maintain a low percentage of misassigned teachers</p> <p>Baseline 0%</p>	<p>2019-20 SARC: 1 teacher was misassigned (less than 1%)</p>
<p>Metric/Indicator % Teachers Misassigned English Learners</p> <p>19-20 Maintain a low percentage of misassigned teachers of English learners</p> <p>Baseline 0%</p>	<p>2019-20 SARC: 0% of teachers were misassigned teachers of English learners</p>
<p>Metric/Indicator % Students with Access to Adopted Textbooks</p> <p>19-20 Maintain a high percentage of students with access to appropriately adopted textbooks</p> <p>Baseline 100%</p>	<p>2019-20 SARC: 100% of students had access to adopted textbooks</p>

Expected	Actual
<p>Metric/Indicator Site administrator weekly classroom visit data collection with use of DigiCoach data tool: implementation of Units of Study/academic content standards</p> <p>19-20 Maintain a high number of site administrator classroom walk-through visits to monitor implementation of Units of Study/content standards</p> <p>Baseline 2174 classroom visits (through May 2017)</p>	<p>During the 2019-20 school year there were 1,682 classroom walk-through visits through March 13, 2020. Due to the COVID-19 pandemic and school closures, classroom walk-throughs were limited to virtual visits in Spring 2020, and walk-through data was not collected on the DigiCoach tool at that time.</p>
<p>Metric/Indicator Site documentation of parent/guardian participation in committees & meetings, including parents/guardians of EL, SED, Foster, and SWD students: SSC, ELAC, and Monthly Pastries with the Principal</p> <p>19-20 Maintain multiple opportunities and participation of parents/guardians in school site committees & meetings</p> <p>Baseline Qualitative data by school site: Parent/Guardian Rosters and Sign-in Sheets</p>	<p>Schools offered in-person parent/guardian meetings and events in 2019-20 until schools closed for in-person instruction and events as of March 16, 2020. School then transitioned to offering virtual parent/guardian meetings and events.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1- Refine and implement California State Standards aligned Units of Study and Benchmark Exams in English Language Arts and Mathematics</p>	<p>California State Standards Units of Study Revision 1000-1999: Certificated Personnel Salaries LCFF 20,000</p> <p>Supplemental Instructional Materials 4000-4999: Books And Supplies LCFF 67,000</p>	<p>California State Standards Units of Study Revision 1000-1999: Certificated Personnel Salaries LCFF 10,000</p> <p>Supplemental Instructional Materials 4000-4999: Books And Supplies LCFF 42,700</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Textbook Purchases 4000-4999: Books And Supplies LCFF 50,000</p> <p>Illuminate DnA Assessment System 5000-5999: Services And Other Operating Expenditures LCFF 36,000</p> <p>Web-based Newsela CCSS Aligned Program 5000-5999: Services And Other Operating Expenditures LCFF 17,500</p> <p>Brainpop Web-based Program 5000-5999: Services And Other Operating Expenditures LCFF 14,500</p> <p>Scholastic Magazine 4000-4999: Books And Supplies LCFF 22,000</p> <p>California Standards Aligned Math Supplemental Consumables 4000-4999: Books And Supplies LCFF 100,000</p>	<p>Textbook Purchases 4000-4999: Books And Supplies LCFF 42,700</p> <p>Illuminate DnA Assessment System 5000-5999: Services And Other Operating Expenditures LCFF 38,364</p> <p>Web-based Newsela CCSS Aligned Program 5000-5999: Services And Other Operating Expenditures LCFF 14,500</p> <p>Brainpop Web-based Program 5000-5999: Services And Other Operating Expenditures LCFF 14,500</p> <p>Scholastic Magazine 4000-4999: Books And Supplies LCFF 22,000</p> <p>California Standards Aligned Math Supplemental Consumables 4000-4999: Books And Supplies LCFF 87,000</p>
1.2- Continue Next Generation Science Standards Implementation	<p>NGSS Consultation and Training 5800: Professional/Consulting Services And Operating Expenditures LCFF 15,000</p> <p>NGSS Materials and Supplies 4000-4999: Books And Supplies LCFF 50,000</p> <p>California STEM Symposium Conference 5000-5999: Services And Other Operating Expenditures LCFF 2,000</p> <p>NGSS/STEAM TOSA Salary 1000-1999: Certificated Personnel Salaries LCFF 249,000</p>	<p>NGSS Consultation and Training 5800: Professional/Consulting Services And Operating Expenditures LCFF 0</p> <p>NGSS Materials and Supplies 4000-4999: Books And Supplies LCFF 35,800</p> <p>California STEM Symposium Conference 5000-5999: Services And Other Operating Expenditures LCFF 200.00</p> <p>NGSS/STEAM TOSA Salary 1000-1999: Certificated Personnel Salaries LCFF 242,100</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>STEAM Camp 5000-5999: Services And Other Operating Expenditures LCFF 20,000</p> <p>NGSS Middle School Planning 1000-1999: Certificated Personnel Salaries LCFF 11,000</p> <p>NGSS Middle School Materials 4000-4999: Books And Supplies LCFF 20,000</p> <p>Elementary NGSS Professional Development 1000-1999: Certificated Personnel Salaries LCFF 21,000</p> <p>NGSS Unit Printing for student accessibility needs (non-digital materials) 5000-5999: Services And Other Operating Expenditures LCFF 15,000</p>	<p>STEAM Camp 5000-5999: Services And Other Operating Expenditures LCFF 20,000</p> <p>NGSS Middle School Planning 1000-1999: Certificated Personnel Salaries LCFF 3,800</p> <p>NGSS Middle School Materials 4000-4999: Books And Supplies LCFF 18,100</p> <p>Elementary NGSS Professional Development 1000-1999: Certificated Personnel Salaries LCFF 4,200</p> <p>NGSS Unit Printing for student accessibility needs (non-digital materials) 5000-5999: Services And Other Operating Expenditures LCFF 11,300</p>
<p>1.3- Provide high quality professional learning opportunities aligned to California State Standards in English Language Arts, Math, Social Studies, and Science</p>	<p>English and Mathematics Instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF 272,000</p> <p>PLC Release Time/ Elementary Physical Education Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 220,000</p> <p>PLC Release Time/ Elementary Physical Education Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 205,000</p> <p>Professional Learning Resources/Materials 4000-4999: Books And Supplies LCFF 10,000</p>	<p>English and Mathematics Instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF 270,000</p> <p>PLC Release Time/ Elementary Physical Education Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 179,000</p> <p>PLC Release Time/ Elementary Physical Education Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 210,400</p> <p>Professional Learning Resources/Materials 4000-4999: Books And Supplies LCFF 5,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>California Mathematics Council Conference 5000-5999: Services And Other Operating Expenditures LCFF 2,000</p> <p>Teacher Induction Program 1000-1999: Certificated Personnel Salaries Title II 68,475</p> <p>OMS/Professional Management System 5000-5999: Services And Other Operating Expenditures LCFF 1,200</p> <p>Instructional Coach Training and Support 5800: Professional/Consulting Services And Operating Expenditures LCFF 45,000</p> <p>On-Demand Staff Learning Platforms 1000-1999: Certificated Personnel Salaries LCFF 15,000</p> <p>In-house professional learning opportunities 1000-1999: Certificated Personnel Salaries LCFF 40,000</p> <p>On-Demand Staff Learning Platforms 1000-1999: Certificated Personnel Salaries LCFF 15,000</p> <p>In-House Professional Learning Opportunities 1000-1999: Certificated Personnel Salaries LCFF 40,000</p> <p>Teacher Certifications for Professional Growth 1000-1999: Certificated Personnel Salaries LCFF 10,000</p>	<p>California Mathematics Council Conference 5000-5999: Services And Other Operating Expenditures LCFF 1,300</p> <p>Teacher Induction Program 1000-1999: Certificated Personnel Salaries Title II 30,000</p> <p>OMS/Professional Management System 5000-5999: Services And Other Operating Expenditures LCFF 1,200</p> <p>Instructional Coach Training and Support 5800: Professional/Consulting Services And Operating Expenditures LCFF 28,000</p> <p>On-Demand Staff Learning Platforms 1000-1999: Certificated Personnel Salaries LCFF 8,000</p> <p>In-house professional learning opportunities 1000-1999: Certificated Personnel Salaries LCFF 20,000</p> <p>On-Demand Staff Learning Platforms 1000-1999: Certificated Personnel Salaries LCFF 11,910</p> <p>In-House Professional Learning Opportunities 1000-1999: Certificated Personnel Salaries LCFF 4030</p> <p>Teacher Certifications for Professional Growth 1000-1999: Certificated Personnel Salaries LCFF 8,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>N/A N/A 0</p> <p>Orton-Gillingham Summer Extra Hours Pay for Teachers 1000-1999: Certificated Personnel Salaries Title II 33,492</p> <p>Professional Development Books 4000-4999: Books And Supplies Title I 7,000</p> <p>Return to Work Day Staff Activities 4000-4999: Books And Supplies LCFF 7,000</p> <p>Jimmy Casas Professional Development Oct. 11 Contract 5000-5999: Services And Other Operating Expenditures LCFF 7,500</p> <p>Oct. 11 Professional Development Staff Pay 1000-1999: Certificated Personnel Salaries LCFF 60,000</p> <p>AVID Professional Development for Instructional Coaches 5000-5999: Services And Other Operating Expenditures LCFF 3,000</p>	<p>N/A N/A 0</p> <p>Orton-Gillingham Summer Extra Hours Pay for Teachers 1000-1999: Certificated Personnel Salaries Title II 0</p> <p>Professional Development Books 4000-4999: Books And Supplies Title I 6,545</p> <p>Return to Work Day Staff Activities 4000-4999: Books And Supplies LCFF 7,200</p> <p>Jimmy Casas Professional Development Oct. 11 Contract 5000-5999: Services And Other Operating Expenditures LCFF 7,500</p> <p>Oct. 11 Professional Development Staff Pay 1000-1999: Certificated Personnel Salaries LCFF 60,000</p> <p>AVID Professional Development for Instructional Coaches 5000-5999: Services And Other Operating Expenditures LCFF 0</p>
<p>1.4- Develop and implement a multi-tiered system of academic support for individual student needs</p>	<p>iReady Reading and Math Intervention Program 5000-5999: Services And Other Operating Expenditures LCFF 123,000</p> <p>ESGI Diagnostic for TK-K 5000-5999: Services And Other Operating Expenditures LCFF 5,100</p> <p>After School and Saturday Tutoring and Supports 1000-1999:</p>	<p>iReady Reading and Math Intervention Program 5000-5999: Services And Other Operating Expenditures LCFF 123,100</p> <p>ESGI Diagnostic for TK-K 5000-5999: Services And Other Operating Expenditures LCFF 5,100</p> <p>After School and Saturday Tutoring and Supports 1000-1999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Certificated Personnel Salaries LCFF 60,000</p> <p>Summer Learning Opportunities 1000-1999: Certificated Personnel Salaries LCFF 40,000</p> <p>Alternative Education Teacher 1000-1999: Certificated Personnel Salaries LCFF 140,000</p> <p>Alternative Education Instructional Aide 2000-2999: Classified Personnel Salaries LCFF 45,000</p> <p>Alternative Education Curriculum Resources 4000-4999: Books And Supplies LCFF 15,000</p> <p>Summer Learning Opportunities 1000-1999: Certificated Personnel Salaries Title I 74,000</p>	<p>Certificated Personnel Salaries LCFF 60,000</p> <p>Summer Learning Opportunities 1000-1999: Certificated Personnel Salaries LCFF 40,000</p> <p>Alternative Education Teacher 1000-1999: Certificated Personnel Salaries LCFF 136,300</p> <p>Alternative Education Instructional Aide 2000-2999: Classified Personnel Salaries LCFF 50,700</p> <p>Alternative Education Curriculum Resources 4000-4999: Books And Supplies LCFF 10,000</p> <p>Summer Learning Opportunities 1000-1999: Certificated Personnel Salaries Title I 74,000</p>
<p>1.5- Increase instructional support to meet the needs of at risk students</p>	<p>K-3 Grade Span Adjustment 1000-1999: Certificated Personnel Salaries Base 1,161,577</p> <p>HVES Professional Learning Plan: Impact Teams 5800: Professional/Consulting Services And Operating Expenditures LCFF 15,000</p> <p>BRES Professional Learning Plan: Leader in Me 5800: Professional/Consulting Services And Operating Expenditures LCFF 15,000</p> <p>RES Professional Learning Plan: Leader in Me 5800: Professional/Consulting Services</p>	<p>K-3 Grade Span Adjustment 1000-1999: Certificated Personnel Salaries Base 1,161,577</p> <p>HVES Professional Learning Plan: Impact Teams 5800: Professional/Consulting Services And Operating Expenditures LCFF 8,600</p> <p>BRES Professional Learning Plan: Leader in Me 5800: Professional/Consulting Services And Operating Expenditures LCFF 9,900</p> <p>RES Professional Learning Plan: Leader in Me 5800: Professional/Consulting Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>And Operating Expenditures LCFF 15,000</p> <p>EACMS Professional Learning Plan: PLC PD 5800: Professional/Consulting Services And Operating Expenditures LCFF 15,000</p> <p>Student Growth Mindset Modules: Brainology 5800: Professional/Consulting Services And Operating Expenditures LCFF 6,000</p> <p>State Preschool Augmentation 1000-1999: Certificated Personnel Salaries LCFF 10,000</p> <p>School Site Title I Programs at each school (Title I allocations to schools) 5000-5999: Services And Other Operating Expenditures Title I 453,824</p> <p>National Center for Urban School Transformation (NCUST) 5800: Professional/Consulting Services And Operating Expenditures LCFF 40,000</p> <p>MVES PLC PD & Navigating Difference 5800: Professional/Consulting Services And Operating Expenditures LCFF 15,000</p>	<p>And Operating Expenditures LCFF 13,720</p> <p>EACMS Professional Learning Plan: PLC PD 5800: Professional/Consulting Services And Operating Expenditures LCFF 15,145</p> <p>Student Growth Mindset Modules: Brainology 5800: Professional/Consulting Services And Operating Expenditures LCFF 6,000</p> <p>State Preschool Augmentation 1000-1999: Certificated Personnel Salaries LCFF 10,000</p> <p>School Site Title I Programs at each school (Title I allocations to schools) 5000-5999: Services And Other Operating Expenditures Title I 453,824</p> <p>National Center for Urban School Transformation (NCUST) 5800: Professional/Consulting Services And Operating Expenditures LCFF 37,000</p> <p>MVES PLC PD & Navigating Difference 5800: Professional/Consulting Services And Operating Expenditures LCFF 13,310</p>
1.6- Administrative Support to meet the needs of at-risk students	<p>Maintain Assistant Principal Support 1000-1999: Certificated Personnel Salaries Base 460,000</p> <p>DigiCoach (establish new contract) 5000-5999: Services</p>	<p>Maintain Assistant Principal Support 1000-1999: Certificated Personnel Salaries Base 460,000</p> <p>DigiCoach (establish new contract) 5000-5999: Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Other Operating Expenditures LCFF 10,000	And Other Operating Expenditures LCFF 14,970
1.7 Increase parents support to meet the needs of at-risk students	Romoland Cares/Parent Classes 4000-4999: Books And Supplies LCFF 10,000 Home Connect: Academic Monitoring and Parental Support N/A 0 Family and Schools Together (FAST) (RCDMH grant funded program offering) N/A 0 Title I Parent/Guardian Outreach and Engagement Activities/ Love and Logic TK/K Parent Program 5000-5999: Services And Other Operating Expenditures Title I 9,794 Volunteer Appreciation Celebration 4000-4999: Books And Supplies LCFF 5,000 N/A N/A 0 N/A N/A 0	Romoland Cares/Parent Classes 4000-4999: Books And Supplies LCFF 0 Home Connect: Academic Monitoring and Parental Support N/A 0 Family and Schools Together (FAST) (RCDMH grant funded program offering) N/A 0 Title I Parent/Guardian Outreach and Engagement Activities/ Love and Logic TK/K Parent Program 5000-5999: Services And Other Operating Expenditures Title I 9,794 Volunteer Appreciation Celebration 4000-4999: Books And Supplies LCFF 0 N/A N/A 0 N/A N/A 0
1.8-Increase services to students through the AVID program	AVID Middle School Elective Implementation 5000-5999: Services And Other Operating Expenditures LCFF 130,000 N/A N/A 0 N/A N/A 0 N/A N/A 0	AVID Middle School Elective Implementation 5000-5999: Services And Other Operating Expenditures LCFF 150,000 N/A N/A 0 N/A N/A 0 N/A N/A 0
1.9- Improve library resources to meet 21st Century expectations	Increase Library Technicians Classified Salaries 2000-2999:	Increase Library Technicians Classified Salaries 2000-2999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Classified Personnel Salaries LCFF 140,200 Library Resources 4000-4999: Books And Supplies LCFF 25,000 Follett Library Services 4000-4999: Books And Supplies LCFF 13,600 N/A N/A 0	Classified Personnel Salaries LCFF 148,500 Library Resources 4000-4999: Books And Supplies LCFF 25,000 Follett Library Services 4000-4999: Books And Supplies LCFF 13,600 N/A N/A 0
1.10- Provide high quality professional learning opportunities in literacy strategies for all staff	Literacy Instructional Coach Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 143,700 DIBELS Services 5000-5999: Services And Other Operating Expenditures LCFF 5,500 N/A N/A 0 N/A N/A 0	Literacy Instructional Coach Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 143,000 DIBELS Services 5000-5999: Services And Other Operating Expenditures LCFF 5,000 N/A N/A 0 N/A N/A 0
1.11- Provide support for English Learners becoming English proficient	English Language Development Instructional Coach 1000-1999: Certificated Personnel Salaries LCFF 137,600 Bilingual Instructional Aides Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 107,000 English Learner Re-Designation Ceremony 4000-4999: Books And Supplies LCFF 2,000 Middle School AVID Excel for Long Term English Learners 5000-5999: Services And Other Operating Expenditures LCFF 9,500	English Language Development Instructional Coach 1000-1999: Certificated Personnel Salaries LCFF 140,000 Bilingual Instructional Aides Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 123,455 English Learner Re-Designation Ceremony 4000-4999: Books And Supplies LCFF 1,650 Middle School AVID Excel for Long Term English Learners 5000-5999: Services And Other Operating Expenditures LCFF 5,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>California Association for Bilingual Education Conference 5000-5999: Services And Other Operating Expenditures Title III 2,500</p> <p>Bilingual Instructional Aide Training 2000-2999: Classified Personnel Salaries LCFF 1,000</p> <p>ELPAC Staff Training 1000-1999: Certificated Personnel Salaries LCFF 10,000</p> <p>AVID Excel Summer Bridge 5000-5999: Services And Other Operating Expenditures LCFF 6,000</p> <p>Title III Programs at School Sites (Title III School Site Allocations): Extended Learning Opportunities, Supplemental Instr. Materials, PD for Staff re: Instruction of ELs 5000-5999: Services And Other Operating Expenditures Title III 53,280</p> <p>EL Leadership Academy 5000-5999: Services And Other Operating Expenditures Title III 10,320</p>	<p>California Association for Bilingual Education Conference 5000-5999: Services And Other Operating Expenditures Title III 0</p> <p>Bilingual Instructional Aide Training 2000-2999: Classified Personnel Salaries LCFF 0</p> <p>ELPAC Staff Training 1000-1999: Certificated Personnel Salaries LCFF 13,000</p> <p>AVID Excel Summer Bridge 5000-5999: Services And Other Operating Expenditures LCFF 1,500</p> <p>Title III Programs at School Sites (Title III School Site Allocations): Extended Learning Opportunities, Supplemental Instr. Materials, PD for Staff re: Instruction of ELs 5000-5999: Services And Other Operating Expenditures Title III 53,280</p> <p>EL Leadership Academy 5000-5999: Services And Other Operating Expenditures Title III 10,320</p>
<p>1.12- Create opportunities for underserved populations of students to access college and career readiness indicators in 8th grade</p>	<p>College Board PSAT Services 5000-5999: Services And Other Operating Expenditures LCFF 5,000</p> <p>Advanced Placement Spanish Language & Culture Course Materials 4000-4999: Books And Supplies LCFF 10,000</p>	<p>College Board PSAT Services 5000-5999: Services And Other Operating Expenditures LCFF 5,000</p> <p>Advanced Placement Spanish Language & Culture Course Materials 4000-4999: Books And Supplies LCFF 9,520</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Advanced Placement Spanish Language and Culture Exam Fees 5000-5999: Services And Other Operating Expenditures LCFF 2,000</p> <p>Xello (formerly Career Cruising) 5000-5999: Services And Other Operating Expenditures LCFF 1,000</p> <p>Shmoop (AP Spanish Test Prep and PSAT Test Prep) 5000-5999: Services And Other Operating Expenditures LCFF 2,750</p> <p>Practice ACT for Grade 7 5000-5999: Services And Other Operating Expenditures LCFF 2,000</p>	<p>Advanced Placement Spanish Language and Culture Exam Fees 5000-5999: Services And Other Operating Expenditures LCFF 2,000</p> <p>Xello (formerly Career Cruising) 5000-5999: Services And Other Operating Expenditures LCFF 1,000</p> <p>Shmoop (AP Spanish Test Prep and PSAT Test Prep) 5000-5999: Services And Other Operating Expenditures LCFF 2,750</p> <p>Practice ACT for Grade 7 5000-5999: Services And Other Operating Expenditures LCFF 825</p>
1.13- Attract and retain high quality candidates to serve our students	<p>Early Childhood Director Augmentation 1000-1999: Certificated Personnel Salaries LCFF 23,500</p> <p>New Teacher Training and Support 1000-1999: Certificated Personnel Salaries LCFF 10,000</p> <p>Staff Recognition/Awards 4000-4999: Books And Supplies LCFF 10,000</p>	<p>Early Childhood Director Augmentation 1000-1999: Certificated Personnel Salaries LCFF 24,700</p> <p>New Teacher Training and Support 1000-1999: Certificated Personnel Salaries LCFF 10,000</p> <p>Staff Recognition/Awards 4000-4999: Books And Supplies LCFF 8,000</p>
1.14- Provide summer support to staff that will help meet the needs of at risk students upon return to school.	<p>Instructional Coach Summer Hours 1000-1999: Certificated Personnel Salaries LCFF 15,500</p> <p>ELPAC Initial Assessment Summer 1000-1999: Certificated Personnel Salaries LCFF 15,000</p>	<p>Instructional Coach Summer Hours 1000-1999: Certificated Personnel Salaries LCFF 12,000</p> <p>ELPAC Initial Assessment Summer 1000-1999: Certificated Personnel Salaries LCFF 15,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Kinder ESGI Summer Assessment 1000-1999: Certificated Personnel Salaries LCFF 12,000 SPED Instructional Aide Training 2000-2999: Classified Personnel Salaries LCFF 5,000 Orton-Gillingham Dyslexia and Literacy PD for Teachers 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant 140,000	Kinder ESGI Summer Assessment 1000-1999: Certificated Personnel Salaries LCFF 12,000 SPED Instructional Aide Training 2000-2999: Classified Personnel Salaries LCFF 0 Orton-Gillingham Dyslexia and Literacy PD for Teachers 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant 40,000
1.15 Increase supports for special education students	Increased costs for county special education programs 5000-5999: Services And Other Operating Expenditures LCFF 489,000 IEP Coverage 1000-1999: Certificated Personnel Salaries LCFF 32,000	Increased costs for county special education programs 5000-5999: Services And Other Operating Expenditures LCFF 489,000 IEP Coverage 1000-1999: Certificated Personnel Salaries LCFF 27,000

Goal Analysis

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

Funds budgeted for Actions/Services that were not implemented were redirected for use in response to the COVID-19 pandemic virtual learning program implementation, summer learning program implementation, and school safety needs as campuses re-opened for in-person instruction.

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

Romoland School District has spent the past seven years (two 3-year LCAP cycles) robustly focused on educational equity with investments in "the whole child" through: 1) quality first best instruction, 2) implementation of multi-tiered systems of support in academics, attendance, and social-emotional behavior, 3) 1:1 technology devices for all students, 4) staff professional learning, 5) mental health supports, 6) enrichment opportunities for students, and 7) modern, safe facilities. There have been multiple successes,

including: highest state testing district multi-year growth in ELA and math in the county, highest English Learner reclassification multi-year rates in the county, California Distinguished School designation for Romoland Elementary School, AVID School of Distinction for Ethan A. Chase Middle School, AVID Elementary model school for Harvest Valley Elementary School, SARB Model District twice in the past three years, and recently, the school counseling RAMP award for Harvest Valley Elementary School. With challenges presented by the COVID-19 pandemic and the shift to virtual learning, staff, students, and families rose to the occasion by working together to ensure quality virtual learning environments and then being one of the first school districts in the county to re-open for on-campus instruction in 2021.

1.1- Refine and implement California State Standards aligned Units of Study and Benchmark Exams in English Language Arts and Mathematics--successful implementation with continued refinement of Units and focus on formative assessments

1.2- Continue Next Generation Science Standards Implementation--challenge to complete the elementary Unit 3 grade level professional learning sessions due to COVID school closures

1.3- Provide high quality professional learning opportunities aligned to California State Standards in English Language Arts, Math, Social Studies, and Science--successful implementation, instructional coaches prepared paper packet student materials for school closures due to COVID; some challenges completing professional learning sessions and conferences due to COVID school closures and conference cancellations

1.4- Develop and implement a multi-tiered system of academic support for individual student needs--successful implementation; having an Academic MTSS was critical with COVID school closures and distance learning

1.5- Increase instructional support to meet the needs of at risk students--successful implementation

1.6- Administrative Support to meet the needs of at-risk students--successful implementation; administrators conducted classroom visits in the in-person and distance learning environment (virtual visits)

1.7 Increase parents support to meet the needs of at-risk students--some parent/guardian activities were stalled due to impact of COVID school closures and cancellation of parent/guardian engagement events

1.8-Increase services to students through the AVID program--successful implementation of program, though the annual AVID summer conference was cancelled impacting staff professional learning

1.9- Improve library resources to meet 21st Century expectations--successful implementation

1.10- Provide high quality professional learning opportunities in literacy strategies for all staff--successful implementation, instructional coach support; coaches prepared literacy paper packets during school closures due to COVID

1.11- Provide support for English Learners becoming English proficient--successful implementation with a high rate of EL reclassification and instructional coach helped prepare literacy paper packets for school closures due to COVID

1.12- Create opportunities for underserved populations of students to access college and career readiness indicators in 8th grade--successful implementation; AP Spanish students took the AP test virtually due to school closures

1.13- Attract and retain high quality candidates to serve our students--successful implementation with new teachers completing induction program even after school closures due to COVID

1.14- Provide summer support to staff that will help meet the needs of at risk students upon return to school--the main challenge was that the summer Orton-Gillingham literacy and dyslexia methods professional learning workshop had to be cancelled due to COVID

1.15 Increase supports for special education students--successful implementation of special education services for students

Goal 2

Provide safe and engaging learning environments that support the culturally diverse social, emotional, and physical development for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Suspension Rate % (RCOE NAT 2016-17)</p> <p>19-20 Maintain a suspension rate below county and state averages</p> <p>Baseline All: 2.24, SED: 2.62, EL: 2.23, RFEP: 2.77, SWD: 4.47, African American: 4.1, Asian: 0, Filipino: 0, Hispanic: 2.3, White: 1.99</p>	<p>The California School Dashboard was not published statewide in Fall 2020 due to the COVID-19 pandemic and related school closures.</p> <p>2019 California School Dashboard Suspension: All Students: 1.9% SED: 2.1% EL: 2.3% Foster: 3.9% Homeless: 1.9% SWD: 2.5% African American: 1.9% Asian: 1.4% Filipino: 1.4% Hispanic: 1.9% Two or More races: 1.6% White: 1.8%</p>

Expected	Actual
<p>Metric/Indicator Suspension Rate Indicator % (CA Dashboard 2015)</p> <p>19-20 Decrease the gap in the suspension rate by .3 percent for all students and 1% points for African American and 1% students with disabilities</p> <p>Baseline All: 2.8, SED: 3.1, EL: 3.7, SWD: 5.3, African American: 7.1, Asian: 0, Filipino: 0, Hispanic: 2.7, White: 2.3</p>	<p>The California School Dashboard was not published statewide in Fall 2020 due to the COVID-19 pandemic and related school closures.</p> <p>2019 California School Dashboard Suspension: All Students: 1.9% SED: 2.1% EL: 2.3% Foster: 3.9% Homeless: 1.9% SWD: 2.5% African American: 1.9% Asian: 1.4% Filipino: 1.4% Hispanic: 1.9% Two or More races: 1.6% White: 1.8%</p>
<p>Metric/Indicator Expulsion Rate % (RCOE NAT)</p> <p>19-20 Maintain an expulsion rate below county and state averages</p> <p>Baseline All: .072, SED: .097, EL: .203, SWD: .263, African American: 0, Asian: 0, Filipino: 0, Hispanic: .106, White: 0</p>	<p>2019-20 Expulsion Rate from CDE DataQuest All Students: 0.02% Student group data not reported by DataQuest due to less than 5 expulsions/student data privacy</p>
<p>Metric/Indicator Attendance Rate % 2016-17 (internal calculation)</p> <p>19-20 Maintain a positive attendance rate above 95%</p> <p>Baseline All: 95.6, SED: 95.4 , EL: 95.5 , SWD: 94.8 , African American: 95.2 , Asian: 97.4 , Filipino: 97.0, Hispanic: 95.6, White: 95.6</p>	<p>2019-20 Attendance Rate per Illuminate student information system (internal calculation) through February 2020 (March-June 2020 data unavailable due to COVID school closures): 95.87% Student group data not available.</p>

Expected	Actual
<p>Metric/Indicator Truancy Rate % 2016-17 (internal calculation)</p> <p>19-20 Decrease the truancy rate of all students in the district by 2%</p> <p>Baseline All: 33.6, SED: 37.6, EL: 33.3, SWD: 35.8, African American: 40.8, Asian: 14.7, Filipino: 15.4 , Hispanic: 35.1, White: 30.1</p>	<p>2019-20 Truancy Rate per Illuminate student information system (internal calculation) through February 2020 (March-June 2020 data unavailable due to COVID school closures): % Student group data not available.</p>
<p>Metric/Indicator Chronic Absentee Rate % 2016-17 (internal calculation)</p> <p>19-20 Decrease chronic absenteeism rate by .5%</p> <p>Baseline All: 12.2, SED: 12.4, EL: 11.4 , SWD: 16.6, African American: 21.1, Asian: 3.5 , Filipino: 3.9 , Hispanic: 11.6 , White: 12.0</p>	<p>The California School Dashboard was not published statewide in Fall 2020 due to the COVID-19 pandemic and related school closures.</p> <p>2019 California School Dashboard Chronic Absenteeism: All Students: 9.9% SED: 11.4% EL: 10.1% Foster: 12.8% Homeless: 17.7% SWD: 12.5% African American: 11.0% Asias: 1.4% Filipino: 5.8% Hispanic: 10.3% Two or More Races: 6.3% White: 9.6%</p>
<p>Metric/Indicator Middle School Dropout Rate % (RCOE NAT 2016-17)</p> <p>19-20 Maintain and monitor our low middle school dropout rate</p> <p>Baseline All: 0, SED: 0, EL's: 0, SWD: 0, African American: 0, Asian: 0, Filipino: 0, Hispanic: 0, White: 0</p>	<p>2019-20 CALPADS 1.14 Middle School Dropout Report All: 0, SED: 0, EL's: 0, SWD: 0, African American: 0, Asian: 0, Filipino: 0, Hispanic: 0, White: 0</p>
<p>Metric/Indicator</p>	<p>2019 CHKS Grade 5 Feel Safe at School: 71 2019 CHKS Grade 7 Feel Safe at School: 53</p>

Expected	Actual
<p>% Students Feeling Safe 2016-17 (CHKS)</p> <p>19-20 Increase the percentage of students that feel safe and/or completely safe by 3%</p> <p>Baseline 71%</p>	
<p>Metric/Indicator Broad Course of Study 2016-17</p> <p>19-20 Maintain and monitor high levels of access to a broad course of study for all students as determined by demographic group course schedule analysis</p> <p>Baseline Course schedule analysis by student demographic groups (including EL, Foster, SED, and SWD) conducted by school counselors</p>	<p>2019 California School Dashboard Access to a Broad Course of Study Local Indicator: MET</p>
<p>Metric/Indicator Site administrator weekly classroom visit data collection with use of DigiCoach data tool: implementation of Units of Study/academic content standards</p> <p>19-20 Maintain a high number of site administrator classroom walk-through visits to monitor implementation of Units of Study/content standards</p> <p>Baseline 2174 classroom visits (through May 2017)</p>	<p>During the 2019-20 school year there were 1,682 classroom walk-through visits through March 13, 2020. Due to the COVID-19 pandemic and school closures, classroom walk-throughs were limited to virtual visits in Spring 2020, and walk-through data was not collected on the DigiCoach tool at that time.</p>
<p>Metric/Indicator Site administrator weekly classroom visit data collection with use of DigiCoach data tool: English Learner access to content standards and ELD standards, ELD instruction implementation</p> <p>19-20</p>	<p>During the 2019-20 school year there were 1,682 classroom walk-through visits through March 13, 2020. Due to the COVID-19 pandemic and school closures, classroom walk-throughs were limited to virtual visits in Spring 2020, and walk-through data was not collected on the DigiCoach tool at that time.</p>

Expected	Actual
<p>Maintain a high number of site administrator classroom walk-through visits to monitor EL access to content and ELD standards & ELD instruction implementation</p> <p>Baseline 2174 classroom visits (through May 2017)</p>	
<p>Metric/Indicator Site documentation of parent/guardian participation in committees & meetings including parents/guardians of EL, SED, Foster, and SWD students: SSC, ELAC, and Monthly Pastries with the Principal</p> <p>19-20 Maintain multiple opportunities and participation of parents/guardians in school site committees & meetings</p> <p>Baseline Qualitative data by school site: Parent/Guardian Rosters and Sign-in Sheets</p>	<p>Schools offered in-person parent/guardian meetings and events in 2019-20 until schools closed for in-person instruction and events as of March 16, 2020. School then transitioned to offering virtual parent/guardian meetings and events.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1- Provide a well trained counseling staff to increase support for at risk students</p>	<p>Two Middle School Counselors Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 272,500</p> <p>Four Elementary Counselors 1000-1999: Certificated Personnel Salaries LCFF 411,000</p> <p>N/A N/A 0</p> <p>California Association of School Counselors Conference 5000- 5999: Services And Other Operating Expenditures LCFF 6,000</p>	<p>Two Middle School Counselors Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 272,800</p> <p>Four Elementary Counselors 1000-1999: Certificated Personnel Salaries LCFF 421,100</p> <p>N/A N/A 0</p> <p>California Association of School Counselors Conference 5000- 5999: Services And Other Operating Expenditures LCFF 6,300</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>California Healthy Kids Survey 5000-5999: Services And Other Operating Expenditures LCFF 5,000</p> <p>Mental Health Therapy Services 5000-5999: Services And Other Operating Expenditures LCFF 203,317</p> <p>Mental Health Therapy Services 5000-5999: Services And Other Operating Expenditures Title IV 32,500</p> <p>Behavioral Health Mobile Services N/A 0</p>	<p>California Healthy Kids Survey 5000-5999: Services And Other Operating Expenditures LCFF 1,050</p> <p>Mental Health Therapy Services 5000-5999: Services And Other Operating Expenditures LCFF 93,000</p> <p>Mental Health Therapy Services 5000-5999: Services And Other Operating Expenditures Title IV 32,500</p> <p>Behavioral Health Mobile Services N/A 0</p>
<p>2.2- Increase access to engaging curricular and extra-curricular opportunities for underserved populations of students</p>	<p>Maintain our College and Career Elective Program at the Middle School 4000-4999: Books And Supplies LCFF 50,000</p> <p>After School Sports Books/Supplies 4000-4999: Books And Supplies LCFF 20,000</p> <p>Elementary Music/Choir Teacher 1000-1999: Certificated Personnel Salaries LCFF 100,100</p> <p>Elementary Music/Choir Resources and Materials 4000- 4999: Books And Supplies LCFF 10,000</p> <p>Academic Competitions for Students 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,000</p>	<p>Maintain our College and Career Elective Program at the Middle School 4000-4999: Books And Supplies LCFF 55,000</p> <p>After School Sports Books/Supplies 4000-4999: Books And Supplies LCFF 13,000</p> <p>Elementary Music/Choir Teacher 1000-1999: Certificated Personnel Salaries LCFF 93,600</p> <p>Elementary Music/Choir Resources and Materials 4000- 4999: Books And Supplies LCFF 10,000</p> <p>Academic Competitions for Students 5800: Professional/Consulting Services And Operating Expenditures LCFF 2,650</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Renaissance- Accelerated Reader 5000-5999: Services And Other Operating Expenditures LCFF 50,000</p> <p>Romoland Community Run 5000-5999: Services And Other Operating Expenditures LCFF 5,000</p> <p>Field Trip Allocation for School Sites 4000-4999: Books And Supplies LCFF 42,000</p> <p>Stipends for Activities 1000-1999: Certificated Personnel Salaries LCFF 125,000</p> <p>GATE Identification and Enrichment Supplies 4000-4999: Books And Supplies LCFF 50,000</p> <p>Elementary Physical Education Supplies 4000-4999: Books And Supplies LCFF 5,000</p> <p>STEM Elective Tech Devices (PLTW Computers) 4000-4999: Books And Supplies LCFF 42,500</p> <p>STEM Elective Tech Devices (PLTW Computers) 4000-4999: Books And Supplies Title IV 7,500</p> <p>STEM Elective Instructional Materials 4000-4999: Books And Supplies Title IV 10,000</p>	<p>Renaissance- Accelerated Reader 5000-5999: Services And Other Operating Expenditures LCFF 46,500</p> <p>Romoland Community Run 5000-5999: Services And Other Operating Expenditures LCFF 3,400</p> <p>Field Trip Allocation for School Sites 4000-4999: Books And Supplies LCFF 54,000</p> <p>Stipends for Activities 1000-1999: Certificated Personnel Salaries LCFF 125,000</p> <p>GATE Identification and Enrichment Supplies 4000-4999: Books And Supplies LCFF 21,000</p> <p>Elementary Physical Education Supplies 4000-4999: Books And Supplies LCFF 5,000</p> <p>STEM Elective Tech Devices (PLTW Computers) 4000-4999: Books And Supplies LCFF 42,500</p> <p>STEM Elective Tech Devices (PLTW Computers) 4000-4999: Books And Supplies Title IV 7,500</p> <p>STEM Elective Instructional Materials 4000-4999: Books And Supplies Title IV 10,000</p>
2.3- Close the "Digital Divide" by providing access to information and resources through the use of technology to meet 21st Century demands	Annual technology allocation for support and maintenance of instructional technology and infrastructure 4000-4999: Books And Supplies LCFF 679,500	Annual technology allocation for support and maintenance of instructional technology and infrastructure 4000-4999: Books And Supplies LCFF 701,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Two Technology Technicians to Support Technology use by Students 2000-2999: Classified Personnel Salaries LCFF 202,700</p> <p>Instructional Technology Coach 1000-1999: Certificated Personnel Salaries LCFF 120,500</p> <p>Illuminate Users Conference 5000-5999: Services And Other Operating Expenditures LCFF 15,000</p> <p>Computer Using Educators Conference 5000-5999: Services And Other Operating Expenditures LCFF 5,000</p> <p>N/A N/A 0</p> <p>Parent Resource Centers with Technology Access 5000-5999: Services And Other Operating Expenditures LCFF 5,000</p> <p>N/A N/A 0</p> <p>Bright Bytes Survey 5000-5999: Services And Other Operating Expenditures LCFF 10,000</p> <p>Website Support Services 5000-5999: Services And Other Operating Expenditures LCFF 20,000</p> <p>N/A N/A 0</p> <p>Web Filtering Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 12,000</p>	<p>Two Technology Technicians to Support Technology use by Students 2000-2999: Classified Personnel Salaries LCFF 202,700</p> <p>Instructional Technology Coach 1000-1999: Certificated Personnel Salaries LCFF 110,900</p> <p>Illuminate Users Conference 5000-5999: Services And Other Operating Expenditures LCFF 3,000</p> <p>Computer Using Educators Conference 5000-5999: Services And Other Operating Expenditures LCFF 0</p> <p>N/A N/A 0</p> <p>Parent Resource Centers with Technology Access 5000-5999: Services And Other Operating Expenditures LCFF 0</p> <p>N/A N/A 0</p> <p>Bright Bytes Survey 5000-5999: Services And Other Operating Expenditures LCFF 10,500</p> <p>Website Support Services 5000-5999: Services And Other Operating Expenditures LCFF 26,000</p> <p>N/A N/A 0</p> <p>Web Filtering Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 12,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	E-book platform 4000-4999: Books And Supplies LCFF 35,000 Website Messenger Implementation and Training 5000-5999: Services And Other Operating Expenditures LCFF 2,300	E-book platform 4000-4999: Books And Supplies LCFF 10,000 Website Messenger Implementation and Training 5000-5999: Services And Other Operating Expenditures LCFF 2,300
2.4- Provide a culturally responsive, multi-tiered student behavior and support system	Cultural Proficiency/Navigating Difference Training 5800: Professional/Consulting Services And Operating Expenditures Title I 10,000 Excellence Through Equity Conference 5000-5999: Services And Other Operating Expenditures LCFF 6,000 Every Child Counts Symposium 5000-5999: Services And Other Operating Expenditures LCFF 5,000 Home Connect: Behavior and Academic Monitoring (Cost contained in Illuminate contract) N/A 0 EACMS Student Advisor 1000- 1999: Certificated Personnel Salaries LCFF 125,800	Cultural Proficiency/Navigating Difference Training 5800: Professional/Consulting Services And Operating Expenditures Title I 2,400 Excellence Through Equity Conference 5000-5999: Services And Other Operating Expenditures LCFF 0 Every Child Counts Symposium 5000-5999: Services And Other Operating Expenditures LCFF 5,000 Home Connect: Behavior and Academic Monitoring (Cost contained in Illuminate contract) N/A 0 EACMS Student Advisor 1000- 1999: Certificated Personnel Salaries LCFF 125,800
2.5 Provide a comprehensive student attendance and support system	Attention 2 Attendance Software Program 5000-5999: Services And Other Operating Expenditures LCFF 20,000 Increase Clerical Support at Middle School for Increased Attendance Monitoring 2000-	Attention 2 Attendance Software Program 5000-5999: Services And Other Operating Expenditures LCFF 20,000 Increase Clerical Support at Middle School for Increased Attendance Monitoring 2000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2999: Classified Personnel Salaries LCFF 20,000 Illuminate Home Connect: Attendance Monitoring and Parental Support N/A 0 Title I Supplies and Support for Homeless Students 4000-4999: Books And Supplies Title I 5,000 SART & SARB Student Support Supplies 4000-4999: Books And Supplies LCFF 5,000 Student Services Support 2000-2999: Classified Personnel Salaries LCFF 88,500	2999: Classified Personnel Salaries LCFF 20,000 Illuminate Home Connect: Attendance Monitoring and Parental Support N/A 0 Title I Supplies and Support for Homeless Students 4000-4999: Books And Supplies Title I 500.00 SART & SARB Student Support Supplies 4000-4999: Books And Supplies LCFF 5,000 Student Services Support 2000-2999: Classified Personnel Salaries LCFF 88,500
2.6- Increase services to Foster Youth through the creation of a School Engagement Liaison	Foster Youth/School Engagement Liaison 2000-2999: Classified Personnel Salaries LCFF 84,500 Foster Student Services and Supplies 4000-4999: Books And Supplies LCFF 3,000 Student Services Conference 5000-5999: Services And Other Operating Expenditures LCFF 2,000	Foster Youth/School Engagement Liaison 2000-2999: Classified Personnel Salaries LCFF 94,100 Foster Student Services and Supplies 4000-4999: Books And Supplies LCFF 2,000 Student Services Conference 5000-5999: Services And Other Operating Expenditures LCFF 1,500
2.7- Provide increased outreach to parents	Translation Services 5000-5999: Services And Other Operating Expenditures LCFF 20,000 School Accountability Report Cards 5000-5999: Services And Other Operating Expenditures LCFF 7,500 ADA Compliance System 5000-5999: Services And Other	Translation Services 5000-5999: Services And Other Operating Expenditures LCFF 20,000 School Accountability Report Cards 5000-5999: Services And Other Operating Expenditures LCFF 7,500 ADA Compliance System 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Operating Expenditures LCFF 6,000</p> <p>Parent/Community Communication Coordinator 1000-1999: Certificated Personnel Salaries LCFF 125,800</p> <p>Community Engagement Resources 4000-4999: Books And Supplies LCFF 10,000</p> <p>Electronic Marquees at each School Site 5000-5999: Services And Other Operating Expenditures LCFF 120,000</p> <p>Parent/Community Engagement Clerks 2000-2999: Classified Personnel Salaries LCFF 74,000</p> <p>Parent/Community Engagement Clerks 2000-2999: Classified Personnel Salaries Title I 50,000</p> <p>Immigrant Student and Family Outreach & Support 2000-2999: Classified Personnel Salaries Title III 4,895</p>	<p>Operating Expenditures LCFF 6,000</p> <p>Parent/Community Communication Coordinator 1000-1999: Certificated Personnel Salaries LCFF 125,800</p> <p>Community Engagement Resources 4000-4999: Books And Supplies LCFF 500.00</p> <p>Electronic Marquees at each School Site 5000-5999: Services And Other Operating Expenditures LCFF 0</p> <p>Parent/Community Engagement Clerks 2000-2999: Classified Personnel Salaries LCFF 69,000</p> <p>Parent/Community Engagement Clerks 2000-2999: Classified Personnel Salaries Title I 50,000</p> <p>Immigrant Student and Family Outreach & Support 2000-2999: Classified Personnel Salaries Title III 2,500</p>
<p>2.8 Ensure vertical alignment and articulation between grade spans for supporting positive student transitions to new school environments.</p>	<p>Preschool and TK/K Vertical Alignment & Articulation 1000-1999: Certificated Personnel Salaries LCFF 2,000</p> <p>Grades 5 and 6 Vertical Alignment & Articulation 1000-1999: Certificated Personnel Salaries LCFF 3,000</p> <p>5th grade field trip to middle school for 6th grade Welcome Activities and Tour 5000-5999:</p>	<p>Preschool and TK/K Vertical Alignment & Articulation 1000-1999: Certificated Personnel Salaries LCFF 0</p> <p>Grades 5 and 6 Vertical Alignment & Articulation 1000-1999: Certificated Personnel Salaries LCFF 410.00</p> <p>5th grade field trip to middle school for 6th grade Welcome Activities and Tour 5000-5999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Services And Other Operating Expenditures LCFF 4,000 6th grade Transition/Welcome Activities and Events 1000-1999: Certificated Personnel Salaries LCFF 1,500 6th grade Transition/Welcome Activities and Events 4000-4999: Books And Supplies LCFF 1,500	Services And Other Operating Expenditures LCFF 0 6th grade Transition/Welcome Activities and Events 1000-1999: Certificated Personnel Salaries LCFF 0 6th grade Transition/Welcome Activities and Events 4000-4999: Books And Supplies LCFF 600.00

Goal Analysis

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

Funds budgeted for Actions/Services that were not implemented were redirected for use in response to the COVID-19 pandemic virtual learning program implementation, summer learning program implementation, and school safety needs as campuses re-opened for in-person instruction.

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

Romoland School District has spent the past seven years (two 3-year LCAP cycles) robustly focused on educational equity with investments in "the whole child" through: 1) quality first best instruction, 2) implementation of multi-tiered systems of support in academics, attendance, and social-emotional behavior, 3) 1:1 technology devices for all students, 4) staff professional learning, 5) mental health supports, 6) enrichment opportunities for students, and 7) modern, safe facilities. There have been multiple successes, including: highest state testing district multi-year growth in ELA and math in the county, highest English Learner reclassification multi-year rates in the county, California Distinguished School designation for Romoland Elementary School, AVID School of Distinction for Ethan A. Chase Middle School, AVID Elementary model school for Harvest Valley Elementary School, SARB Model District twice in the past three years, and recently, the school counseling RAMP award for Harvest Valley Elementary School. With challenges presented by the COVID-19 pandemic and the shift to virtual learning, staff, students, and families rose to the occasion by working together to ensure quality virtual learning environments and then being one of the first school districts in the county to re-open for on-campus instruction in 2021.

2.1- Provide a well trained counseling staff to increase support for at risk students--successful implementation, beneficial to have a full time counselor at each elementary and two at the middle school when schools closed due to COVID; counselors provided virtual support to students

- 2.2- Increase access to engaging curricular and extra-curricular opportunities for underserved populations of students--the success was that electives continued even with school closures due to COVID; however, the challenge was that after school sports and clubs at EACMS were cancelled along with school closures
- 2.3- Close the "Digital Divide" by providing access to information and resources through the use of technology to meet 21st Century demands--successful implementation, beneficial to have invested in 1;1 technology devices which made the pivot from in-person learning to virtual learning a fast transition
- 2.4- Provide a culturally responsive, multi-tiered student behavior and support system--successful implementation, beneficial to have the staff and resources to support students during the year and particularly when schools closed due to COVID
- 2.5 Provide a comprehensive student attendance and support system--successful implementation, beneficial to have the staff and resources to support students during the year and particularly when schools closed due to COVID
- 2.6- Increase services to Foster Youth through the creation of a School Engagement Liaison--successful implementation, School Engagement Liaison was able to support families throughout the year, and in particular during school closures due to COVID
- 2.7- Provide increased outreach to parents--the challenge was getting the electronic marquee project completed once schools closed due to COVID; the project was put on hold
- 2.8 Ensure vertical alignment and articulation between grade spans for supporting positive student transitions to new school environments.--the challenge was completing these vertical alignment sessions once schools closed; also the 5th grade field trip tours to the middle school were cancelled due to school closures

Goal 3

Provide physically safe and well maintained facilities for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator School Accountability Report Cards (SARCs)</p> <p>19-20 Maintain a minimum of a "good" school facility rating for all school sites on the School Accountability Report Card</p> <p>Baseline BRES: "Fair" Rating, HVES "Exemplary", MVES "Good", RES "Good", EACMS "Good"</p>	<p>2019-20 School Accountability Report Cards (SARCs) Facilities Inspection report:</p> <p>BRES: GOOD HVES: Exemplary MVES: Good RES: Good EACMS: Good</p>
<p>Metric/Indicator Construction Completion/Progress</p> <p>Baseline Phase 1 complete, phase 2 set to begin in June 2017.</p>	<p>Romoland Elementary School Modernization Project Construction: All Phases 1, 2, and 3 are complete</p>
<p>Metric/Indicator Construction Completion/Progress</p> <p>19-20 Complete updates and/or modernization to identified smaller projects at various sites throughout the district</p> <p>Baseline TK/K playground plans are being revised and scheduled to begin construction in June 2017</p>	<p>Various projects during 2019-20 school year were completed; however, a few projects were delayed due to the COVID school closures</p>

Expected	Actual
<p>Metric/Indicator Completed Work Orders</p> <p>19-20 Complete all submitted work orders throughout the school year</p> <p>Baseline 1,650 in 2016-17</p>	<p>Completed Work Orders 2020-21 (during year of school closures): 901</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1- Modernization and improvement of identified facilities</p>	<p>5000-5999: Services And Other Operating Expenditures Designated Facilities Improvements 4000-4999: Books And Supplies LCFF 811,350</p> <p>N/A N/A 0</p> <p>N/A N/A 0</p>	<p>5000-5999: Services And Other Operating Expenditures Designated Facilities Improvements 4000-4999: Books And Supplies LCFF 582,000</p> <p>N/A N/A 0</p> <p>N/A N/A 0</p>
<p>3.2- Provide a physically safe learning environment for all students</p>	<p>N/A N/A 0</p> <p>Facilities Safety Improvements 5000-5999: Services And Other Operating Expenditures LCFF 10,000</p> <p>N/A N/A 0</p> <p>Emergency Preparedness Supplies 4000-4999: Books And Supplies LCFF 10,000</p> <p>Health Clerks to LVN's Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 36,000</p> <p>Increase Noon Duty Supervisors Classified Salaries 2000-2999:</p>	<p>N/A N/A 0</p> <p>Facilities Safety Improvements 5000-5999: Services And Other Operating Expenditures LCFF 10,000</p> <p>N/A N/A 0</p> <p>Emergency Preparedness Supplies 4000-4999: Books And Supplies LCFF 5,700</p> <p>Health Clerks to LVN's Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 36,000</p> <p>Increase Noon Duty Supervisors Classified Salaries 2000-2999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Classified Personnel Salaries LCFF 111,000</p> <p>Increase Crossing Guard Supervision 5000-5999: Services And Other Operating Expenditures LCFF 105,000</p> <p>Increase in Services for Vision and Hearing 5000-5999: Services And Other Operating Expenditures LCFF 13,500</p> <p>N/A N/A 0</p> <p>Navigate Prepared Emergency Response System 5000-5999: Services And Other Operating Expenditures LCFF 16,000</p> <p>Raptor Visitor Management System 5000-5999: Services And Other Operating Expenditures LCFF 3,300</p> <p>Wireless Upgrades to Emergency Evacuation Areas 5000-5999: Services And Other Operating Expenditures LCFF 6,500</p> <p>Increase MOT 2000-2999: Classified Personnel Salaries LCFF 11,700</p> <p>Increase LVN Services 2000-2999: Classified Personnel Salaries LCFF 20,000</p> <p>Sports Coach AED Training 1000-1999: Certificated Personnel Salaries LCFF 2,000</p> <p>Borrego Mobile Health Clinic Not Applicable N/A 0</p>	<p>Classified Personnel Salaries LCFF 111,000</p> <p>Increase Crossing Guard Supervision 5000-5999: Services And Other Operating Expenditures LCFF 105,000</p> <p>Increase in Services for Vision and Hearing 5000-5999: Services And Other Operating Expenditures LCFF 13,500</p> <p>N/A N/A 0</p> <p>Navigate Prepared Emergency Response System 5000-5999: Services And Other Operating Expenditures LCFF 6,000</p> <p>Raptor Visitor Management System 5000-5999: Services And Other Operating Expenditures LCFF 3,300</p> <p>Wireless Upgrades to Emergency Evacuation Areas 5000-5999: Services And Other Operating Expenditures LCFF 6,500</p> <p>Increase MOT 2000-2999: Classified Personnel Salaries LCFF 11,700</p> <p>Increase LVN Services 2000-2999: Classified Personnel Salaries LCFF 20,000</p> <p>Sports Coach AED Training 1000-1999: Certificated Personnel Salaries LCFF 2,000</p> <p>Borrego Mobile Health Clinic Not Applicable N/A 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.3- Provide appropriate support to maintain cleanliness of facilities	Increase Custodial Support 2000-2999: Classified Personnel Salaries LCFF 174,000	Increase Custodial Support 2000-2999: Classified Personnel Salaries LCFF 174,000
3.4 Maintain services to limit drug, alcohol, and tobacco presence on campus	Interquest K-9 Detection Services 5000-5999: Services And Other Operating Expenditures LCFF 1,300 Parent Education Classes (Cost contained in Romoland CARES Classes Goal 1 Action 7) N/A 0	Interquest K-9 Detection Services 5000-5999: Services And Other Operating Expenditures LCFF 1,300 Parent Education Classes (Cost contained in Romoland CARES Classes Goal 1 Action 7) N/A 0

Goal Analysis

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

Funds budgeted for Actions/Services that were not implemented were redirected for use in response to the COVID-19 pandemic virtual learning program implementation, summer learning program implementation, and school safety needs as campuses re-opened for in-person instruction.

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

Romoland School District has spent the past seven years (two 3-year LCAP cycles) robustly focused on educational equity with investments in "the whole child" through: 1) quality first best instruction, 2) implementation of multi-tiered systems of support in academics, attendance, and social-emotional behavior, 3) 1:1 technology devices for all students, 4) staff professional learning, 5) mental health supports, 6) enrichment opportunities for students, and 7) modern, safe facilities. There have been multiple successes, including: highest state testing district multi-year growth in ELA and math in the county, highest English Learner reclassification multi-year rates in the county, California Distinguished School designation for Romoland Elementary School, AVID School of Distinction for Ethan A. Chase Middle School, AVID Elementary model school for Harvest Valley Elementary School, SARB Model District twice in the past three years, and recently, the school counseling RAMP award for Harvest Valley Elementary School. With challenges presented by the COVID-19 pandemic and the shift to virtual learning, staff, students, and families rose to the occasion by working together to ensure quality virtual learning environments and then being one of the first school districts in the county to re-open for on-campus instruction in 2021.

3.1- Modernization and improvement of identified facilities--the challenge was completing all facilities projects; projects were put on hold or cancelled due to school closures due to COVID

3.2- Provide a physically safe learning environment for all students--successful implementation of health and safety staff and supplies particularly while schools were open prior to school closures

3.3- Provide appropriate support to maintain cleanliness of facilities-successful implementation of clean and well-kept facilities; projects continued with school closures though may have been delayed at times

3.4 Maintain services to limit drug, alcohol, and tobacco presence on campus--successful implementation of K-9 Detection visit for school safety

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
Provide appropriate support to maintain cleanliness of facilities to include increased custodial support, deep cleaning supplies, sanitizing spray system, sanitizing wipes, and hand sanitizer for all district facilities.	282,136.00	282,136.00	No
Purchase of personal protective equipment to include plexiglass dividers for public office reception areas, student dividers, and personal equipment.	40,874.00	40,874.00	No
Refine and implement California State Standards aligned Units of Study and Benchmark exams for English language arts and mathematics. The English language arts and mathematics Units of Study will continue to be revised. Textbooks, consumables, and Illuminate DnA will be purchased.	191,385.00	191,385.00	No
The Next Generation Science standards implementation will be continued to include materials, professional development, and two TOSA's salaries. Science units will be converted to digital platforms.	343,621.00	343,621.00	No
Implementation of iReady, DIBELS, and ESGI assessments for literacy and numeracy diagnostic, formative, and summative assessment.	134,461.00	134,461.00	No
Two instructional coaches (Math and ELA) to support teacher professional learning and implementation of Math and ELA standards.	280,244.00	280,244.00	No
OMS System for organizing and monitoring professional learning opportunities	1,200.00	1,200.00	No
School-based initiatives: The Leader in Me or AVID	75,000.00	75,000.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Middle school AVID program, including AVID Excel for English Learners	150,000.00	150,000.00	Yes
Middle school elective program and 7-period day guaranteeing all students have access to an elective	50,000.00	50,000.00	Yes
COVID-19 Monitoring System program and personnel	23,000.00	23,000.00	No
COVID-19 staff testing program	600,000.00	600,000.00	No
Instructional materials increase to limit student sharing of materials for safety purposes	100,000.00	100,000.00	No

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.

n/a

Analysis of In-Person Instructional Offerings

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

With challenges presented by the COVID-19 pandemic and the shift to virtual learning, staff, students, and families rose to the occasion by successfully working together to ensure quality virtual learning environments and Romoland School District being one of the first school districts in the county to re-open for on-campus, in-person instruction in 2021. Seventy percent of students returned to campus for in-person instruction. On-campus, in-person instruction in a hybrid model (students on campus two days per week) was phased in by grade level spans, TK-2, 3-6, 6-8, over a few weeks in early spring 2021. In mid-spring, the hybrid model on-campus time was increased for students to be on campus four days per week. An in-person, on-campus summer learning program has been offered to all students for Summer 2021.

The main challenges in implementing in-person instruction were the constant changes to state and county public health guidance for schools. With every change to guidance came changes to local plans, community messaging, preparation, PPE supplies, staffing, and staff training. Further, county public health guidance was often more restrictive than state guidance which created confusion for stakeholders and barriers to opening schools. However, Romoland School District staff overcame the barriers and prepared well for safe school openings. Bargaining Units and the District effectively worked together to ensure school openings.

To inform instruction throughout the school year and address student learning loss, there continued to be a systematic cycle of assessments. All students were administered periodic diagnostic, formative, and summative assessments. For data to lead to

meaningful change in student outcomes, teachers and administrators had designated collaboration time to analyze data, identified shifts in instruction to meet students' needs, and implemented student support strategies. Teachers, in collaboration with administrative staff, analyzed student assessment data on a consistent basis to identify any students experiencing significant learning loss. If a student was identified as experiencing significant learning loss, the teacher determined a support plan which included one or more of the following strategies: small group instruction, providing the student with personalized instructional tools, one-on-one office hours support, and consistent communication with the students' family about the student's progress towards grade-level standards mastery.

The health and safety of students and staff was the top priority when making the decision to physically re-open school campuses. In an effort to keep students, staff, and our community safe we put health and safety protocols in place at every school site for in-person instruction. Each school site minimized access to campus by limiting nonessential visitors, facility use permits, and volunteers. Students and staff wore face coverings and engaged in a symptom screening prior to entering the campus. Both students and staff washed and sanitized their hands at the start of the school day and throughout the school day. Staff and students exhibiting symptoms were excluded and not able to return to school until they met the criteria to discontinue home isolation. Physical distancing around campus was maximized in all common areas and classrooms. Each school site implemented a daily cleaning and disinfecting schedule to disinfect surfaces between uses by different students or staff and high-touch surfaces.

All staff were provided with COVID safety protocol training depending upon their individual job classifications and responsibilities. Each school site and the District Office identified a liaison to respond to questions related to COVID-19. The Romoland School District adopted a notification protocol, in accordance with the California Department of Public Health guidance, for when a student, staff member, or a member of their household tested positive for COVID-19 and exposed others at school.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The purchase of additional Chromebooks to increase our current 2:1 chromebook ratio for students in grades K-2 to a 1:1 ratio. Purchase of additional wifi hotspots to ensure internet connectivity for students. The district will also purchase additional bar code scanners to expedite the checkout process of Chromebooks, hotspots, and student materials.	364,613.00	364,613.00	Yes
Supplemental online curriculum licenses will be purchased to enhance virtual instructional to include BrainPOP, Lazel Inc, Screencastify, Renaissance Learning, Newsela, and Nearpod.	135,111.00	135,111.00	Yes
Pupil academic progress and engagement records will be tracked in LittleSIS a product of Amplified IT and Clever Analytics.	0	0	Yes
High-quality professional learning opportunities aligned to California State Standards in English language arts, math, social studies, science, educational technology, and virtual learning will be provided to all staff.	100,000.00	100,000.00	Yes
PushPlay standards-based elementary physical education video lesson license for each elementary school site.	4,500.00	4,500.00	Yes
Digital library book licenses	10,000.00	10,000.00	No
Increase service contract for Chromebook repairs to improve repair time	75,000.00	80,000.00	Yes
Document cameras	52,000.00	52,000.00	Yes
Instructional materials for providing special education services in virtual environment	30,000.00	39,171.00	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.

n/a

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.

Romoland School District has spent the past seven years (two 3-year LCAP cycles) robustly focused on educational equity with investments in "the whole child" through 1) quality first best instruction, 2) implementation of multi-tiered systems of support in academics, attendance, and social-emotional behavior, 3) 1:1 technology devices for all students, and 4) staff professional learning. Thus, pivoting to virtual learning, while not easy, was manageable because students and staff already had or were provided with needed technology devices, instructional technology programs, and corresponding professional development. The District and Bargaining Units effectively worked together throughout the year to constantly improve services for students and correct issues as they arose.

The Romoland School District provided a virtual model of instruction, personalized learning assignments, and support in an online format five days a week on a full schedule with a modified schedule on Wednesdays. Students received at least the minimum amount of daily instructional minutes (three hours per day for kindergarten, three hours and fifty minutes for first through third-grade students, and four hours for fourth through eighth-grade students) through a combination of teacher instruction and "time value" of work assigned. Teachers provided daily live virtual instruction in the whole group and small group formats. Teachers also provided virtual "office hours" to be available for a student and/or family via telephonic or electronic communication. Student attendance and participation in virtual learning were monitored daily. Daily engagement included, but was not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees and students or parents/guardians. Students engaged daily in lessons, classwork, assignments, and assessments in order for them to achieve state grade-level standards. Students were provided with "accommodations necessary" to serve students with special needs in accordance with the student's individualized education plan to ensure that individualized education programs could be executed in a distance learning environment. All students had access to virtual tutoring services outside of the school day.

Assessments:

- iReady Reading Diagnostic Assessments, grades K-8
- iReady Math Diagnostic Assessments, grades K-8
- ESGI Literacy Assessments, grades TK-K
- ESGI Numeracy Assessments, grades TK-K
- ELA Culminating Task Assessments, grades K-8
- Math Culminating Task Assessments, grades 3-8
- ELA Units of Study Common Formative Assessments, grades K-8
- Math Units of Study Common Formative Assessments, grades K-8
- GoFormative assessment platform

Curriculum:

- Units of Study ELA, grades TK-8
- Units of Study Math, grades TK-8
- Houghton Mifflin Harcourt Splash ELA, grade TK
- McGraw-Hill Wonders ELA & ELD, grades K-5
- McGraw-Hill StudySync ELA & ELD, grades 6-8
- Houghton Mifflin Harcourt GoMath, grades K-5
- Big Ideas Learning Math, grades 6-8
- Pearson Algebra 1, grade 8 (Algebra)
- Houghton Mifflin Social Studies, grades K-5
- Holt, Rinehart & Winston Social Studies, grades 6-8
- NGSS Units of Study, grades K-8
- NewsELA, grades 3-8
- iReady Tutorials, grades K-8
- Vista Higher Learning Spanish, grades 6-8 (Spanish)
- UNIQUE ELA (RISE program classes, grades TK-8)
- UNIQUE Math (RISE program classes, grades TK-8)
- Attainment Math (RISE program classes, grades TK-8)
- Nearpod, grades TK-8

Learning Platform:

- Google Classroom

All families were invited to complete an instructional model preference survey prior to the start of the school year. Students were rostered with teachers instructing the families' preferred instructional model in accordance with the instructional model survey completed by the family prior to the start of the school year. This allowed for ease of transition for both students and teachers when transitions between in-person and distance learning occurred.

Access to Devices and Connectivity

The Romoland School District had classroom technology standard in place to provide 1:1 student devices for all 3rd-8th grade students and 2:1 devices for K-2nd grade students. TK classrooms were provided with 10 tablet devices. For the anticipated distance learning needs of 2020-21, we purchased additional devices to supplement our classroom standard and bring TK-2nd grade up to a 1:1 student device ratio. Thus, all students had access to checking out a district-issued Chromebook for use in the traditional, hybrid, or virtual learning model. According to a district survey, we identified that approximately 10% of our students did not have access to wireless internet in the home. We allowed students with take-home devices to checkout a wifi hotspot if in-home Internet access was not available. The District School Engagement and Foster Youth Liaison reached out to foster care and homeless youth to ensure access to technology and connectivity during virtual learning. There was a process in place to provide repairs and technical assistance

for all student devices with two technicians monitoring a tech-support hotline phone number. Also, a helpdesk system was utilized to track issues and log repairs. An outside vendor was also under contract to support Chromebook repairs in response to an increased volume of use and repair needs.

Pupil Participation and Progress

Teachers utilized the district's learning management system, Google Classroom, in conjunction with Nearpod and district-approved online curriculum platforms to administer formative assessments and unit assessments during synchronous instructional minutes. The district's learning management system, Google Classroom, tracked students' weekly engagement, including synchronous and asynchronous instruction for each whole or partial day of distance learning, verifying daily participation and tracking assignments. Student's weekly engagement was monitored by teachers with use of the Google LittleSIS data manager reports for Google Classroom, Clever Analytics reports, and Aeries student information system. Site administrators monitored student engagement reports for each classroom with use of Google LittleSIS, Clever Analytics, and Aeries reports.

Distance Learning Professional Development

All certificated and instructional classified staff participated in the Romoland Virtual Learning webinar series via Google Classroom, which was approximately four hours in length. The training consisted of five modules that covered the following topics: creating a positive online culture, meaningful learning experiences with structure and routine, design thinking, inclusive online student spaces, and administering assessments. The training was self-paced, and staff completed culminating tasks they can use in their own virtual classrooms. The five-hour digital platform training utilized screencast videos; this allowed staff to reference the training as an ongoing resource. In July 2020 staff were invited to participate in another self-paced professional learning experience via a Virtual Learning Choice Board that was posted on the District website. The choice board included five virtual learning topics: "start-up", Google Classroom, lesson packaging to meet students' needs, tech tools, and EduProtocols for primary grade instruction. Each category contained four videos or hyperlinks that provided staff with quick, on-demand professional development based on their personalized professional learning needs. The District purchased Nearpod to enhance student engagement in virtual learning and provide teachers with more virtual instructional resources. All teachers received communication about a live webinar opportunity they could attend prior to formal virtual training, which was offered on July 29, 2020. Additionally, each school site sent two staff members to a trainer-of-trainers professional development session in late August 2020. The Nearpod trainer at each school site then provided formal staff training of Nearpod in September 2020.

Staff Roles and Responsibilities

- Teachers moved to virtual instruction to start the school year but were assigned to one of three instructional models in order to make the eventual transition to in-person instruction more efficient.
- Teachers at middle school often needed to adjust their teaching assignments due to the need to staff the three instructional models. This was primarily seen in single subject credentialed staff working in more elective areas and with teachers in possession of a multiple subject credential using that credential instead of the single subject.
- Some classified staff were working outside their traditional duties in order to assist with student outreach regarding attendance and engagement.

- Classified staff also increased their student outreach efforts in the area of instructional support. This was primarily seen with instructional aides supporting classroom instruction in the virtual model.

Supports for Pupils with Unique Needs

Supports was provided during distance learning to assist students with unique needs, including English learners, students with exceptional needs served across the full continuum of placements, foster youth, and students who are experiencing homelessness. Students with unique needs were fully integrated into every aspect of preparation and participation to ensure their academic and social-emotional needs were addressed. Students with unique needs received rigorous standards-based instruction based on the District's current Units of Study. The District's Units of Study were designed based on current grade-level standards that utilize the district-adopted curriculum, outline instruction required within the unit in order for students to master grade-level standards, provide guidance on differentiating instruction, and assessments to guide the learning process. Teachers could differentiate and personalize slide decks in Google Classrooms for students with unique needs. Personalized slide decks and activities contained lessons and content specific to the student's individual learning and language needs. English learner students received both Designated and Integrated English Language Development (ELD) lessons, including assessment of language proficiency, support to access curriculum, and support to continue progress toward reclassification as fully English proficient. Special Education teachers co-taught with general education teachers and/or provided small group instruction in their Google Classroom during distance learning to provide students with unique needs services equitable access in the least restrictive environment. Special Education teachers also utilized their own Google Classrooms, as the learning management system for providing students with unique needs direct support and services as related to their current IEP services. Special Education teachers and related services case carriers posted videos, assignments, and personalized feedback in Google Classrooms in alignment with students with unique needs personalized learning goals as well as provide daily live interaction. In both the virtual and hybrid learning models students with unique needs participated in synchronous and asynchronous online learning experiences. A synchronous learning experience included real-time instruction, daily interaction with their teacher, small group instruction for a specific subject area, and one-on-one assistance as noted in their IEPs.

Communication in the form of video conferencing, live-streamed videos, and live chat in addition to additional asynchronous learning experiences allowed students the flexibility to learn at their own time and pace by providing screencast videos, blog posts with comments, and completing ongoing assignments. Special education teacher office hours were also accessible to students with unique needs and their parents/guardians who might be in need of additional support. Students with unique needs that required access to alternative life skills curriculum in the Romoland Intensive Specialized Education (RISE) programs, in addition to participating in a Google Classroom facilitated by their Special Education teacher, had access to the UNIQUE Learning System, Attainment Math, and SANDI online for ELA and Math instruction. To ensure students with disabilities who require special education programs were included in all offerings of instructional program models (traditional, hybrid, virtual) the Individualized Education Program (IEP) process was used to customize educational opportunities and provide support when a student with disabilities was working in a virtual model. Distance learning and emergency response plans were integrated into each students' IEP to ensure full participation and support in distance learning. Partnerships between all IEP team members, including close partnerships with parents/guardians, to jointly determine what was working for each student in the traditional and/or virtual models, as well as accommodations and modality of learning, allowed the greatest access. Addressing services was essential and occurred through conducting virtual IEP meetings during distance learning. Engaging and reaching out often and with multiple communication methods was critical to ensure connectedness

and support, particularly for families who were in crisis.

Monitoring of the Romoland School District Academic Multi-tiered System of Support (MTSS) implementation at each school ensures that staff were not over-identifying specific student groups for possible special education services due to school closures. Instructional staff provided evidence-based instructional practices and evidence of multiple measures of assessment applied before referrals were presented for assessment for potential qualification of special educational services and programs.

Foster care and homeless youth were immediately enrolled in school even if all typically required school records or immunizations were not available. The Romoland School District continued to provide referrals to community resources for foster care and homeless youth. In addition to community resources, the Romoland School District School Engagement/Foster Care Liaison communicated on a regular basis with the parents/guardians of foster care students and homeless youth, provided support on an individual basis to ensure equitable access to learning and technology, provided access to school supplies, and provided access to hygiene supplies, such as hand sanitizer and face masks. The School Engagement/Foster Care Liaison provided direction and information about community resources to parents/guardians to support with meeting any mental health or social-emotional needs for foster care and homeless youth throughout distance learning. Continued online counseling (guidance/ behavioral/mental health) and mentoring support from the Liaison, School Counselors, and/or School-based Mental Health Specialists via teletherapy were provided, as needed, for support with any social-emotional and behavioral issues as identified for foster care and homeless youth.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online tutoring services	95,000.00	149,000.00	Yes
Staff duties reconfigured to connect with students and families that are not engaging in online instruction.	0	0	Yes
Small group instruction, one-on-one instruction, and teacher office hours will be provided to support students who are achieving below grade level.	0	0	Yes
All elementary teachers provided with regular professional learning community collaboration time to analyze student data and develop plans to address pupil learning loss.	394,061.00	394,061.00	Yes
School Engagement/Foster Youth Liaison	94,563.00	94,563.00	Yes
Foster student and family outreach, services, and supplies	3,000.00	3,000.00	Yes
Homeless student and family outreach, services, and supplies	5,000.00	5,000.00	Yes
Immigrant students and family outreach, services, and supplies	4,800.00	4,800.00	Yes
Chronic absentee student and family outreach, services, and supplies	5,000.00	5,000.00	Yes
After school and Saturday extended learning sessions	60,000.00	60,000.00	Yes
Special Education Instructional Assistant professional development	5,000.00	5,000.00	Yes
4-week Virtual Summer Learning Program offered to students in all grades, Summer 2020	75,000.00	75,000.00	Yes
Special Education department professional development	6,000.00	8,199.00	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.

Online tutoring services--The actual expenditure was greater than the budgeted expenditure because throughout the school year many students engaged in virtual tutoring, which created a need to add more tutoring hours. We added the hours and created targeted intervention groups to support students' reading and math skills.

Special Education department professional development--The actual expenditure was greater than the budgeted expenditure because as the year progressed more training needs were identified for staff to best support students in the virtual learning environment.

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.

Romoland School District has spent the past seven years (two 3-year LCAP cycles) robustly focused on educational equity with investments in "the whole child" through: 1) implementation of multi-tiered systems of support in academics, attendance, and social-emotional behavior, 2) staff professional learning in many academic areas, including Orton-Gillingham literacy and dyslexia methods (70% of teachers have already received this specialized training), 3) counseling and mental health staff and supports, 4) a School Engagement and Foster Youth Liaison, 5) tutoring and extended learning opportunities, and 6) Professional Learning Community collaboration time for teachers to analyze student achievement data to inform their instruction. Thus, Romoland School District has been addressing learning loss over many years. Staff continued to implement and advance their work in this area with a focus on personalized learning, small group instruction, and office hours support in the virtual program learning environment.

The District's Academic multi-tiered system of support (MTSS) contains three tiers to address any students' personal learning needs and includes support for pupils who are English learners (EL), socio-economically disadvantaged (SED), students with disabilities (SWD), foster youth, and homeless youth. Tier one is provided to all students and ensures they have access to quality instruction of grade level core curriculum, differentiated instruction within their classrooms, and iReady online tutorials. It addresses the importance of consistent assessments and assures that all students will be administered diagnostic, formative, and summative assessments. The District provides time weekly and monthly for instructional and administrative staff to engage in professional learning communities to analyze assessment data and identify students in need of targeted tier two interventions. Tier two interventions are provided to students identified based on assessment results. The interventions that are determined to be most effective in ensuring a student experiences mastery of standards in an efficient manner are provided in a small group or one-on-one setting by the classroom teacher. Instructional assistants may also provide students with some small group or one-on-one instructional support. The teacher monitors the student's progress to determine if the student is making adequate growth with the intervention being implemented. If it is determined that the student is making adequate progress the intervention is continued until the student demonstrates mastery. If it is determined that the student is not making adequate progress with the intervention, the intervention is adjusted, and the teacher continues to monitor progress. If the student continues to show little to no progress toward standards mastery, the teacher will proceed

with tier three interventions based on progress monitoring and assessment data. During tier three, students may be identified and referred to a Student Success Team (SST) to determine additional and/or more intensive interventions. The teacher will implement the more intensive interventions and monitor the student's progress. The SST will meet periodically to review progress monitoring data and determine if the intensive interventions are effective in addressing the student's identified learning gap(s). If the team determines the student is not making adequate growth, the team may consider possible assessment to determine eligibility for special education services. This was implemented this year, and was implemented in previous years.

During instruction, teachers administered formative assessments to determine if students were mastering skills, concepts, and standards. This type of assessment provided teachers with the ability to gauge learning in real-time and make lesson modifications to best meet student needs. Teachers then determined if any instruction needed to be revisited via small group or one-on-one instructional time. Further, teachers implemented personalized student goal setting, data chats between the teacher and the student, the use of success criteria, flexible small group instruction, one-on-one instruction, personalized instructional materials, and office hours support to meet students' learning needs. Teachers and students worked as partners in the student's learning to ensure the student has clarity on his or her present learning levels and the steps necessary to achieve grade-level standards mastery. Students who were identified with learning gaps throughout the year received small group instruction, one-on-one support, and/or targeted virtual tutoring on a consistent basis to address their identified areas of need.

All students were offered the opportunity to attend the Summer Learning Program in 2020 and in 2021.

District and school site staff recognize the school-family partnership is essential to improving student learning outcomes. Therefore, instructional and administrative staff maintained consistent communication with families regarding their students' progress towards meeting and achieving grade-level standards. If a student was identified with learning gaps, the staff communicated the identified gap(s) to the family. Parents/guardians were invited to participate in conferences with the teacher, as well as SST meetings, as needed.

The effectiveness of the services or supports provided to address pupil learning loss were measured by weekly/monthly teacher and site administrator collaborative Professional Learning Community (PLC) meetings to analyze student data and strategies of support (ie. growth monitoring data in iReady), administrative "walk-throughs" of virtual classrooms to provide coaching support and feedback to teachers via DigiCoach, and teacher evaluations. In addition, continued progress monitoring (trimester progress reports, trimester report cards, parent/teacher conferences, and annual and triennial IEP meetings held virtually), monitoring of student daily attendance, and social-emotional progress monitoring occurred throughout the school year. Romoland School District will not allow the phrase "learning loss" to stigmatize this generation of students who have experienced the pandemic and a year of virtual learning. Rather, the District will continue to implement a multi-tiered system of support to amplify our work to accelerate student learning.

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.

Romoland School District has spent the past seven years (two 3-year LCAP cycles) robustly focused on educational equity with investments in "the whole child" through: 1) implementation of multi-tiered systems of support in academics, attendance, and social-emotional behavior, 2) ensuring full-time school counseling staff at every school, 3) adding two full-time school based mental health therapists, 4) increasing health supports with increases to LVN staff, and 5) adding a School Engagement and Foster Youth Liaison (social worker position) to support foster youth, homeless youth, and families facing economic hardship. With the shift to virtual learning, staff, students, and families rose to the occasion by working together to ensure student social and emotional well-being was a focus with classroom community-building activities, increased teacher-parent/guardian communication, the continuation of school counselor class lessons and small group support, and the continuation of 1:1 mental health therapy sessions.

The following mental health and social/emotional well-being supports were implemented in 2020-21:

- School mental health professionals collaborated with staff throughout the school year to continually assess student needs and identify the support and resources staff need in support of students.
- School counselors and therapists provided training to staff on how to identify the difference between normal levels of stress, chronic stress, trauma, PTSD, anxiety, and other affective issues.
- School counselors and therapists prepared and shared messages to students and families addressing mental health topics.
- The District provided mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
- School counselors taught lessons across all classrooms and grade levels monthly.
- School counselors provided students and teachers with Google classrooms and resources for social-emotional learning.
- Counseling and teaching staff conducted whole group and small group restorative circles virtually to facilitate student expression and impact.
- School counselors and therapists worked with District staff and the District Mental Health Committee to determine the best methods for administering mental health screening tools and responding to student needs.
- Based on the screener results and the Romoland School District mental health referral process, school-based mental health therapy services were provided via telehealth during distance learning.
- All school counselors, school-based mental health therapists, school psychologists, and administrators were trained in risk assessment protocols for suicide prevention.
- A new service was added for this year, CareSolace. CareSolace is an agency for making outside referrals and getting our students and their families, as well as staff, connected in a timely manner with therapists, specialists, treatment programs, and doctors for mental health services beyond the realm of school-based services.

The Benefits staff in the Business Department in cooperation with the Human Resources Department and with an understanding of collaborative communication between departments, were notified when an employee expressed a need for support with stress, secondary trauma, compassion fatigue, or any related mental issue in association with COVID-19 in order to provide timely outreach

and support for the employee. Employees with benefits had access to mental health services through their medical plans. Employees without benefits had the Anthem Blue Cross Employee Assistance Program which provides five free visits per issue per year. These benefits and resources were communicated to staff regularly. Staff were provided with access to multiple resources:

- REEP Wellness Program
- Anthem Employee Assistance Program with 5 free mental health visits per incident for benefit-eligible and non-benefit eligible employees and members of their household
- Anthem EAP Onsite Crisis Counseling
- Anthem Mental Health/Substance Abuse provided thru all Anthem plans
- Kaiser Mental Health/Substance Abuse provided thru all Kaiser plans
- Kaiser Members additionally had access to services provided thru Mental Health Network (MHN)
- Keenan Webinars on COVID related topics: Preparing K12 Staff for the Reopening of Schools; COVID-19: Helping Parents and Children Prepare for K-12 Fall Semester
- Kaiser Webinars: The Science of COVID
- Omada Wellness Programs for Anthem and Kaiser Members
- Quarterly Wellness Connection Newsletters with applicable topics
- BenefitBridge Open Enrollment and Resource Library
- CareSolace

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.

Romoland School District has spent the past seven years (two 3-year LCAP cycles) robustly focused on educational equity with investments in "the whole child" through: 1) implementation of multi-tiered systems of support in academics, attendance, and social-emotional behavior, 2) adding the Aeries Parent Portal, 3) adding a District Communications Coordinator, 4) adding school community clerks at each school, 5) adding a School Engagement and Foster Youth Liaison (social worker position) to support foster youth, homeless youth, and families facing economic hardship, 6) upgrading the District and school websites, and 7) implementing a robust mass communication system. With the shift to virtual learning, staff, students, and families rose to the occasion by working together to ensure increase pupil and family engagement with: 1) increased teacher-parent/guardian communication via email, mass communication programs, virtual conferencing, and office hours, 2) school attendance team data monitoring and outreach to families for improving student attendance and engagement, 3) home visits, 4) changes to Aeries attendance and engagement data collection practices, and 5) supportive SART and SARB practices. The following Tiered supports outline the details of the work that occurred this school year.

TIER 1 Strategic actions for student and family engagement and outreach:

Establishment of a District Student Engagement Team (Director of Pupil Services, Director of Educational Services, Chief Technology Officer, Assistant Principal)

- Provide guidance for School Student Engagement Teams
- Develop systems and procedures for monitoring student engagement and re-engagement date
- Develop methods and procedures for student engagement and re-engagement strategic actions

Initial outreach to families to reconcile attendance in early weeks of school year with virtual learning:

- Daily student account documentation across each classroom, school, and district
- Take daily student attendance in Aeries.
- Teachers make initial contact communication with family.
- If still consistently absent within first 10 days of school, Attendance Clerk and Assistant Principal call
- Home visits
- Mass-communication system messages (emails, phone calls, robo calls, text messages, websites, social media)

Establishment of a School Student Engagement Team (school administrators, school counselor, attendance clerk, family & community engagement clerk)

- Daily and weekly analysis of attendance data
- Daily and weekly analysis of student engagement data
- Virtual Shoutouts for positive recognition

Methods for engaging new student enrollees (school administrators, teachers, office staff)

- School office sends immediate email to teacher notifying of new student and start date
- Families/Students check out Chromebooks from school
- Cheat Sheet for logging on
- Welcome brochures
- Welcome letter for families
- Tutorials/ ScreenCastify videos (accessible on social media, website, Google Classrooms, ClassDojo)

Schoolwide methods for outreach and engagement (school administrators, school counselor, attendance clerk, family & community engagement clerk)

- Virtual After-School Clubs
- Extended Learning Program, at applicable schools per grant funding
- Google Classroom as a resource for families
- District-wide Virtual Spirit Days
- Counselors connecting to support student engagement with Social-emotional Learning (SEL), Spirit Days, etc.
- Emails, communication platforms (Dojo, Seesaw, Remind. Etc.)
- Direct phone calls with families and robocalls
- Virtual family activities
- Virtual "Pastries with the Principal" parent/guardian meetings
- Providing support for tech issues, District Tech Hotline, identifying families that need hot spots
- Home visits

All TIER 1 engagement communications and outreach will be conducted in English and Spanish. All District communications on the District website could be translated into 108 languages via the Google application on the website.

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TIER 2 Strategic actions for student and family engagement:

Teacher methods for outreach and engagement (teachers)

- Morning Meeting time to check-in and support SEL habits, review work or expectations for the day, build relationships, etc.
- Family communications platforms
- Google Classroom/ Email
- Personal phone calls (guiding families through technology, assignments, organizing)
- Asking families to come to pick up supplies on a teacher material pick up schedule, come in for tech support during designated times

Methods for teacher monitoring of student engagement (teachers)

- Teachers using Google Classroom, Clever Analytics, and Aeries to monitor daily and weekly student engagement
- Reviewing Google Classroom Assignments daily and providing feedback and grading
- Offering students and families scheduled small group and/or one-on-one support during teacher office hours

Site administrator methods for monitoring class student engagement records (school administrators)

- Administrator weekly class check-in as a “Special Guest”
- Direct one-on-one check-ins with students
- Administrator use of Clever Analytics, Google LittleSIS, and Aeries weekly to monitor student engagement
- Checking in to classroom Google Meets and providing teacher feedback with use of DigiCoach
- Reviewing and monitoring Google Classrooms

All TIER 2 engagement communications and outreach will be conducted in English and Spanish. All District communications on the District website could be translated into 108 languages via the Google application on the website.

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TIER 3 Strategic actions for student and family re-engagement:

For students in the Romoland School District who were absent from distance learning for more than 3 school days or 60 percent of the instructional days in a school week, not meeting the compulsory education requirements, or if the student is determined to not be engaging in instruction and at risk of learning loss, the following strategies will be engaged:

Teacher methods for re-engagement outreach for students and families who are disengaged (teachers)

- Virtual meets with teachers, families, students, admin team etc. (Mentorship Program)
- Surveying families to see what their needs are, what their interests are
- Develop Personalized Learning Plans for students that need modifications and or accommodations in order to support their access and completion of academics
- Use of teacher office hours to make personal phone calls to families

Schoolwide weekly methods for re-engagement outreach for students and families who are disengaged (school administrators, school counselors, office staff, classified support staff)

- Mass-communication system messages (emails, phone calls, robocalls, text messages)
- Individual outreach phone calls
- Counselor outreach, one-on-one support, small group sessions
- Mental Health therapist support, one-on-one sessions

- Home visits
- Connect families to resources through the District School Engagement/Foster Youth Liaison
- Connect families to resources through the District Community Resources webpage list of community agencies

Technology Connectivity:

Students and their families needed internet access and training on utilizing online learning platforms to participate in virtual learning. School site staff identified students with connectivity issues and determined if students had access and equipment; families were then provided with a wifi hotspot.

The District's established Attendance Multi-tiered System of Support (MTSS) was engaged to address truancy and chronic absenteeism for on-campus learning and virtual learning, as applicable. The MTSS included many strategic actions and interventions, as noted above, to provide support and resources for students and their families to improve student attendance and engagement. The District contracted with Attention 2 Attendance (A2A) to support attendance data monitoring and parent/guardian letter notifications of truancy and chronic absenteeism.

All TIER 3 re-engagement communications and outreach were conducted in English and Spanish. All District communications on the District website could be translated into 108 languages via the Google application on the website

Analysis of School Nutrition

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

The Romoland School District Nutrition Services team committed to providing nourishing school meals and snacks to our students in order to support student academic success and promote healthful eating habits in both in-person and distance learning instruction. In support of all students beginning the academic year in distance learning model, our meal service plan consisted of four school sites serving as meal distribution locations for families. Families received meals via curbside pickup in order to minimize contact, and families picked up meals from any of our four service locations. Meal service was available for students each weekday, and it included four meals: breakfast, lunch, snack, and supper. Meals were served Monday through Friday, 12:00pm-2:00pm. Breakfast was included for the next day (i.e. Tuesday's breakfast was given with the meal pack on Monday). Breakfast, lunch, snack, and supper meals were provided free of charge to all children under age 18. Weekend meal service of breakfast and lunch was also available free of charge for all children under age 18. Children do not need to be present for meals to be picked up. Families were notified of meal service information and schedules via the following communication channels: Peachjar digital flyers, school and district websites, social media platforms (Facebook, Twitter, Instagram), emails, robo-calls, and text messages.

Romoland School District staff took the following health and safety precautions while serving meals:

- prepacked meal bundle,
- curbside pick-up,

- the wearing of mask and gloves,
- cleaning protocols,
- physical distancing, and
- location markers to limit physical contact with staff.

Once schools resumed in-person instruction, meal service on school campuses were served to all students as grab-and-go lunch service distribution (with breakfast provided for the following day). Students participating in the hybrid instructional model received their lunch meal as they exited campus during their on-campus days. Curbside pick-up lunch distribution continued for the virtual and hybrid (off-campus days) models.

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	Full-time counselors at school sites	724,830.00	724,830.00	Yes
Mental Health and Social and Emotional Well-Being	Two full-time school based mental health therapists to support students in need of services	241,391.00	241,391.00	Yes
Mental Health and Social and Emotional Well-Being	Addition of CareSolace service for connecting students and their families to mental health specialists and doctors	9,000.00	9,000.00	Yes
Pupil Engagement and Outreach	Attention to Attendance service	20,000	20,000.00	No
Stakeholder Engagement	Aeries new student information system and parent portal	60,000.00	60,000.00	Yes
Stakeholder Engagement	Parent/Guardian classes (consultant contracts)	10,000.00	0	Yes
Stakeholder Engagement	Parent/Guardian outreach and engagement activities	8,000.00	8,000.00	Yes
Stakeholder Engagement	Parent/guardian workshops for parents/guardians of English learner students	2,500.00	0	Yes
In-Person Instructional Offerings	Annual instructional technology allocation to maintain 1:1 (grades 3-8) and 2:1 (grades K-2) technology device standard	679,500.00	679,500.00	No
In-Person Instructional Offerings	Instructional technology staff to maintain district standard	213,672.00	213,672.00	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Peachjar digital flyer and letter distribution	2,500.00	2,500.00	No
In-Person Instructional Offerings	Cultural proficiency staff professional development	25,000.00	10,000.00	Yes
Mental Health and Social and Emotional Well-Being	Middle school Student Advisor position	135,802.00	135,802.00	Yes
Stakeholder Engagement	Translation services	20,000.00	20,000.00	No
Stakeholder Engagement	Parent/Community Communications Coordinator position	113,448.00	113,448.00	Yes
Stakeholder Engagement	School site Parent/Community Engagement Clerks	118,664.00	118,664.00	Yes
Pupil Engagement and Outreach	Licensed Vocational Nurses (LVNs) at school sites	62,880.00	62,880.00	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 following three actions were not implemented this year due to the majority of the school year having COVID-19 pandemic restrictions that did not allow for in-person gatherings. These actions were not meant to be virtual experiences for participants, and thus they were not implemented. However, these actions will return in 2021-22.
 Parent/Guardian classes (consultant contracts)
 Parent/guardian workshops for parents/guardians of English learner students
 Cultural proficiency staff professional development

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.

Through twenty-eight stakeholder sessions, lessons learned from implementing virtual learning and hybrid in-person learning have been identified. The following themes emerged as areas of focus for growth and/or need in the 2021-24 LCAP:

- Academic Achievement: Personalized learning, small group instruction, reading and math supports, inclusive practices
- Engagement & Climate: Social-emotional connections and opportunities, extracurriculars, mental health, parent/guardian communication and outreach
- Safety & Facilities: District growth, facilities space, COVID safety, general safety

The LCAP Community Survey identified the following themes for growth and/or need in the 2021-24 LCAP:

- Campus health and safety
- Continue previous LCAP actions
- Students' social-emotional wellbeing and feelings of safety at school
- Students' mental health
- Extracurricular opportunities: sports, clubs, leadership, enrichment
- Academic support

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 District's Academic multi-tiered system of support (MTSS) contains three tiers to address any students' personal learning needs and includes support for pupils who are English learners (EL), socio-economically disadvantaged (SED), students with disabilities (SWD), foster youth, and homeless youth. Tier one is provided to all students and ensures they have access to quality instruction of grade-level core curriculum, differentiated instruction within their classrooms, and iReady online tutorials. It addresses the importance of consistent assessments and assures that all students will be administered diagnostic, formative, and summative assessments. The District provides time weekly and monthly for instructional and administrative staff to engage in professional learning communities to analyze assessment data and identify students in need of targeted tier two interventions. Tier two interventions are provided to students identified based on assessment results. The interventions that are determined to be most effective in ensuring a student experiences mastery of standards in an efficient manner are provided in a small group or one-on-one setting by the classroom teacher. Instructional assistants may also provide students with some small group or one-on-one instructional support. The teacher monitors the student's progress to determine if the student is making adequate growth with the intervention being implemented. If it is determined that the student is making adequate progress the intervention is continued until the student demonstrates mastery. If it is determined that the student is not making adequate progress with the intervention, the intervention is adjusted, and the teacher continues to monitor progress. If the student continues to show little to no progress toward standards mastery, the teacher will proceed with tier three interventions based on progress monitoring and assessment data. During tier three, students may be identified and referred to a Student Success Team (SST) to determine additional and/or more intensive interventions. The teacher will implement the more intensive interventions and monitor the student's progress. The SST will meet periodically to review progress monitoring data

and determine if the intensive interventions are effective in addressing the student's identified learning gap(s). If the team determines the student is not making adequate growth, the team may consider possible assessment to determine eligibility for special education services.

During instruction, teachers administer formative assessments to determine if students are mastering skills, concepts, and standards. This type of assessment provides teachers with the ability to gauge learning in real-time and make lesson modifications to best meet student needs. Teachers then determine if any instruction needs to be revisited via small group or one-on-one instructional time. Further, teachers implement personalized student goal setting, data chats between the teacher and the student, the use of success criteria, flexible small group instruction, one-on-one instruction, personalized instructional materials, and office hours support to meet students' learning needs. Teachers and students work as partners in the student's learning to ensure the student has clarity on his or her present learning levels and the steps necessary to achieve grade-level standards mastery. Students who are identified with learning gaps throughout the year receive small group instruction, one-on-one support, and/or targeted virtual tutoring on a consistent basis to address their identified areas of need. All students have been offered the opportunity to participate in the summer learning program to accelerate their learning for Summer 2021, and they will be offered the same opportunity in Summer 2022.

Proposed strategic actions in the 2021-21 LCAP to address pupil learning loss:

- In-person summer learning program
- Virtual tutoring services
- Virtual Program for 2021-22 for students whose parent/guardians choose this option
- Formally adopt NGSS Units of Study (2021-22)
- Social Science adoption grades 6-8 (2021-22)
- Math textbook adoption for elementary (2022-23)
- Professional development: Orton-Gillingham (OG) literacy and dyslexia methods, Universal Design for Learning (UDL), and Trauma-informed practices
- Transition to site-based instructional coaches to support the implementation of personalized learning
- Instructional resources: GoFormative, Nearpod, and GoGuardian
- Tutoring services
- Increase bilingual aide support for English Learner students
- Expand student clubs, sports, and leadership opportunities at all schools
- Continue offering virtual parent/guardian meeting and conference opportunities

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 following three actions were not implemented this year due to the majority of the school year having COVID-19 pandemic restrictions that did not allow for in-person gatherings. These actions were not meant to be virtual experiences for participants, and thus they were not implemented. However, these actions will return in 2021-22.

Parent/Guardian classes (consultant contracts)

Parent/guardian workshops for parents/guardians of English learner students

Cultural proficiency staff professional development

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.

Through twenty-eight stakeholder sessions, lessons learned from implementing virtual learning and hybrid in-person learning have been identified. The following themes emerged as areas of focus for growth and/or need in the 2021-24 LCAP:

- Academic Achievement: Personalized learning, small group instruction, reading and math supports, inclusive practices
- Engagement & Climate: Social-emotional connections and opportunities, extracurriculars, mental health, parent/guardian communication and outreach
- Safety & Facilities: District growth, facilities space, COVID safety, general safety

The LCAP Community Survey identified the following themes for growth and/or need in the 2021-24 LCAP:

- Campus health and safety
- Continue previous LCAP actions
- Students' social-emotional wellbeing and feelings of safety at school
- Students' mental health
- Extracurricular opportunities: sports, clubs, leadership, enrichment
- Academic support

Proposed strategic actions in the 2021-21 LCAP:

- In-person summer learning program
- Virtual tutoring services
- Virtual Program for 2021-22 for students whose parent/guardians choose this option
- Formally adopt NGSS Units of Study (2021-22)
- Social Science adoption grades 6-8 (2021-22)
- Math textbook adoption for elementary (2022-23)
- Professional development: Orton-Gillingham (OG) literacy and dyslexia methods
- Professional development: Universal Design for Learning (UDL)
- Transition to site-based instructional coaches to support implementation of personalized learning
- Instructional resources: GoFormative, Nearpod, and GoGuardian
- Tutoring services
- Increase bilingual aide support for English Learner students
- Increase School-Based Mental Health Therapist support
- Provide Board Certified Behavior Analyst (BCBA) services
- Professional development: Trauma-informed practices

- Restore field trips
- Expand student clubs, sports, and leadership opportunities at all schools
- Continue offering virtual parent/guardian meeting and conference opportunities
- Offer Parent Institute for Quality Education (PIQE) parent/guardian program at all schools
- Security cameras at all schools (3-year project)
- Facilities safety, growth, and equity improvements
- Site funds for individual student instructional supplies
- COVID safety supplies

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.

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	10,802,974.00	9,800,399.00
Base	1,621,577.00	1,621,577.00
LCFF	8,208,817.00	7,395,659.00
Low Performing Student Block Grant	140,000.00	40,000.00
N/A	0.00	0.00
Title I	609,618.00	597,063.00
Title II	101,967.00	30,000.00
Title III	70,995.00	66,100.00
Title IV	50,000.00	50,000.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	10,802,974.00	9,800,399.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	4,709,044.00	4,467,027.00
2000-2999: Classified Personnel Salaries	1,380,495.00	1,412,555.00
4000-4999: Books And Supplies	2,220,950.00	1,860,115.00
5000-5999: Services And Other Operating Expenditures	2,284,485.00	1,911,977.00
5800: Professional/Consulting Services And Operating Expenditures	208,000.00	148,725.00
Not Applicable	0.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	10,802,974.00	9,800,399.00
	N/A	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,621,577.00	1,621,577.00
1000-1999: Certificated Personnel Salaries	LCFF	2,911,500.00	2,741,450.00
1000-1999: Certificated Personnel Salaries	Title I	74,000.00	74,000.00
1000-1999: Certificated Personnel Salaries	Title II	101,967.00	30,000.00
2000-2999: Classified Personnel Salaries	LCFF	1,325,600.00	1,360,055.00
2000-2999: Classified Personnel Salaries	Title I	50,000.00	50,000.00
2000-2999: Classified Personnel Salaries	Title III	4,895.00	2,500.00
4000-4999: Books And Supplies	LCFF	2,191,450.00	1,835,570.00
4000-4999: Books And Supplies	Title I	12,000.00	7,045.00
4000-4999: Books And Supplies	Title IV	17,500.00	17,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,582,267.00	1,312,259.00
5000-5999: Services And Other Operating Expenditures	Low Performing Student Block Grant	140,000.00	40,000.00
5000-5999: Services And Other Operating Expenditures	Title I	463,618.00	463,618.00
5000-5999: Services And Other Operating Expenditures	Title III	66,100.00	63,600.00
5000-5999: Services And Other Operating Expenditures	Title IV	32,500.00	32,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	198,000.00	146,325.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,000.00	2,400.00
Not Applicable	N/A	0.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	6,106,912.00	5,670,989.00
Goal 2	3,364,412.00	3,041,410.00
Goal 3	1,331,650.00	1,088,000.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,271,921.00	\$2,271,921.00
Distance Learning Program	\$771,224.00	\$785,395.00
Pupil Learning Loss	\$747,424.00	\$803,623.00
Additional Actions and Plan Requirements	\$2,447,187.00	\$2,419,687.00
All Expenditures in Learning Continuity and Attendance Plan	\$6,237,756.00	\$6,280,626.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,996,921.00	\$1,996,921.00
Distance Learning Program	\$10,000.00	\$10,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$935,672.00	\$935,672.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,942,593.00	\$2,942,593.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$275,000.00	\$275,000.00
Distance Learning Program	\$761,224.00	\$775,395.00
Pupil Learning Loss	\$747,424.00	\$803,623.00
Additional Actions and Plan Requirements	\$1,511,515.00	\$1,484,015.00
All Expenditures in Learning Continuity and Attendance Plan	\$3,295,163.00	\$3,338,033.00



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
Romoland School District	Mr. Trevor J. Painton Superintendent	tpainton@romoland.net (951) 926-9244

Plan Summary [2021-22]

General Information

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

Romoland School District is located in Riverside County in a small suburban and semi-rural community located 22 miles south of the City of Riverside and 60 miles north of San Diego. The school district has four TK-5 elementary schools, one 6-8 middle school, and an Early Childhood Education (ECE) program with state and federal Pre-K classes. Romoland School District is growing at a 3-5% rate per year with continued growth in the region anticipated in the near future due to home building and development. The student demographics are as follows: 6% African American, 2% Asian, 2% Filipino, 70% Hispanic, 18% White, 2% Other, 13% English Learners, 71% Socioeconomically Disadvantaged, 12% students with disabilities, 5% Homeless, and 1% Foster Youth.

School Information:

- Boulder Ridge Elementary School: 690 students in grades TK-5 & Pre-K ECE classes, 75% Socio-economically Disadvantaged, 7% English Learners
- Harvest Valley Elementary School: 700 students in grades TK-5 & Pre-K ECE classes, 88% Socio-economically Disadvantaged, 25% English Learners
- Mesa View Elementary School: 840 students in grades TK-5, 40% Socio-economically Disadvantaged, 3% English Learners
- Romoland Elementary School: 525 students in grades TK-5 & Pre-K ECE classes, 85% Socio-economically Disadvantaged, 29% English Learners
- Ethan A. Chase Middle School: 1340 students in grades 6-8, 73% Socio-economically Disadvantaged, 11% English Learners

The Local Control and Accountability Plan (LCAP) is an educational equity plan, with a focus on developing and educating the "whole child." We endeavor to provide our students with the strong academic foundation they need to prepare for their future and give them opportunities to explore their artistic, leadership, and athletic talents to produce well-rounded, productive students who contribute positively to society. We ensure that teaching and learning take place in facilities that are equitable across the district. As such, the creation of our LCAP aligns with our vision by providing a balanced, comprehensive plan that addresses the academic, social-emotional, safety, and facilities needs across the district.

Romoland School District takes great pride in its instructional program and realizes that teachers are our best resource in maintaining and building upon our strengths as a district. The focus of this three-year LCAP is the deeper implementation of personalized learning in all classrooms. Ensuring educational equity for students means eliminating barriers, providing educational opportunities, and having planned, systemic strategies focused on the teaching and learning process. This is achieved through the implementation of personalized learning. However, reaching academic success through personalized learning is achieved when meeting the needs of the "whole child." This requires investment in strategic actions focused on facilities, cultural proficiency, family engagement, health and community resources, social-emotional-behavioral learning, student engagement, and staff professional learning. Romoland School District has been on this journey of educational equity and investment in the "whole child" for the past two 3-year LCAP cycles.

This 2021-24 LCAP is a framework for continuing the District's systematized, educational equity work of "whole child" investment through a deeper implementation of personalized learning to meet the needs of each and every student.

Reflections: Successes

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

Overall Success: The Romoland School District staff, students, community, and bargaining units worked together throughout the COVID-19 pandemic and resulting school closures to stay collaborative and positive. This resulted in Romoland School District being one of the first districts in Riverside County to: offer on-campus, in-person small group cohort support in Fall 2020, re-open schools for hybrid, in-person learning in early Spring 2021, and expand hybrid in-person learning to four days per week in late Spring 2021. Further, in Summer 2020, the District offered a virtual summer learning program to all students and has offered an in-person summer learning program to all students for Summer 2021. Because of past LCAP investments in the "whole child", the District was able to provide all students with Chromebooks and provide students in need of wifi with hotspots. Teachers were previously trained in Google applications, such as Google Classroom and Google Meets, and teachers previously had access to instructional technology programs such as iReady, NewsELA, BrainPop, and digital textbook adoption materials. In support of the needs of students and teachers in the virtual learning environment, new instructional technology programs were added in 2020-21: Nearpod, GoFormative, and GoGuardian. Further, in support of students' social-emotional behavior and mental health, all students had access to school counselors and school-based mental health therapists during virtual learning. Upon reflecting on the 2020-21 school year, stakeholders identified the following themes as strengths: personalized learning, student engagement, social-emotional and mental health supports, instructional technology devices and programs, and increased parent/guardian and community communication and engagement.

No schools in the District have been previously identified for Comprehensive Support and Improvement (CSI). This is attributed to the District engaging in the annual LCAP development process with an educational equity focus and robust investment in the "whole child" over the past two 3-year LCAP cycles. This has resulted in constantly increasing and improving services for students. There is a focus on growth and outcomes with a culture of data analysis and accountability.

Academic Performance:

Per the Fall 2019 California Dashboard English Language Arts indicator of Distance from Standard (DFS), our color rating was yellow, and we increased by 6.7 scale score points. There were no student groups with a color rating of red. We attribute this success to the implementation of an Academic multi-tiered system of support (MTSS), consistent and ongoing PLCs, personalized student goal setting, quality first best instruction, a system of assessment of and for student learning, and the development of personalized learning environments with intervention, enrichment, and technology.

Per the Fall 2019 California Dashboard Mathematics indicator of Distance from Standard (DFS), our color rating was yellow, and we increased by 4.9 scale score points. There were no student groups with a color rating of red. We attribute this success to the implementation of an Academic MTSS, consistent and ongoing PLCs, personalized student goal setting, quality first best instruction, a system of assessment of and for student learning, and the development of personalized learning environments with intervention, enrichment, and technology.

Per the Fall 2019 California Dashboard English Learn Progress indicator, 48.2% of English Learners (ELs) made progress toward English language proficiency. We have consistently had one of the highest multi-year EL Reclassification rates in the county over the past six years. We attribute this success to a system of English Learner Reclassification with a focus on reclassifying all English Learner students prior to the end of grade 8. The system includes personalized student goal setting and progress monitoring, ongoing teacher and administrator one-on-one conferences with EL students, intervention and enrichment opportunities for all ELs, and having all teachers trained in the administration of the state ELPAC test.

In terms of local measures of student academic performance, our benchmark measures given three times per school year are the iReady Reading Diagnostic Assessment and the iReady Math Diagnostic Assessment. On the iReady Reading mid-year 2020-21 Diagnostic students performed at the same level as the mid-year 2019-20 Diagnostic. We attribute the stabilization of student literacy skills in the virtual learning environment of 2020-21 to the following: implementation of an Academic MTSS, consistent and ongoing PLCs, student goal setting, quality first best instruction, a system of assessment of and for student learning, and the development of personalized virtual learning environments with small group instruction, one-on-one student support through teacher office hours, and virtual tutoring services. Further, 70% of elementary, special education, and middle school ELA teachers have received 30 hours of training in Orton-Gillingham instructional methods for literacy and dyslexia.

The District is proud to have no student groups in the red rating. Further, the District has had the highest multi-year growth on the California Assessment of Student Performance and Progress (CAASPP) in ELA and Math when compared to other school districts in Riverside County. Also, Romoland Elementary School was identified as a California Distinguished School; this recognition was received in Winter 2020. The District will continue to implement an Academic MTSS at all schools and focus on personalized learning practices, inclusive practices, and accelerating student learning.

Engagement (Attendance):

Per the Fall 2019 California Dashboard indicator for Chronic Absenteeism, our color rating was yellow with a 9.9% chronic absenteeism rate. The chronic absenteeism rate had decreased 0.4% from the previous year. There were no student groups with a color rating of red. We attribute our success in this area to being a model SARB district and having implemented an Attendance MTSS, which includes multiple strategies to improve attendance rates, decrease truancies, decrease chronic absenteeism, and offer support to students and their families.

In terms of local measures of attendance for 2020-21, chronic absenteeism rates were vastly lower across the district in the virtual learning environment. There was improvement across all student groups per mid-year attendance data in the Aeries student information system. This was attributed to the implementation of an Attendance MTSS focused on student attendance and engagement monitoring specific to the 2020-21 virtual learning year as a result of the COVID-19 pandemic.

The District is proud to be identified as a California Model School Attendance Review Board (SARB) school district; this recognition was received in Spring 2021. The District will continue to invest in attendance supports for students and families, implement an Attendance MTSS, and ensure model SARB practices.

Conditions and Climate (Suspension):

Per the Fall 2019 California Dashboard indicator for Suspension, our color rating was yellow with a 1.9% rate of students suspended at least once. The rate was maintained at 0% change from the previous year. There were no student groups with a color rating of red. We attribute the success in this area to the implementation of a Social-Emotional Behavior MTSS that includes full-time counseling support at all schools, PBIS with the use of data to drive interventions, social skills guidance lessons, and Olweus Bullying Prevention program. Additionally, there have been staff professional development foci on Growth Mindset, Cultural Proficiency, Restorative Practices, and Navigating Difference.

In terms of local measures of conditions and climate for 2020-21, suspension rates were vastly lower across the district because there was no need for suspensions in the virtual learning environment. There was improvement across all student groups per mid-year suspension data in the Aeries student information system. Teachers and school counselors focused on social-emotional learning and classroom community building in the virtual learning environment. Students were also offered virtual teacher office hours for one-on-one support.

The District is proud to have the Harvest Valley Elementary School school counseling program identified as an American School Counselor Association (ASCA) Recognized ASCA Model Program (RAMP); this recognition was received in Spring 2021. The District will continue to invest in school counseling programs, the implementation of ASCA-standard aligned programs at all schools, and implement a Social-Emotional Behavior MTSS.

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.

Overall Needs: Upon reflecting on the 2020-21 school year, stakeholders identified the following themes as needs: continue and grow personalized learning supports for students, grow student engagement and voice opportunities by increasing clubs, sports, and leadership opportunities, refine focus and use of iReady program, continue cultural proficiency work, increase mental health and behavioral supports, increase support for English Learners

Academic Performance:

Per the Fall 2019 California Dashboard English Language Arts indicator of Distance from Standard (DFS), our color rating was yellow, and we increased by 6.7 scale score points. There were no student groups with a color rating of red; however, there were three student groups with a color rating of orange: African American, Homeless, and Students with Disabilities.

Per the Fall 2019 California Dashboard Mathematics indicator of Distance from Standard (DFS), our color rating was yellow, and we increased by 6.7 scale score points. There were no student groups with a color rating of red; however, there were four student groups with a color rating of orange: African American, Foster Youth, Homeless, and Students with Disabilities.

In terms of local measures of student academic performance, our benchmark measures given three times per school year are the iReady Reading Diagnostic Assessment and the iReady Math Diagnostic Assessment. On the iReady Math mid-year 2020-21 Diagnostic students performed at a lower level as the mid-year 2019-20 Diagnostic. To address the decline in student numeracy skills in the virtual learning environment of 2020-21 the following strategies were implemented: consistent and ongoing PLCs, student goal setting, quality first best instruction, a system of assessment of and for student learning with a focus on common formative assessments, and the development of personalized virtual learning environments with small group instruction, one-on-one student support through teacher office hours, and virtual tutoring services.

Engagement (Attendance):

Per the Fall 2019 California Dashboard indicator for Chronic Absenteeism, our color rating was yellow with a 9.9% chronic absenteeism rate. The chronic absenteeism rate had decreased 0.4% from the previous year. There were no student groups with a color rating of red; however, there were four student groups with a color rating of orange: Students with Disabilities, English Learners, Filipino, and Hispanic. Thus, each school refined the Attendance MTSS to address this, which included extra support for students through individual case management and goal setting, relationship development, one-on-one student conferences, home visits, and progress monitoring. During the virtual learning environment of the 2020-21 school year, assistant principals led robust monitoring and outreach strategies for student attendance and engagement monitoring focused on family outreach and support, including home visits, student technology connectivity, and family resources.

Conditions and Climate (Suspension):

Per the Fall 2019 California Dashboard indicator for Suspension, our color rating was yellow with a 1.9% rate of students suspended at least once. The rate was maintained at 0% change from the previous year. There were no student groups with a color rating of red; however, there

were two student groups with a color rating of orange: Homeless and Two or More Races. Thus, each school implemented strategies to address this, which included individual case management, relationship development, implementation of restorative practices, and broadening use of "other means of correction." During the virtual learning environment of the 2020-21 school year, school counselors continued to provide whole group and small group social-emotional learning lessons, and school-based mental health therapists provided virtual and in-person one-on-one therapy services for students in need.

LCAP Highlights

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

Romoland School District takes great pride in its instructional program and realizes that teachers are our best resource in maintaining and building upon our strengths as a district. The focus of this three-year LCAP is the deeper implementation of personalized learning in all classrooms. Ensuring educational equity for students means eliminating barriers, providing educational opportunities, and having planned, systemic strategies focused on the teaching and learning process. This is achieved through the implementation of personalized learning. However, reaching academic success through personalized learning is achieved when meeting the needs of the "whole child." This requires investment in strategic actions focused on facilities, cultural proficiency, family engagement, health and community resources, social-emotional-behavioral learning, student engagement, and staff professional learning. Romoland School District has been on this journey of educational equity and investment in the "whole child" for the past two 3-year LCAP cycles. This has resulted in constantly increasing and improving services for students. This has also resulted in achievement across all indicators: academic, engagement, culture & climate, including awards and recognitions in those areas.

This 2021-24 LCAP is a framework for continuing the District's systematized, educational equity work of "whole child" investment through a deeper implementation of personalized learning to meet the needs of each and every student with a focus on growth and outcomes and a culture of data analysis and accountability. The LCAP is achieved through "braiding the funds" of multiple state and federal funding sources.

Goal 1 Highlights for 2021-22

State Priority Area(s) Addressed: Student Achievement

Themes: Personalized learning, small group instruction, reading supports, math supports, inclusive practices

Strategic Actions:

Formally adopt NGSS Units of Study (2021-22)

Social Science adoption grades 6-8 (2021-22)

Math textbook adoption for elementary (2022-23)

Professional development: Orton-Gillingham (OG) dyslexia methods and Universal Design for Learning (UDL)

Transition to site-based instructional coaches to support the implementation of personalized learning

Instructional resources: GoFormative, Nearpod, and GoGuardian

Tutoring services (virtual and on-campus)

Increase bilingual aide support for English Learner students

Virtual Program offering for the 2021-22 school year

Goal 2 Highlights for 2021-22

State Priority Area(s) Addressed: Student Engagement, School Climate, Other Student Outcomes

Themes: Social-emotional connections and opportunities, extracurriculars, mental health, parent/guardian communication and outreach

Strategic Actions:

Increase School-Based Mental Health Therapist support (tentative 1 year)

Provide Board Certified Behavior Analyst (BCBA) services

Professional development: Trauma-informed practices

Restore field trips

Expand student clubs, sports, and leadership opportunities at all schools

Digital marquees at all schools

Continue offering virtual parent/guardian meeting and conference opportunities

Offer PIQE Parent/Guardian program at all schools

Goal 3 Highlights for 2021-22

State Priority Area(s) Addressed: Basic Services, Safety, School Climate

Themes: District growth, facilities space, COVID safety, general safety

Strategic Actions:

Security cameras at all schools (3-year project)

Facilities safety, growth, and equity improvements

Site funds for individual student instructional supplies

COVID safety supplies

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.

No schools are identified for CSI.

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Stakeholder Engagement

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

In planning for the new three-year LCAP we engaged our community of stakeholders in various ways. We had 28 virtual stakeholder sessions between January and April of 2021. We asked stakeholder groups to consider and give input on what has worked well to support students and what needs to be grown or improved.

Each school had a student focus group in which students gave feedback about our educational program to serve them better. There were five student focus groups, and there was one meeting per group. Meeting dates:

Boulder Ridge Elementary School (BRES): 3/1/2021
Harvest Valley Elementary School (HVES): 2/22/2021
Mesa View Elementary School (MVES): 2/26/2021
Romoland Elementary School (RES): 3/2/2021
Ethan A. Chase Middle School (EACMS): 2/25/2021

Each school and the Early Childhood Education program had an LCAP team of parents/guardians, teachers, classified staff, union leaders, and administrators that gave feedback about our educational program and analyzed student achievement data to determine needs and recommend strategic actions to support students. There were six teams, and there were three meetings per team. Meeting dates:

BRES: 2/2/2021, 2/23/2021, and 3/23/2021
HVES: 1/25/2021, 2/25/2021, and 3/22/2021
MVES: 2/1/2021, 3/1/2021, and 3/22/2021
RES: 2/4/2021, 3/5/2021, and 3/25/2021
EACMS: 1/26/2021, 2/23/2021, and 3/25/2021
ECE: 1/29/2021, 2/26/2021, and 3/26/2021

We also had a District LCAP Team parents/guardians, teachers, classified staff, union leaders, and administrators that gave feedback about our educational program and school LCAP team data and themes to determine needs and recommend strategic actions to support students. Meeting dates: 3/16/2021, 3/29/2021, and 4/15/2021

The District Advisory Committee/District English Learner Advisory Committee (DAC/DELAC) of parents/guardians, teachers, and administrators gave input about our educational program. Meeting date: 2/10/2021

The Budget Advisory Committee of classified staff, teachers, union leaders, and administrators gave input about specific LCAP expenditures that had previously been cut and gave input about what items should be reinstated based on student and staff needs. Meeting date: 5/4/2021

In addition to the 28 stakeholder sessions, a community LCAP survey was sent out to all parents/guardians and staff during May 2021 to gather community input for the LCAP.

Additionally, collaboration with Riverside County Special Education Local Plan Area (SELPA) was done on 11/10/2020.

A presentation on proposed strategic actions for inclusion in the LCAP was made to the Romoland School District Board of Trustees at their meeting on 5/11/2021.

The LCAP was made available to the public in advance of the Romoland School District Board of Trustees meeting on 6/8/2021. A public hearing about the LCAP occurred at the 6/8/2021 Board meeting to receive comments regarding the LCAP and Budget Overview for Parents (BOP).

The Romoland School District Board of Trustees adopted the LCAP and BOP at a board meeting on June 22, 2021.

A summary of the feedback provided by specific stakeholder groups.

The following themes emerged from the student focus group sessions:

- District program strengths: instructional technology devices and programs, social-emotional supports with classroom community building and teacher check-ins, personalized pacing for assignment completion, virtual learning small groups and office hours appointments, clubs and enrichment activities
- District program needs: Social-emotional supports with more opportunities for connection with peers, add more clubs, sports, and leadership opportunities, continue small group and one-on-one time with students when return to in-person learning, revise the use of iReady assignments, increase hands-on student supplies

The following themes emerged from the school and district LCAP team sessions:

- Academic Achievement: Personalized learning, small group instruction, reading and math supports, inclusive practices
- Engagement & Climate: Social-emotional connections and opportunities, extracurriculars, mental health, parent/guardian communication and outreach
- Safety & Facilities: District growth, facilities space, COVID safety, general safety

The following recommendations emerged from the DAC/DELAC meeting:

- District program strengths: personalized learning devices and programs, increase in small group instruction and personalized learning, virtual student clubs, virtual parent/guardian conferences, increased communication from schools and district, better relationships between students, teachers, and families, increased parent/guardian attendance at virtual conferences and Back to School Night
- District program needs: evaluate grading and assessment practices, increase peer connection opportunities, continue to increase parent/guardian outreach and communication

The Budget Advisory Committee recommended the following:

- Restore: field trips, volunteer appreciation, elementary PE supplies, facilities improvements, certificated and classified hiring for growth, library books, supplemental books and supplies, and NGSS professional development for elementary Unit 3

The LCAP Community Survey identified the following themes for growth and/or need in the 2021-24 LCAP:

- Campus health and safety
- Continue previous LCAP actions
- Students' social-emotional wellbeing and feelings of safety at school
- Students' mental health
- Extracurricular opportunities: sports, clubs, leadership, enrichment
- Academic support

The collaboration with Riverside County SELPA included discussion about growing inclusive practices across all schools in the District, including implementation of Universal Design for Learning (UDL), and providing staff with professional development for UDL.

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

New strategic actions in the 2021-22 LCAP that were influenced by stakeholder input from the 28 stakeholder sessions and community survey:

- In-person summer learning program
- Virtual tutoring services
- On-campus tutoring services
- Virtual Program for 2021-22 for students whose parent/guardians choose this option
- Formally adopt NGSS Units of Study (2021-22)
- Social Science adoption grades 6-8 (2021-22)
- Math textbook adoption for elementary (2022-23)
- Professional development: Orton-Gillingham (OG) literacy and dyslexia methods
- Professional development: Universal Design for Learning (UDL)
- Transition to site-based instructional coaches to support the implementation of personalized learning
- Instructional resources: GoFormative, Nearpod, and GoGuardian
- Increase bilingual aide support for English Learner students
- Increase School-Based Mental Health Therapist support
- Provide Board Certified Behavior Analyst (BCBA) services
- Professional development: Trauma-informed practices
- Restore field trips
- Expand student clubs, sports, and leadership opportunities at all schools
- Continue offering virtual parent/guardian meeting and conference opportunities
- Offer Parent Institute for Quality Education (PIQE) parent/guardian program at all schools
- Security cameras at all schools (3-year project)
- Facilities safety, growth, and equity improvements

- Site funds for individual student instructional supplies
- COVID safety supplies

Goals and Actions

Goal

Goal #	Description
1	Provide students with a rigorous and enriched academic foundation focused on personalized learning to meet the demands of college and career readiness

An explanation of why the LEA has developed this goal.

1. Performance by various student groups on the California Schools Dashboard continue to report in the Orange performance level on academic indicators, ELA and Math. These results, along with local assessments, continue to identify a need to improve outcomes for all student groups.
2. English Learners have experienced less access to academic and conversational language with peers due to Distance Learning as a result of the COVID-19 pandemic and corresponding school closures. Additional support will be necessary to improve outcomes related to English language acquisition goals.
3. LCAP Stakeholder sessions included input regarding the academic and instructional needs of students, including recommendations to increase student achievement, with the following themes: personalized learning, small group instruction, reading supports, math supports, inclusive practices, tutoring services.
4. Professional development offerings will need to be strategically implemented as we return to full-time in-person instruction in 2021-22, with a focus on the following to support the learning needs of students: Orton-Gillingham (OG) literacy and dyslexia instructional methods and Universal Design for Learning (UDL) to support inclusive practices. Additionally, to effectively implement personalized learning practices in all classrooms, a transition from district-based content expert instructional coaches to site-based instructional coaches is needed.
5. Stakeholders have expressed the need for an ongoing virtual program option for families who so choose it. Four percent of our families are interested in enrolling their students in such a program, so it will be offered in the 2021-22 school year, and it will equal the rigor offered in a traditional on-campus learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Scale Score DFS (CA School Dashboard)	2019 CA School Dashboard DFS Status: All Students: -17.3 SED: -29.6 EL: -52.5				2024 CA School Dashboard DFS Status: All Students: +10 SED: +10 EL: +10

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster: -64.1 Homeless: -44.4 SWD: -96.7 African American: -16.6 Asian: +28.5 Filipino: +66.6 Hispanic: -26.3 White: +1.7				Foster: +10 Homeless: +10 SWD: +10 African American: +17 Asian: +44 Filipino: +82 Hispanic: +17 White: +17
CAASPP Math Scale Score DFS (CA School Dashboard)	2019 CA School Dashboard DFS Status: All Students: -43.2 SED: -54.6 EL: -76.4 Foster: -90.5 Homeless: -72.3 SWD: -117.2 African American: -49.5 Asian: +13.5 Filipino: +22.6 Hispanic: -52.8 White: -20.1				2024 CA School Dashboard DFS Status: All Students: +10 SED: +10 EL: +10 Foster: +10 Homeless: +10 SWD: +10 African American: +10 Asian: +29 Filipino: +38 Hispanic: +10 White: +10
English Learner Progress (CA School Dashboard)	2019 CA School Dashboard: 48.2% making progress toward English language proficiency				2024 CA School Dashboard: 65% making progress toward English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification	2020-21 CDE Dataquest Reclassification Rate: 9.5%				2023-24 CDE Reclassification Rate: 10%
iReady Reading % of students on or above level	2020-21 iReady Reading Diagnostic 3 (Spring 2021): All Students: 45 SED: 38 EL: 16 Foster: not available Homeless: not available SWD: 18 African Amer.: 56 Asian: 59 Filipino: 75 Hispanic: 40 White: 56				2023-24 iReady Reading Diagnostic 3: All Students: 75 SED: 75 EL: 75 Foster: 75 Homeless: 75 SWD: 75 African American: 75 Asian: 75 Filipino: 75 Hispanic: 75 White: 75
iReady Math % of students on or above level	2020-21 iReady Math Diagnostic 3 (Spring 2021): All Students: 35 SED: 30 EL: 13 Foster: not available Homeless: not available SWD: 13 African American: 39				2023-24 iReady Math Diagnostic 3: All Students: 65 SED: 65 EL: 65 Foster: 65 Homeless: 65 SWD: 65 African American: 65 Asian: 65 Filipino: 65

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian: 51 Filipino: 62 Hispanic: 31 White: 47				Hispanic: 65 White: 65
DigiCoach Classroom Walk-through Visits to monitor the implementation of California academic content and performance standards	2021-22 Walk-through Visits: 2,035				2023-24 Walk-through Visits: 3,000
DigiCoach Classroom Walk-through Visits to monitor the implementation of California ELD standards and instruction for ELs	2021-22 Walk-through Visits: 2,035				2023-24 Walk-through Visits: 3,000
Parental Involvement Local Indicator Self-Reflection Tool	Spring 2021: Average of 3 (Initial Implementation) across twelve areas				Spring 2024: Average of 4 (Full Implementation) across twelve areas
School Accountability Report Cards (SARCs) Teacher Credential Status and Teacher Assignment Data	2019-20 SARCs Teachers Fully Credentialed: 100% 2019-20 SARC Total Teacher Misassignments: 1 (Note: SARCs are always dated one year behind; the 2019-20				2022-23 SARCs Teachers Fully Credentialed: 100% 2022-23 SARC Total Teacher Misassignments: 0 (Note: SARCs are always dated one year behind; the 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SARC is for the 2020-21 school year)				SARC is for the 2023-24 school year)
School Accountability Report Cards (SARCs) District-Adopted Textbooks	2019-20 SARCs District-Adopted Textbook Sufficiency % Lacking: 0 (Note: SARCs are always dated one year behind; the 2019-20 SARC is for the 2020-21 school year)				2022-23 SARCs District-Adopted Textbook Sufficiency % Lacking: 0 (Note: SARCs are always dated one year behind; the 2022-23 SARC is for the 2023-34 school year)
Access to a Broad Course of Study Local Indicator (CA School Dashboard)	2019 CA School Dashboard Access to a Broad Course of Study Local Indicator Status (including course access for low income, English learner, and foster youth students, as well as students with disabilities): MET				2024 CA School Dashboard Access to a Broad Course of Study Local Indicator Status (including course access for low income, English learner, and foster youth students, as well as students with disabilities): MET
AP Spanish Exam Passing Rate	2019 percent of students who passed AP Spanish Exam: 100%				2024 percent of students who will pass AP Spanish Exam: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Refine and implement California State Standards aligned Units of Study and Assessment in ELA and Math	<ul style="list-style-type: none"> • Units of Study refinement through staff collaboration • Textbook annual purchases • NewsELA • Brainpop • Scholastic Magazine • Math textbook consumables • Math-textbook adoption (2022-23) 	\$276,500.00	No
2	Refine and implement California State Standards aligned Units of Study and Assessment in Science and Social Studies	<ul style="list-style-type: none"> • NGSS Unit adoption (consultant) • NGSS Unit adoption (committee) • Elementary NGSS Units materials annual refresh • Middle School NGSS Units annual refresh • Social Studies Grades 6-8 adoption (materials) • Social Studies adoption (committee) 	\$290,000.00	No
3	Provide high quality professional learning opportunities for staff to support the implementation of personalized learning	<ul style="list-style-type: none"> • Site-based instructional coaches • Instructional coach professional learning • Professional learning materials for each instructional coach • PLC teacher release time (PE Certificated staff) • PLC teacher release time (PE Classified staff) • OMS Professional Management System • Professional learning: Orton-Gillingham Literacy & Dyslexia Methods • Professional learning: Universal Design for Learning (UDL) • Social Studies adoption Grades. 6-8 teacher PD • Other professional learning opportunities • October 15 PD Day (consultant) • October 15 PD Day (staff time) • Classified instructional staff professional learning opportunities 	\$1,663,841.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Professional conferences 		
4	Provide a personalized learning, multi-tiered system of support for students' academic achievement	<ul style="list-style-type: none"> iReady Reading and Math Diagnostic Assessments and Lessons ESGI TK/K Assessment Academy Teacher Academy Instructional Aide Academy curriculum and resources Digital Dashboard for progress monitoring and student goal setting GoFormative GoGuardian Nearpod 	\$583,920.00	Yes
5	Increase instructional support to meet the personalized learning needs of students	<ul style="list-style-type: none"> BRES Strategic Action Plan (TLIM) HVES Strategic Action Plan (AVID) MVES Strategic Action Plan (TLIM) RES Strategic Action Plan (TLIM) EACMS Strategic Action Plan (AVID) Student growth mindset modules: Brainology Head Start PD Early Head Start resources Virtual Program School Title I allocations 	\$1,018,500.00	Yes
6	Provide students with extended learning time opportunities and supports	<ul style="list-style-type: none"> ELPAC summer assessment TK/K summer assessment Summer learning program 	\$627,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Afterschool and Saturday tutoring/office hours • Virtual tutoring services 		
7	Administrative support to meet the needs of students	<ul style="list-style-type: none"> • DigiCoach tool to provide feedback to teachers • Site administrator professional learning 	\$35,000.00	Yes
8	Increase parent/guardian support to meet the needs of students	<ul style="list-style-type: none"> • Romoland Cares Parent/Guardian classes (guest speaker contracts) • Volunteer Appreciation Celebration • Family and School Together (Grant-funded program) • Parent Institute for Quality Education (PIQE) program at all schools • Virtual and flexible parent/guardian meeting and conference options • Parent/guardian and family engagement activities • Community learning events at schools 	\$164,549.00	Yes
9	Improve library resources to meet 21st Century expectations	<ul style="list-style-type: none"> • Increased library technician time • Library books/resources • Follett Destiny library services • Accelerated Reader 	\$239,015.00	Yes
10	Provide support for English Learner (EL) students to become English proficient	<ul style="list-style-type: none"> • Bilingual aides to support EL students during school year • EL Reclassification Ceremony 	\$352,780.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Middle School AVID Excel elective for EL Reclassification support with a focus on LTELs, long-term English learners • ELPAC staff training • EL Parent/Guardian engagement events • School Title III allocations • Newcomer EL materials • Bilingual aides to support EL students during summer learning program • Title III staff professional development opportunities to support ELs • Integrated and Designated English Language Development (ELD) instruction provided to ELs daily (language acquisition) • EL and RFEP progress monitoring with the use of ELlevation program and Professional Learning Community (PLC) teacher collaboration time throughout the school year 		
11	Develop students' college and career readiness	<ul style="list-style-type: none"> • EACMS college and career electives (including STEM, LOTE, and VAPA) • EACMS STEM specific elective materials • EACMS AVID elective • EACMS AVID Excel elective • ACT Services • AP Spanish course materials • AP Spanish exam fees • Xello for 6th grade elective • Shmoop for AP Spanish exam prep 	\$246,750.00	Yes
12	Attract and retain high quality staff to serve our students	<ul style="list-style-type: none"> • Early Childhood Director augmentation • Staff recognition/awards • Teacher induction program • New teacher professional learning and support 	\$112,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
13	Increase special education student supports	<ul style="list-style-type: none"> Increased cost for county special education programs IEP sub coverage IEP professional translation training SPED staff professional learning 	\$537,000.00	No

Goal Analysis [2021-22]

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

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

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	Provide safe, engaging, and enriched learning environments that support the culturally diverse, social-emotional, and physical development needs of each and every student.

An explanation of why the LEA has developed this goal.

1. Performance by various student groups on the California Schools Dashboard continue to report in the Orange performance level on the Engagement (attendance) indicator and the Conditions & Climate (suspension) indicator. These results, along with local data, continue to identify a need to improve outcomes for all student groups.
2. LCAP Stakeholder sessions included input regarding the social-emotional and enrichment needs of students, including recommendations with the following themes: social-emotional connections and opportunities, extracurriculars, mental health, and parent/guardian communication and outreach.
3. Professional development offerings will need to be strategically implemented as we return to full-time in-person instruction in 2021-22, with a focus on the following to support the social-emotional needs of students: Trauma-informed practices.
4. Stakeholders expressed the need for enrichment opportunities for students, including the restoration of field trips and expanding student clubs, sports, and leadership offerings at all schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Chronic Absenteeism	2019 CA School Dashboard Chronic Absenteeism: All Students: 9.9% SED: 11.4% EL: 10.1% Foster: 12.8% Homeless: 17.7% SWD: 12.5% African American: 11.0% Asian: 1.4%				2024 CA School Dashboard Chronic Absenteeism: All Students: 5% SED: 5% EL: 5% Foster: 5% Homeless: 5% SWD: 5% African American: 5% Asian: 1.4% Filipino: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Filipino: 5.8% Hispanic: 10.3% Two or More Races: 6.3% White: 9.6%				Hispanic: 5% Two or More Races: 5% White: 5%
Attendance Rate from Aeries student information system	2020-21 Attendance Rate: All Students: 96.42%				2023-24 Attendance Rate: All Students: 96%+
CA School Dashboard Suspension	2019 CA School Dashboard Suspension: All Students: 1.9% SED: 2.1% EL: 2.3% Foster: 3.9% Homeless: 1.9% SWD: 2.5% African American: 1.9% Asian: 1.4% Filipino: 1.4% Hispanic: 1.9% Two or More Races: 1.6% White: 1.8%				2024 CA School Dashboard Suspension: All Students: 1% SED: 1% EL: 1% Foster: 1% Homeless: 1% SWD: 2% African American: 1% Asian: 1% Filipino: 1% Hispanic: 1% Two or More Races: 1% White: 1%
Expulsion Rate from CDE DataQuest	2019-20 Expulsion Rate: All Students: 0.02% Student group data not reported by DataQuest due to less than 5				2023-24 Expulsion Rate: All Students: 0.00% Student group data not reported by DataQuest if less than

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	expulsions/student data privacy				5 expulsions/student data privacy
California Healthy Kids Survey (CHKS)	<p>2019 CHKS Grade 5: School Connectedness: 73 Caring Adult Relationships: 74</p> <p>2019 CHKS Grade 7: School Connectedness: 51 Caring Adult Relationships: 49</p>				<p>2024 CHKS Grade 5: School Connectedness: 83 Caring Adult Relationships: 84</p> <p>2024 CHKS Grade 7: School Connectedness: 71 Caring Adult Relationships: 69</p>
CA Physical Fitness Test (PFT)	<p>2019 CA PFT Grade 5: Aerobic Capacity: 56.2% Body Composition: 56.5% Abdominal Strength: 93.2% Trunk Extension: 93.9% Upper Body: 61.7% Flexibility: 46.5%</p> <p>2019 CA PFT Grade 7: Aerobic Capacity: 47.4% Body Composition: 61.9%</p>				<p>2024 CA PFT Grade 5: Aerobic Capacity: 61.2% Body Composition: 61.5% Abdominal Strength: 93.2% Trunk Extension: 93.9% Upper Body: 66.7% Flexibility: 51.5%</p> <p>2024 CA PFT Grade 7: Aerobic Capacity: 52.4% Body Composition: 66.9%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Abdominal Strength: 81.7% Trunk Extension: 94% Upper Body: 73.9% Flexibility: 89%				Abdominal Strength: 86.7% Trunk Extension: 94% Upper Body: 78.9% Flexibility: 94%
Middle School Drop-out Data (CALPADS report 1.14)	2019-20 Middle School Drop-out Data: 0				2023-24 Middle School Drop-out Data: 0

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide a culturally responsive, multi-tiered system of support for students' social-emotional-behavioral learning, including mental health	<ul style="list-style-type: none"> • Two full-time middle school counselors (1 per school) • Four full-time elementary school counselors (1 per school) • School counselor professional learning • California Healthy Kids Survey • EACMS School-Based Mental Health Therapist (1 per school) • Elementary School-Based Mental Health Therapist (1 per district, contract) • Elementary School-Based Mental Health Therapist (.5 additional per district, contract) • Behavioral Health Mobile Services • CareSolace • BCBA Support (.5 per district, contract) 	\$1,156,185.00	Yes
2	Provide high quality professional learning opportunities for staff to support students' social-emotional learning and behavior	<ul style="list-style-type: none"> • Professional Learning: Cultural Proficiency/Navigating Difference (new staff) • Professional Learning: Trauma-informed Practices 	\$197,340.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Increase access to engaging curricular, extracurricular, and enrichment opportunities for underserved populations of students	<ul style="list-style-type: none"> • Middle School physical education program equipment • Middle School after school sports • Elementary music teacher • Elementary music program supplies (instruments, music, etc.) • Elementary physical education program equipment • Academic competitions • Field trips • Staff stipends for Activities/Clubs/Sports • GATE identification and enrichment supplies 	\$291,500.00	Yes
4	Close the "Digital Divide" by providing access to instructional technology devices and internet connectivity	<ul style="list-style-type: none"> • Annual instructional technology allocation • Instructional technology department technician staff • E-platform books • Classroom AV upgrade 	\$1,126,000.00	Yes
5	Provide a comprehensive multi-tiered system of support for student attendance	<ul style="list-style-type: none"> • Attention 2 Attendance (A2A) service • EACMS Clerk • SART/SARB/Chronic Absenteeism student and family supports and supplies • Homeless student and family supports and supplies • Pupil Services staff support • EACMS Student Advisor • Attendance incentives 	\$284,000.00	Yes
6	Provide strategic support and	<ul style="list-style-type: none"> • School Engagement/Foster Youth Liaison • Foster student supports and supplies 	\$104,681.00	Yes

Action #	Title	Description	Total Funds	Contributing
	resources for Foster Youth			
7	Increase parent/guardian and community communication and engagement	<ul style="list-style-type: none"> • Translation services • School Accountability Report Cards • Parent & Community Communication Coordinator • Community engagement resources and outreach supplies • Parent & Community Engagement Clerks • Outreach and materials for immigrant students and families • Peachjar flyer distribution • Website support services • Web filtering services • Parent/guardian video series and webpage resources • Summer-time student enrollment centralized support • Aeries SIS & Parent Portal • Aeries Mass Communication System • ThoughtExchange • Digital marquees at all schools • LCAP Infographic development 	\$559,500.00	Yes
8	Ensure vertical alignment between grade spans for supporting positive student transitions to new school environments	<ul style="list-style-type: none"> • Preschool and TK/K vertical alignment collaboration • Gr. 5 and Gr. 6 vertical alignment collaboration • 5th grade field trip to middle school for 6th grade welcome tour • 6th grade welcome activities staff • 6th grade welcome activities materials 	\$12,000.00	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.

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Provide physically safe and well maintained facilities that support the health and safety of all students.

An explanation of why the LEA has developed this goal.

1. LCAP Stakeholder sessions included input regarding ongoing district growth and included the following themes: facilities space and equitable facilities.
2. LCAP Stakeholder sessions included input regarding the safety of students and included the following themes: COVID safety and general safety.
3. Student health resources and staff are a continued need for investment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey (CHKS)	2019 CHKS Grade 5 Feel Safe at School: 71 2019 CHKS Grade 7 Feel Safe at School: 53				2024 CHKS Grade 5 Feel Safe at School: 81 2024 CHKS Grade 7 Feel Safe at School: 73
SARC Facilities Inspection Tool (FIT) Reports	2019-20 SARC FIT Reports BRES: GOOD HVES: EXEMPLARY MVES: GOOD RES: GOOD EACMS: GOOD (Note: SARCs are always dated one year				2022-23 SARC FIT Reports BRES: EXEMPLARY HVES: EXEMPLARY MVES: EXEMPLARY RES: EXEMPLARY EACMS: EXEMPLARY

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	behind; the 2019-20 SARC is for the 2020-21 school year)				(Note: SARCs are always dated one year behind; the 2022-23 SARC is for the 2023-24 school year)
Completed Facilities Maintenance Work Orders	2020-21 Completed Work Orders: 901				2023-24 Completed Work Orders: 1000

Actions

Action #	Title	Description	Total Funds	Contributing
1	Modernization, safety, and equity improvements of identified facilities	<ul style="list-style-type: none"> Facilities safety and equity improvements Security cameras at sites 	\$1,178,456.00	No
2	Provide a physically safe learning environment for all students	<ul style="list-style-type: none"> Maintain increase to MOT classified Emergency preparedness supplies annual replenishment Noon Duty Supervisors Crossing Guards Raptor Visitor & Emergency Management System Maintain increase in custodial support Interquest K-9 services Site funds for individual student supplies (for COVID safety; limit supply sharing) Safety Maps development 	\$561,300.00	No

Action #	Title	Description	Total Funds	Contributing
3	Student health supports	<ul style="list-style-type: none"> • Staff health offices with LVNs (Health clerks to LVNs) • Additional floating LVN • Vision and hearing testing (contract & audiometer calibration) • Sports coach annual AED/CPR training • Borrego Mobile Health Clinic 	\$73,550.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.91%	\$7,998,398

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.

Romoland School District is receiving LCFF supplemental and concentration grant funding of \$7,998,398 in the 2021-22 school year. The district has a projected unduplicated student count of 72.36% for low-income, English learner, and foster youth students. Strategic actions and services associated with LCFF Supplemental and Concentration grant funds are often implemented system-wide, even when the action/service is principally directed for our unduplicated student population of low-income, English learner, and foster youth students. All schools and all teachers in the Romoland School District have low-income, English learner, and/or foster youth students in their classrooms.

For the purposes of this section, the data and statistics are connected to publicly available data online at the California Department of Education DataQuest website or the California School Dashboard (2019) website. Additionally, School Accountability Report Card (SARC) data and local metrics are referenced.

The expenditures in our Local Control Accountability Plan focus on the following:

Goal 1: Provide students with a rigorous and enriched academic foundation focused on personalized learning to meet the demands of college and career readiness. Low-income, foster youth, and English learner students comprise the majority of our student population. Their needs were considered first in determining how to accelerate student learning and increase achievement. The system-wide actions, and in particular new strategic actions, in LCAP noted below are focused on equity, particularly for low income, English learner, and foster youth students with a focus on robust instructional resources, tools, and professional development for instructional staff since all teachers have low income, English learner, and/or foster youth students in their classrooms. Additionally, there are extended learning services, such as summer learning program and virtual tutoring, that are open access to all students who are low-income, English learner, and/or foster youth students. The PIQE program will also be open access to the parents/guardians of students who are low-income, English learner, and/or

foster youth.

System-wide:

- 1.1 Refine and implement California State Standards-aligned Units of Study and Assessment in ELA and Math--The California School Dashboard data show the District's ELA and math indicators as yellow with some student groups (Homeless, African American, and Students with Disabilities) in the orange for ELA and some student groups (Homeless, African American, Foster Youth, and Students with Disabilities) in orange for math. While progress has been made, there is additional work to be done to refine Units of Study in ELA and math to ensure the needs of each and every student are met with personalized learning methods and supports. The outcome of this action will be increased student achievement as evidenced on local and state assessments.
- 1.2 Refine and implement California State Standards-aligned Units of Study and Assessment in Science and Social Studies--The California School Dashboard data show the District's ELA indicator as yellow with some student groups (Homeless, African American, and Students with Disabilities) in the orange for ELA. While progress has been made, there is additional work to be done to refine Units of Study in Science and Social Studies to ensure literacy across the content areas as well as the development of student schema in Science and Social Studies to ensure the needs of each and every student are met with personalized learning methods and supports. The outcome of this action will be increased student achievement as evidenced on local and state assessments.
- 1.3 Provide high-quality professional learning opportunities for staff to support the implementation of personalized learning--The California School Dashboard data show the District's ELA and math indicators as yellow with some student groups (Homeless, African American, and Students with Disabilities) in the orange for ELA and some student groups (Homeless, African American, Foster Youth, and Students with Disabilities) in orange for math. While progress has been made, there is additional work to be done to support the professional learning needs of all instructional staff are provided for to ensure the needs of each and every student are met with personalized learning methods and supports. The outcome of this action will be increased student achievement as evidenced on local and state assessments.
- 1.4 Provide a personalized learning, multi-tiered system of support for students' academic achievement--The California School Dashboard data show the District's ELA and math indicators as yellow with some student groups (Homeless, African American, and Students with Disabilities) in the orange for ELA and some student groups (Homeless, African American, Foster Youth, and Students with Disabilities) in orange for math. While progress has been made, there is additional work to be done to support the needs of each and every student with personalized learning methods and supports. The outcome of this action will be increased student achievement as evidenced on local and state assessments.
- 1.5 Increase instructional support to meet the personalized learning needs of students--The California School Dashboard data show the District's ELA and math indicators as yellow with some student groups (Homeless, African American, and Students with Disabilities) in the orange for ELA and some student groups (Homeless, African American, Foster Youth, and Students with Disabilities) in orange for math. While progress has been made, there is a need to increase instructional supports to meet the needs of each and every student with personalized learning methods. The outcome of this action will be increased student achievement as evidenced on local and state assessments.
- 1.6 Provide students with extended learning time opportunities and supports--The California School Dashboard data show the District's ELA and math indicators as yellow with some student groups (Homeless, African American, and Students with Disabilities) in the orange for ELA and some student groups (Homeless, African American, Foster Youth, and Students with Disabilities) in orange for math. While progress has been made, there is a need to increase instructional supports to provide

extended learning time and opportunities to support the academic needs of each and every student. The outcome of this action will be increased student achievement as evidenced on local and state assessments.

- 1.7 Administrative support to meet the needs of students--The California School Dashboard data show the District's ELA and math indicators as yellow with some student groups (Homeless, African American, and Students with Disabilities) in the orange for ELA and some student groups (Homeless, African American, Foster Youth, and Students with Disabilities) in orange for math. While progress has been made, there is additional work to be done to support the professional learning needs of all instructional staff which is supported through site administrator classroom walk-through visits, feedback for teachers, and analysis of schoolwide trends for instruction. The outcome of this action will be increased student achievement as evidenced on local and state assessments.
- 1.8 Increase parent/guardian support to meet the needs of students--The California School Dashboard data show the District's ELA and math indicators as yellow with some student groups (Homeless, African American, and Students with Disabilities) in the orange for ELA and some student groups (Homeless, African American, Foster Youth, and Students with Disabilities) in orange for math. Increasing parent/guardian engagement will support student achievement. The outcome of this action will be increased student achievement as evidenced on local and state assessments.
- 1.9 Improve library resources to meet 21st Century expectations--The California School Dashboard data show the District's ELA indicators as yellow with some student groups (Homeless, African American, and Students with Disabilities) in the orange for ELA. While progress has been made increasing library resources, more can be done to continue to provide books and materials for student reading and research. The outcome of this action will be increased student achievement as evidenced on local and state assessments.
- 1.10 Provide support for English Learner (EL) students to become English proficient (ELs only)--The California School Dashboard data show the District's ELA and math indicators for English learner students as yellow in both ELA and math. While progress has been made in their achievement as a student group, there is a need to increase instructional supports to meet the needs of each and every English learner student to provide them with the opportunity to reach reclassification as fluent English proficient. The outcome of this action will be increased student achievement as evidenced on local and state assessments.
- 1.11 Develop students' college and career readiness (EACMS only)--The California School Dashboard data show EACMS's ELA indicator as orange with multiple student groups in orange and red. The math indicator is yellow with multiple student groups in orange and red. While progress has been made in student achievement at the middle school, ongoing investments in all students' college and career development is critical to student engagement, achievement, and readiness in high school, college, and career. The outcome of this action will be increased student achievement as evidenced on local and state assessments.
- 1.12 Attract and retain high-quality staff to serve our students--The California School Dashboard data show the District's ELA and math indicators as yellow with some student groups (Homeless, African American, and Students with Disabilities) in the orange for ELA and some student groups (Homeless, African American, Foster Youth, and Students with Disabilities) in orange for math. It is imperative to attract and retain talented staff to ensure our students have access to high-quality instruction. The outcome of this action will be increased student achievement as evidenced on local and state assessments.
- 1.13 Increase special education student supports--The California School Dashboard data show the District's ELA and math indicators for students with disabilities as orange in both ELA and math. While progress has been made in their achievement as a student group, there is a need to increase special education instructional supports to meet the needs of each and every student with disabilities. The outcome of this action will be increased student achievement as evidenced on local and state assessments.

NEW Strategic Actions for 2021-22 (rationale statements for each Goal 1 Action noted above):

- 1.2 Social Studies textbook adoption for grades 6-8
- 1.2 Next Generation Science Standards Unit formal adoption for grades K-8
- 1.3 Site-based instructional coaches to support the implementation of personalized learning
- 1.3 Professional learning for instructional staff in Universal Design for Learning (UDL)
- 1.4 Instructional technology resources: GoGuardian, GoFormative, and Nearpod
- 1.5 Virtual Program for 2021/22 for parents/guardians who choose that option for the personalized learning and health/safety needs of their students
- 1.6 Fully in-person summer learning program
- 1.6 Virtual tutoring services
- 1.8 Parent Institute for Quality Education (PIQE) program offered at all schools
- 1.10 Increase of bilingual instructional assistants at each school to support English learner students
- 1.10 ELLevation program for progress monitoring English learners students and students who have been reclassified as fluent English proficient (RFEP)
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Goal 2: Provide safe, engaging, and enriched learning environments that support the culturally diverse, social-emotional, and physical development needs of each and every student. Low-income, foster youth, and English learner students comprise the majority of our student population. Their needs were considered first in determining how to support their social-emotional and physical development by providing safe, engaging, and enriched learning environments. The new services in the LCAP noted below are focused on equity, particularly for low-income, English learner, and foster youth students with a focus on social-emotional, behavioral, and mental health staff, as well as staff professional development in this area. Additionally, there are multiple investments in outreach and engagement of parents/guardians.

System-wide:

- 2.1 Provide a culturally responsive, multi-tiered system of support for students' social-emotional-behavioral learning, including mental health--The California School Dashboard data show the District's Suspension indicator as yellow with some student groups (Homeless and Two or More Races) in the orange. While progress has been made in improving social-emotional and behavioral supports for students and thus reducing suspensions, continued work is needed for the district and all student groups to reach green and/or blue. Further, in response to the COVID-19 pandemic and school closures it is understood that students need increased social-emotional, behavioral, and mental health supports. The outcome of this action will be reduced suspensions and improved social-emotional-behavioral outcomes on the annual CHKS.
- 2.2 Provide high-quality professional learning opportunities for staff to support students' social-emotional learning and behavior--The California School Dashboard data show the District's Suspension indicator as yellow with some student groups (Homeless and Two or More Races) in the orange. While progress has been made in improving social-emotional and behavioral supports for students and thus reducing suspensions, continued work is needed for the district and all student groups to reach green and/or blue. Further, in response to the COVID-19 pandemic and school closures it is understood that students need increased social-emotional and behavioral supports. Thus, staff professional learning in this area is critically important. The outcome of this action will be reduced suspensions and improved social-emotional-behavioral outcomes on the annual CHKS.

- 2.3 Increase access to engaging curricular, extracurricular, and enrichment opportunities for underserved populations of students--The California School Dashboard data show the District's ELA and math indicators as yellow with some student groups (Homeless, African American, and Students with Disabilities) in the orange for ELA and some student groups (Homeless, African American, Foster Youth, and Students with Disabilities) in orange for math. Additionally, the California School Dashboard data show the District's Chronic Absenteeism indicator as yellow with some student groups (Filipino, EL, Hispanic, and Students with Disabilities) in the orange. While progress has been made in increasing student engagement and academic achievement, there is additional work to be done to ensure engagement in school by providing engaging curricular, extracurricular, and enrichment opportunities at school. Many students would not have access to such opportunities unless the opportunities are offered in the school setting. The outcome of this action will be improved social-emotional-behavioral outcomes on the annual CHKS, reduced chronic absenteeism, and increased academic achievement on local and state assessments.
- 2.4 Close the "Digital Divide" by providing access to instructional technology devices and internet connectivity--The COVID-19 pandemic and corresponding school closures affirmed the District's multi-year, ongoing investment in 1:1 technology devices. Our staff and students were able to pivot to digital learning because they had previous experience with it over multiple years. Without providing devices to our students, all students would not have access to devices, which would be an equity issue. Thus, the District will continue to provide 1:1 technology devices and a range of digital programs and tools for use by teachers and students that have proven important and effective per stakeholder feedback. The majority of students in the district are low income and do not have access to technology devices in the home. Thus, the district provides them with devices so each and every student has equitable access.
- 2.5 Provide a comprehensive multi-tiered system of support for student attendance--The California School Dashboard data show the District's Chronic Absenteeism indicator as yellow with some student groups (Filipino, EL, Hispanic, and Students with Disabilities) in the orange. While progress has been made in improving chronic absenteeism, continued work is needed for the district and all student groups to reach green and/or blue. This action will result in decreasing chronic absenteeism.
- 2.6 Provide strategic support and resources for Foster Youth (foster youth only)--The California School Dashboard data show the District's indicators for Foster youth as yellow for ELA, orange for Math, yellow for Chronic Absenteeism, and yellow for Suspension. While progress has been made in their achievement as a student group, there is a need to continue and increase supports for Foster youth so they can reach green and/or blue. This action will result in improving academic achievement for foster youth as well as decreasing their suspensions and chronic absenteeism.
- 2.7 Increase parent/guardian and community communication and engagement--Stakeholder feedback supports our investments in tools and staff for community communication and engagement. Continuing our strategic actions in this area is beneficial to improving student achievement in academics, attendance, and social-emotional behavior by developing the home-school partnership. This action will increase parent/guardian engagement for low income students, EL students, and foster youth.
- 2.8 Ensure vertical alignment between grade spans for supporting positive student transitions to new school environments--The California School Dashboard data show the District's ELA and math indicators as yellow with some student groups (Homeless, African American, and Students with Disabilities) in the orange for ELA and some student groups (Homeless, African American, Foster Youth, and Students with Disabilities) in orange for math. While progress has been made, there is additional work to be done to support students who are transitioning from preschool to grades TK/K and students transitioning from elementary school (grade 5) to middle school (grade 6), particularly students who are low income, EL, or foster youth. This action will result in increasing student achievement and increasing student engagement.

NEW Strategic Actions for 2021-22 (rationale statements for each Goal 2 Action noted above):

- 2.1 Increase number of school-based mental health therapists to serve elementary school students
- 2.1 CareSolace for medical mental health referrals
- 2.1 BCBA support contract
- 2.2 Professional learning for all staff in Trauma-informed Practices
- 2.4 Classroom AV upgrade
- 2.5 Attendance incentives
- 2.6 Foster students supports and supplies
- 2.7 Summer student enrollment centralized support
- 2.7 Aeries mass communication system for parent/guardian outreach and engagement
- 2.7 Digital marquees at each school site for parent/guardian outreach and engagement
- 2.7 LCAP infographic development for parent/guardian communication about LCAP
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Goal 3: Provide physically safe and well-maintained facilities that support the health and safety of all students. Low-income, foster youth, and English learner students comprise the majority of our student population. Their needs were considered first in determining how to support their health and safety across equitable District facilities. The new services in the LCAP noted below are focused on equity, particularly for low-income, English learner, and foster youth students with a focus on their safety.

System-wide:

- 3.1 Modernization, safety, and equity improvements of identified facilities
- 3.2 Provide a physically safe learning environment for all students
- 3.3 Student health supports

NEW Strategic Actions for 2021-22 (rationale statements for each Goal 3 Action noted above):

- 3.1 Security cameras at all school sites--Stakeholders expressed safety as a top priority on the annual LCAP stakeholder survey (ThoughtExchange). To support student and staff safety during school hours and reduce vandalism on school campuses after school hours, adding security cameras to all sites is a needed action. This action will increase safety and reduce vandalism during the day and after hours. This will improve outcomes on CHKS with students' feelings of safety at school.
- 3.2 Raptor Emergency Management System--Stakeholders expressed safety as a top priority on the annual LCAP stakeholder survey (ThoughtExchange). To support student and staff safety during school hours, the Raptor Emergency Management System is being implemented at all schools. This action will increase safety at all school sites. This will improve outcomes on CHKS with students' feelings of safety at school.
- 3.3 Site funds for individual student supplies to limit sharing of supplies for COVID safety--Stakeholders expressed safety as a top priority on the annual LCAP stakeholder survey (ThoughtExchange). To support continued COVID safety, site funds are being provided to reduce sharing of instructional materials between students to limit the spread of germs/infections. This will decrease improve student health and safety, decrease visits to the COVID Isolation Room, and decrease visits to the health office at each school.

The proportionality percentage for increased or improved services is reflected in providing additional monitoring, supports, college and career opportunities, and intervention for low-income, English learner, and foster youth students. Through a combination of staffing, services, and programs the Romoland School District provides support, training, and guidance to administrators, certificated, and classified staff to target the unique needs of these identified student groups.

For the actions continued into the 2021–2024 LCAP from the 2017–2020 LCAP, the actions have been effective, and this determination is reflected with the following evidence of outcome data:

- Romoland School District had the second highest five-year CAASPP ELA growth trend of all school districts in Riverside County (as of 2018-19 data)
- Romoland School District had the highest five-year CAASPP Math growth trend of all school districts in Riverside County (as of 2018-19 data)
- Romoland School District had the highest multi-year EL reclassification rate of all school districts in Riverside County (as of 2018-19 data)
- Romoland School District has never been identified (by the state or County Office of Education) for Differentiated Support, and no schools in the District have ever been identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI)
- Romoland School Districts had NO student groups rated as red on any indicator on the 2019 CA School Dashboard
- Romoland School District was named a state Model School Attendance Review Board (SARB) district in 2021 and in 2019
- Romoland School District has a school, Harvest Valley Elementary School (which has the highest population of unduplicated students in the district) named as a model school counseling program, ASCA RAMP award, in 2021
- Romoland School District had a school, Romoland Elementary School (which has the second-highest population of unduplicated students in the district) named a California Distinguished School in 2020
- Romoland School District re-opened schools, after school closures due to COVID, for in-person instruction during the 2020-21 school year and was one of the first districts to do so in Riverside County

Our multiple effective systems for students, particularly low-income, English learner, and foster youth students, which comprise the majority of students in the District, have resulted in success per the aforementioned evidence.

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

In the 2021-22 school year, Romoland School District has a total of \$7,998,398 in Supplemental and Concentration Grant funding delivered via the Local Control Funding Formula (LCFF). The 22.91%, also known as the Minimum Proportionality Percentage, determines the amount of funds that must contribute to increased or improved services for English learners, foster youth, and/or low-income students.

Below is a brief outline of the base services that would be offered or how elements of the action/service would exist without the additional LCFF funding, thus establishing the basis of how the action/service description is increased or improved:

Goal 1: Provide students with a rigorous and enriched academic foundation focused on personalized learning to meet the demands of college and career readiness.

Strategic Actions Contributing to Increased/Improved Services:

- 1.3 Provide high-quality professional learning opportunities for staff to support the implementation of personalized learning--Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide site-based instructional coaches to support the professional learning needs of teachers, nor the Professional Learning Community teacher collaboration time to review student achievement data and adjust instruction accordingly. Teachers would have minimal professional learning opportunities and would work more isolated without professional time for collaboration about student achievement and instruction. All other elements of the action/service would likely not be offered as a part of base services.
- 1.4 Provide a personalized learning, multi-tiered system of support for students' academic achievement--Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide the iReady Program and the Academy Program. This would limit students' opportunities for personalized learning and supports.
- 1.5 Increase instructional support to meet the personalized learning needs of students--Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide schools with funds for supporting site-based schoolwide initiatives, such as The Leader in Me and AVID. Those programs promote schoolwide agreements for culture, teaching, and learning and thus support student success; however, the programs would most likely not be implemented without LCFF Supplemental and Concentration funding, which could result in less unified school cultures and practices.
- 1.6 Provide students with extended learning time opportunities and supports--Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide summer assessment opportunities to administer ELPAC and ESGI, particularly for students in grades TK and K. Rather, the assessment would have to be done on school days which would decrease students' instructional time in class.
- 1.7 Administrative support to meet the needs of students--Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide the DigiCoach tool for site administrators to use as a tool during classroom walk-throughs to provide teachers systemized, and constructive feedback about their instruction and classroom environment. Site administrators could give feedback with other methods, but it would be less systematized across schools and the district which could negatively impact student achievement.
- 1.8 Increase parent/guardian support to meet the needs of students-- Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide the RomoCare Parent/Guardian classes with guest speakers. Schools would still be able to provide parents/guardians with workshops, but expert guest speakers in a variety of fields would not be available for parents'/guardians' learning needs.
- 1.9 Improve library resources to meet 21st Century expectations--Absent the LCFF Supplemental and Concentration funding associated with this action/service, library services would be lessened with less time for library technicians to have libraries open, fewer books for students to check out, and no access to the Accelerated Reader program.
- 1.10 Provide support for English Learner (EL) students to become English proficient (ELs only)--Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide the Middle School AVID Excel program; students would not have access to this elective which promotes and supports EL reclassification. Also, the District would not be able to ensure all teachers are annually trained and recalibrated on the ELPAC. Each school would have only a small team of

teachers conduct ELPAC, which would limit schoolwide knowledge of the ELPAC requirements and could thus limit EL student reclassification.

- 1.11 Develop students' college and career readiness (EACMS only)-Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide the array of electives currently offered at the middle school. The current offering is a full array of AVID, LOTE, VAPA, including an AP Spanish class for grade 8. Our elective offering would continue but without AVID, and the VAPA and LOTE offerings would need to be scaled back. We most likely would not be able to offer AP Spanish without LCFF Supplemental and Concentration funding.
- 1.12 Attract and retain high-quality staff to serve our students--Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would find talent recruitment and retention of staff difficult. Our actions reflect wanting to have the highest quality staff for our students, but without LCFF Supplemental and Concentration funds we would have to scale back new teacher training and support opportunities.
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Goal 2: Provide safe, engaging, and enriched learning environments that support the culturally diverse, social-emotional, and physical development needs of each and every student.

Strategic Actions Contributing to Increased/Improved Services:

- 2.1 Provide a culturally responsive, multi-tiered system of support for students' social-emotional-behavioral learning, including mental health--Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide full-time counselors at each school site. We would return to a single counselor at the middle school and no counselors at the elementary schools, which is how counseling was staffed prior to LCFF. Further, we would not be able to provide the services of School-Based Mental Health Therapists.
- 2.2 Provide high-quality professional learning opportunities for staff to support students' social-emotional learning and behavior-- Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide annual Navigating Difference training to new staff which would limit the ongoing development of cultural proficiency across the District.
- 2.3 Increase access to engaging curricular, extracurricular, and enrichment opportunities for underserved populations of students-- Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide an elementary music program (teacher and instruments) or fund field trips, after school clubs, and afterschool sports. These enrichment opportunities would be limited for students thus limiting their experiences, schema development, and engagement.
- 2.4 Close the "Digital Divide" by providing access to instructional technology devices and internet connectivity--Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide 1:1 instructional technology devices for all students at all grade levels in the district. Technology implementation would be sparse with a 3:1 ratio across elementary school grades and middle school devices would be limited to in-class carts instead of 1:1 devices to be used at school and at home.
- 2.5 Provide a comprehensive multi-tiered system of support for student attendance--Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide the extra staffing support to increase student attendance. The EACMS Student Advisor position, Pupil Services support staff, and EACMS Clerk positions in support of student attendance and engagement would not exist.

- 2.6 Provide strategic support and resources for Foster Youth (foster youth only)--Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to staff a School Engagement/Foster Youth Liaison position and would have to limit the amount of school supplies for foster youth.
- 2.7 Increase parent/guardian and community communication and engagement--Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to staff critical positions for family engagement, communication, and outreach: the Communications Coordinator and the Parent & Community Engagement Clerks at each school site. Further, digital marquees would not be added to schools to improve school communication in English and Spanish for the community. Additionally, other items in this action/service would not be available for family engagement.
- 2.8 Ensure vertical alignment between grade spans for supporting positive student transitions to new school environments--Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide the vertical alignment opportunities for teachers between preschool and grades TK/K, as well as between grades 5 and 6. Those vertical alignment collaborations support students transitioning to a new grade level and school. Further, the 6th grade welcome activities to support students' transition to middle school would not be done. This action simply would not exist without LCFF funding.
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Goal 3: Provide physically safe and well-maintained facilities that support the health and safety of all students.

Strategic Actions Contributing to Increased/Improved Services:

- 3.3 Student health supports-- Absent the LCFF Supplemental and Concentration funding associated with this action/service, the District would not be able to provide LVN staffing in our schools' health offices. We would have health technicians as opposed to LVNs. Other elements of this action would be scaled back or nonexistent.
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The proportionality percentage for increased or improved services is reflected in providing additional monitoring, supports, college and career opportunities, and intervention for low-income, English learner, and foster youth students. Through a combination of staffing, services, and programs the Romoland School District provides support, training, and guidance to administrators, certificated, and classified staff to target the unique needs of these identified student groups. Additionally, performance by various student groups on the California Schools Dashboard continue to report in the Orange performance level on the Academic indicator, Engagement (attendance) indicator, and the Conditions & Climate (suspension) indicator. These results, along with local data, continue to identify a need to improve outcomes for all student groups by increasing and/or improving services to students as reflected in this LCAP.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$7,998,398.00	\$2,849,640.00		\$843,329.00	\$11,691,367.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$5,550,759.00	\$6,140,608.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Refine and implement California State Standards aligned Units of Study and Assessment in ELA and Math	\$276,500.00				\$276,500.00
1	2	All	Refine and implement California State Standards aligned Units of Study and Assessment in Science and Social Studies	\$69,000.00	\$221,000.00			\$290,000.00
1	3	English Learners Foster Youth Low Income	Provide high quality professional learning opportunities for staff to support the implementation of personalized learning	\$1,093,841.00	\$570,000.00			\$1,663,841.00
1	4	English Learners Foster Youth Low Income	Provide a personalized learning, multi-tiered system of support for students' academic achievement	\$375,620.00	\$208,300.00			\$583,920.00
1	5	English Learners Foster Youth Low Income	Increase instructional support to meet the personalized learning needs of students	\$98,500.00	\$450,000.00		\$470,000.00	\$1,018,500.00
1	6	English Learners Foster Youth Low Income	Provide students with extended learning time opportunities and supports	\$27,000.00	\$600,000.00			\$627,000.00
1	7	English Learners Foster Youth Low Income	Administrative support to meet the needs of students	\$15,000.00			\$20,000.00	\$35,000.00
1	8	English Learners Foster Youth Low Income	Increase parent/guardian support to meet the needs of students	\$5,000.00	\$150,000.00		\$9,549.00	\$164,549.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Improve library resources to meet 21st Century expectations	\$239,015.00				\$239,015.00
1	10	English Learners	Provide support for English Learner (EL) students to become English proficient	\$21,000.00	\$270,000.00		\$61,780.00	\$352,780.00
1	11	English Learners Foster Youth Low Income	Develop students' college and career readiness	\$226,750.00			\$20,000.00	\$246,750.00
1	12	English Learners Foster Youth Low Income	Attract and retain high quality staff to serve our students	\$37,000.00			\$75,000.00	\$112,000.00
1	13	Students with Disabilities	Increase special education student supports	\$537,000.00				\$537,000.00
2	1	English Learners Foster Youth Low Income	Provide a culturally responsive, multi-tiered system of support for students' social-emotional-behavioral learning, including mental health	\$908,185.00	\$248,000.00			\$1,156,185.00
2	2	English Learners Foster Youth Low Income	Provide high quality professional learning opportunities for staff to support students' social-emotional learning and behavior	\$65,000.00	\$132,340.00			\$197,340.00
2	3	English Learners Foster Youth Low Income	Increase access to engaging curricular, extracurricular, and enrichment opportunities for underserved populations of students	\$291,500.00				\$291,500.00
2	4	English Learners Foster Youth Low Income	Close the "Digital Divide" by providing access to instructional technology devices and internet connectivity	\$1,126,000.00				\$1,126,000.00
2	5	English Learners Foster Youth Low Income	Provide a comprehensive multi-tiered system of support for student attendance	\$279,000.00			\$5,000.00	\$284,000.00
2	6	Foster Youth	Provide strategic support and resources for Foster Youth	\$104,681.00				\$104,681.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	English Learners Foster Youth Low Income	Increase parent/guardian and community communication and engagement	\$477,500.00			\$82,000.00	\$559,500.00
2	8	English Learners Foster Youth Low Income	Ensure vertical alignment between grade spans for supporting positive student transitions to new school environments	\$12,000.00				\$12,000.00
3	1	All	Modernization, safety, and equity improvements of identified facilities	\$1,178,456.00				\$1,178,456.00
3	2	All	Provide a physically safe learning environment for all students	\$461,300.00			\$100,000.00	\$561,300.00
3	3	English Learners Foster Youth Low Income	Student health supports	\$73,550.00				\$73,550.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$5,476,142.00	\$8,848,111.00
LEA-wide Total:	\$5,123,711.00	\$8,143,900.00
Limited Total:	\$125,681.00	\$457,461.00
Schoolwide Total:	\$226,750.00	\$246,750.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Provide high quality professional learning opportunities for staff to support the implementation of personalized learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,093,841.00	\$1,663,841.00
1	4	Provide a personalized learning, multi-tiered system of support for students' academic achievement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$375,620.00	\$583,920.00
1	5	Increase instructional support to meet the personalized learning needs of students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$98,500.00	\$1,018,500.00
1	6	Provide students with extended learning time opportunities and supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,000.00	\$627,000.00
1	7	Administrative support to meet the needs of students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$35,000.00
1	8	Increase parent/guardian support to meet the needs of students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$164,549.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Improve library resources to meet 21st Century expectations	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$239,015.00	\$239,015.00
1	10	Provide support for English Learner (EL) students to become English proficient	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$21,000.00	\$352,780.00
1	11	Develop students' college and career readiness	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ethan A. Chase Middle School Grades 6-8	\$226,750.00	\$246,750.00
1	12	Attract and retain high quality staff to serve our students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,000.00	\$112,000.00
2	1	Provide a culturally responsive, multi-tiered system of support for students' social-emotional-behavioral learning, including mental health	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$908,185.00	\$1,156,185.00
2	2	Provide high quality professional learning opportunities for staff to support students' social-emotional learning and behavior	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	\$197,340.00
2	3	Increase access to engaging curricular, extracurricular, and enrichment opportunities for underserved populations of students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$291,500.00	\$291,500.00
2	4	Close the "Digital Divide" by providing access to instructional	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,126,000.00	\$1,126,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		technology devices and internet connectivity					
2	5	Provide a comprehensive multi-tiered system of support for student attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$279,000.00	\$284,000.00
2	6	Provide strategic support and resources for Foster Youth	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$104,681.00	\$104,681.00
2	7	Increase parent/guardian and community communication and engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$477,500.00	\$559,500.00
2	8	Ensure vertical alignment between grade spans for supporting positive student transitions to new school environments	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	\$12,000.00
3	3	Student health supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,550.00	\$73,550.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - 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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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