

# DEHESA SCHOOL DISTRICT

To: Members of the Board

From: Bradley Johnson

Subject: Local Control  
Accountability Plan  
(LCAP)

Meeting Date: June 23, 2021

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

## **Background:**

In June 2013, the Local Control Funding Formula (LCFF) transformed the distribution of funding to school districts, charter schools, and county offices of education in a manner that grants local communities greater autonomy to customize educational program offerings in purposeful ways for the entire student population generally, yet specifically for those students who are English learners, students from low-income families, and those who are foster youth. The LCFF eliminates most categorical funding streams replacing them with a LCFF supplemental allocation based on our school's demographic profile. This supplemental allocation is a per pupil allowance for every student who is low-income, a foster youth, and an English learner. In order to access the supplemental revenue, our school must engage parents, staff and community to create a Local Control and Accountability Plan (LCAP) which is to be presented at a public hearing and approved by the Governing Board at a subsequent meeting. The Public Hearing was held on June 16<sup>th</sup>, 2021.

Dehesa School used the State-approved LCAP template to develop a plan that includes annual goals and actions that will be implemented to meet eight State priorities, and describe the related budget. Every program and service described in the LCAP must be aligned and address at least one of the eight state priorities.

## **Financial Impact:**

The Dehesa Local Control and Accountability Plan for 2021-2022 has approximately \$1,275,750 of planned expenditures.

## **Student Impact:**

Funds are budgeted to target specific student populations in need of extra support.

## **Recommendation:**

Administration recommends approval of the 2021-2022 LCAP

Agenda Item #: XI.B



# DEHESA SCHOOL

COMPUTER SCIENCE IMMERSION ACADEMY

## 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
Dehesa Elementary School District	Bradley Johnson Superintendent/CBO	bradley.johnson@dehesasd.net (619) 444-2161

## Plan Summary [2021-22]

### General Information

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

Our one-school district, located in what was once known as the Upper Sweetwater Valley, was established on April 5, 1876 educating a dozen or so local children in a 16' x 14' one-room schoolhouse. A succession of one-room schools followed. In 2014, the community passed a bond to add additional classrooms, a science lab, locker rooms, and additional school improvements. We celebrated the opening of our

new state of the art, two stories, six-classroom building on April 16, 2016. The school continues to follow the tradition of excellence with small classes and a family atmosphere just as we have for the past 143 years.

Dehesa School District strives to build long-term relationships with families and community. Together, we are committed to providing a nurturing, inspiring and rigorous educational program for all students. Dehesa School is proud to employ highly qualified teachers, and inspiring support staff. Our school exemplifies the dynamic collaboration of strong leadership, community partnership, student achievement and inspired teaching.

The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives. The school provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. The school also emphasizes increased parental involvement, more one-on-one teacher and student interaction, student-driven participation in the learning process, technology access, varied learning environments, and choices in curriculum programs. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, life-long learners.

Dehesa School prides itself offering low class sizes and innovation engagement opportunities for pupils, including 1:1 laptops for students in Transitional Kindergarten, Early Admission Kindergarten, and Kindergarten through eighth grade, monthly digital citizenship lessons; Lego engineering; and robotics for all students. Additionally, as a part of improving school culture, we utilize MTSS and PBIS programs designed to develop the characteristics of responsibility, trustworthiness, citizenship, caring, fairness, and respect; monthly award assemblies, attendance incentives; and after school enrichment classes.

The Dehesa School District currently employs 21 classified and certificated staff members and has a student enrollment of 125 students. Of these 125 students, 64% are minorities including: Latino, African American, American Indian, Filipino, and mixed race. 49% of our student body is classified as "socioeconomically disadvantaged."

#### Dehesa's Mission Statement:

Dehesa school provides a challenging curriculum and equips each student with the tools necessary to excel academically, socially, emotionally and culturally in a competitive world as a lifelong learner.

#### We believe in:

- safe, secure environments that foster confident and engaged learners.
- consistency and fairness that creates equality for all.
- respect, kindness, honesty, and integrity as a foundation for building trust, and friendship.
- striving to produce quality work with attention to detail that leads to success.
- challenging a child's mind to enable him/her to achieve their greatest potential.
- a genuinely caring staff who has the power to create opportunities for all children to learn.

## Reflections: Successes

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

Based on the most recent California School Dashboard (2019), Dehesa is proud of the Very High performance of our English Learner students. 81.3% were making progress toward English language proficiency. Based on NWEA MAPs assessments from Fall 2018 to Winter 2020, the schoolwide scores shows growth. In English Language Usage, grades 3-8th students grew an average of 2 points. In English Language Reading, students from grades 1-8 grew an average of 2 points. Grades 1-8th grew an average of 2 points in Math. We continued to maintain low class sizes, strong parent engagement and lower chronic absenteeism.

## 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.

Due to Dehesa's small size and limited number of students to assess, data tends to be volatile and does not always provide an accurate accounting of needs.

Student overall achievement data in the areas of English language arts (ELA) and mathematics are listed as orange illustrating an area of focus for the District. In the area of ELA, our goal is to increase performance by 38 points over the next three years in order to meet the state target. This is an annual goal of 13 points improvement per year. In the area of mathematics, our goal is to increase performance by 38 points over the next three years in order to meet the state target. This is an annual goal of 13 points improvement per year. In the area of Chronic Absenteeism, the data reflects an decrease of 1% in the number of students chronically absent totaling 16.4%. Within the District's sub groups for Chronic Absenteeism, our socioeconomically disadvantaged and white populations reflect orange, and our Hispanic population reflects red indicating an area of need for the upcoming school year.

To support District wide improvement in ELA and Mathematics these are some of the Goals and Actions Dehesa will be taking - Specifically Dehesa will be engaging in continued professional development around implementation of the CCSS, with an emphasis on meeting the needs of struggling students and student groups. (Goal 2, Action 3) In addition, supplemental support will be provided to support students in ELA and Math, especially unduplicated students. (Goal 2, Action 6)

# LCAP Highlights

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

Dehesa School District's overall focus, as detailed in the Local Control and Accountability Plan (LCAP), is a multifaceted plan which includes a strategic focus on building capacity for certificated and classified staff members, and increasing the academic and social achievement for all students.

In support of the goals and to ensure the continued growth of staff and students, the District seeks to provide the most up to date, innovative, and rigorous Common Core State Standards/National Standards aligned curriculum available; provide staff with relevant professional development opportunities throughout the year in order to help encourage growth; increase professional expertise/capacity; utilize multi-tiered systems of support for students to support social emotional and academic success; solicit stakeholder input from parents, staff, students and the community to ensure a well-rounded educational program for pupils; provide technology to support rigorous standards excellence and 21st Century learning; improve attendance and student engagement while promoting the philosophies of college and career readiness.

Additionally, Dehesa School District believes in the providing equitable access to quality instruction, technology, and highly qualified teachers in order to ensure that all students receive a well-rounded educational experience that specifically targets individual needs of the pupils we serve. Dehesa encourages and values stakeholder input to guide decision-making, and firmly believes that by working together all things are possible.

The following primary Goals have been established for the 2021-2024 LCAP:

Goal 1: Provide family and community engagement opportunities to support and improve student achievement and to promote a positive school climate.

Goal 2: Provide curriculum and professional development to support building student success based on Common Core State Standards, Next Generation Science Standards, technology and other areas of the curriculum.

Goal 3: Use community and school services and differentiated instructions/materials to support the social-emotional and physical well-being of students and their families.

## 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.

Dehesa Elementary is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

**Support for Identified Schools**

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

Dehesa Elementary is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

**Monitoring and Evaluating Effectiveness**

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

Dehesa Elementary is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

# Stakeholder Engagement

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

As a small district, with small class sized, Dehesa staff get to know the families in the district, and vice-versa. Parents feel comfortable talking to teachers and other staff, as do the students. Dehesa maintains a social media presence so families can stay informed about events going on at the school. There is a calendar on the website with important all school events such a meal pick-up and CAASPP testing. Meetings may be held either in-person or virtually depending on community health conditions.

Stakeholder engagement regarding the LCAP, or topics in the LCAP, was gathered through:

- School Site Council (1 Principal, 2 Teacher, 2 Parents, 1 Classified) Meetings on November 30, 2020; January 4, 2021; February 1, 2020; March 1, 2021; April 12, 2021; May 3, 2021; June 7, 2021.
- The Parents Club
- Staff members provided input during staff meetings (December 2, 2020: January 9 and 27, 2021; February 3, 10, and 17, 2021; March 3, 17 and 24, 2021; April 14, 21, and 28, 2021; May 5 and 12, 2021)
- The Superintendent/CBO and Principal are the authors of the Dehesa LCAP and collaborate often throughout the year on LCAP related decisions, updates, and revisions to the plan.
- California School Employee Association - May 28, 2021
- SELPA - June 1, 2021
- Healthy Kids survey - September 2020
- MTSS/PBIS - January 2021
- Community - Survey on the website; Public Hearing
- Public Hearing/Board input - June 16, 2021
- Board Adoption - June 23, 2021

Dehesa does not meet the threshold to hold DELAC/ELAC meetings, or to require translation  
Questions that align to LCAP goals were incorporated into both the staff and parent surveys.

A summary of the feedback provided by specific stakeholder groups.

The following themes were identified from stakeholder input:

School Personnel - Felt like staff connectedness was a strength of the school; Parental Involvement was an opportunity for growth - specifically the staff would like to find ways to get parents to volunteer more and to attend meetings and conferences

Families - Indicated that school's physical environment is a strength; Two areas came across as opportunities for growth - parent volunteering and the need for fair and consistent rule enforcement and treatment of students.

Students - Felt personal connectedness with their teachers, support from staff and indicated that they feel safe at school.

SELPA coordinator felt the school needed to be more specific as to what professional development support it needs to provide to support all students and staff members.

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

Areas influenced in the LCAP include in the following Goals:

Goal 1: Provide family and community engagement opportunities to support and improve student achievement and to promote a positive school climate. Specifically Action 2 supports parent volunteerism, and Actions 3 and 5 support sharing information on the importance of parent involvement.

Goal 2: Provide curriculum and professional development to support building student success based on Common Core State Standards, Next Generation Science Standards, technology and other areas of the curriculum.

Goal 3: Use community and school services and differentiated instructions/materials to support the social-emotional and physical well-being of students and their families. Action 3 promotes building a positive school culture where all students and staff feel valued.



# Goals and Actions

## Goal

Goal #	Description
1	Provide family and community engagement opportunities to support and improve student achievement and to promote a positive school climate.

An explanation of why the LEA has developed this goal.

Dehesa believes that family support is a key element of building student success. However, a recent survey of staff and parents revealed that Parent Involvement received a lower score than other sections from both state/local assessments and stakeholder groups.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Parent Input as measured by attendance at School Site Council Meetings	2% of parent population attended the SSC meetings in 2020-21				10% of parent population attend the SSC meetings in 2023-24
Increase parent participation in programs for unduplicated students and students with exceptional needs as measured by number of events	4 events supporting EL, LI, FY and SWD were held.				8 events supporting EL, LI, FY and SWD to be held.
Increase number of parents that respond to parent survey	11 % responded to parent survey				Increase response rate of parent survey to 33%.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Schoolwide Events	Provide engaging events (ie – Fall Festival, Shadow a Student, Donuts for Dad, etc..) to attract all parents to visit the school and participate in activities, including parents of unduplicated students. Provide child care and translation as needed to remove barriers to parent attendance. Transportation will continue to support unduplicated students. Additionally, communication for English learners will be provided in multiple languages. A list of sources and information will be provided such as rent control, food distribution, counseling services, technology services and will directly benefit our unduplicated pupils.	\$50,000.00	Yes
2	Volunteers	Communicate the importance of parent volunteers and the various types of volunteer opportunities.	\$7,000.00	No
3	Workshops	Provide workshops for parents on the importance of parent involvement in their child’s education, and presentations for parents on how to help their child be successful in school (ie- Parent University) , along with other topics of interest to parents.	\$15,500.00	No
4	Parent Advisory Groups	Ensure all parents are invited to join district/school advisory groups (SSC, possible PAC) and understand what their role is in those groups.	\$10,500.00	No
5	Staff Training	Provide training to staff on the benefits of parent involvement and strategies for creating positive relationships with families.	\$17,000.00	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 curriculum and professional development to support building student success based on Common Core State Standards, Next Generation Science Standards, technology and other areas of the curriculum.

An explanation of why the LEA has developed this goal.

Student academic success depends on staff that is well informed on both curriculum and high quality, research proven, instructional strategies. The most recent CAASPP results (2019 test) showed that Dehesa had an average score of 38 points below standard in both ELA and Math. The district is committed to improving the success rate for all students and for each student group.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Achievement for all students and student groups.	SBAC 2019 ELA - 38.1 below standard <ul style="list-style-type: none"> <li>white students: 12.1 below</li> <li>socioeconomically disadvantaged: 42 below</li> <li>EL: 90 below</li> <li>SWD: 72 below</li> </ul> Math - - 38.9 below standard <ul style="list-style-type: none"> <li>white students: 19.5 below</li> </ul>				SBAC - ELA - all students: 8.0 below standard <ul style="list-style-type: none"> <li>white students: 5.0 above standard</li> <li>socioeconomically disadvantaged: 8 below</li> <li>EL: 30 below</li> <li>SWD: 25 below</li> </ul> SBAC - Math All students - 8 below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>socioeconomically disadvantaged: 44 below</li> <li>EL: 102 below</li> <li>SWD: 89 below</li> </ul> <p>Alternative Local measures will be used in lieu of CAASPP: MAPS Testing from Winter 2021</p> <ul style="list-style-type: none"> <li>Reading - 26% met projected growth target</li> <li>Math - 25% met projected growth target</li> </ul>				<ul style="list-style-type: none"> <li>white students: 10 below</li> <li>socioeconomically disadvantaged: 10 below</li> <li>EL: 35 below</li> <li>SWD: 35 below</li> </ul> <p>MAP - 60% will meet projected target in Reading and Math</p>
Pupil Outcomes in Other Subject Areas	<p>CAST - 20% met or exceeded standard on 2019 test. MAP Science - 39% met projected growth target</p> <p>Physical Fitness HFZ % in key areas: 5th - AC - 35.3% 7th - AC - 38.5% 5th - BC - 52.9% 7th - BC - 84.6%</p>				<p>CAST - 30% meet or exceed</p> <p>MAP Science- 75% will meet projected target in Science</p> <p>HFZ % in key areas: 5th - AC - 40% 7th - AC - 43% 5th - BC - 58% 7th - BC - 89% 5th - AS - 95%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th - AS - 94.1% 7th - AS - 92.3%				7th - AS - 95%
English Learner Progress	ELs making progress (ELPAC 2019) - 81.3%  Reclassification Rate - 0				EL's making progress - 90% based on ELPAC  Reclassification rate - 15%
Basic Services	Per Local Indicator: % of teachers appropriately assigned and fully credentialed = 100%  Student access to standards aligned instructional materials =100%  Scores on FIT report - 1 area did not meet "Good Repair" standard				Per Local Indicator: % of teachers appropriately assigned and fully credentialed = 100%  Student access to standards aligned instructional materials =100%  Scores on FIT report - 100% met "Good Repair" standard
Implementation of State Standard	Per Local Indicator (2019) with 5 being full implementation and sustainability ELA - 5 ELD - 5 Math - 5 Science - 4				ELA - 5 ELD - 5 Math - 5 Science - 5 History/Social Science - 5 CTE - 4 PE - 5 World Languages - 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	History/Social Science - 4 CTE - 4 PE - 5 World Languages - 2 Health - 3 VAPA - 3				Health - 4 VAPA - 4
Access to Broad Course of Study per Local Indicator	Per Local Indicator and includes Unduplicated Pupils and students with exceptional needs. 2020-21 -100%				100%
Attendance	Attendance rate (SIS data) = 88.32% (2019-20) Chronic Absenteeism (Dashboard data) = 16.4% (2018-19)				Attendance rate - 94% Chronic Absenteeism - 9%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Base Program	Ensure that all students benefit from a strong base program that sets the foundation from which to build greater success. This includes teachers, materials and facilities	\$659,250.00	No
2	Assessment System	Utilize and analyze a variety of assessment data to address, support, and improve student academic and behavioral achievement, with an emphasis on closing the gap between student groups. In order to inform instruction and monitor student success benchmarks will be set	\$23,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and data gathered using MAP, STAR, and other available data systems, including classroom observations. Based on results from this data, it will inform the academic support strategies for unduplicated pupil counts in the areas of Math, English and other subjects by comparing results over time. Additional resources will be provided for this specific student population both at school and home.		
<b>3</b>	Professional Development	Ensure teachers have been trained, and receive support, to implement new curriculum and programs, provide high quality instruction and personalized learning, and in how to differentiate to meet the needs of specific student groups. This also includes technology training, appropriate training for maintenance and operations; transportation, nutrition, business and paraprofessional training. High quality PD includes collaboration time to practice and analyze strategies learned.	\$35,000.00	Yes
<b>4</b>	English Learner Support	Ensure all English Learners have access are receiving high quality, research based strategies in Designated and Integrated ELD and Common Core State Standards (CCSS). This includes support for Project GLAD (builds academic language and literacy for all students, especially second language learners) and other successful strategies, along with professional development, personnel, interventions and resources as needed.	\$36,500.00	Yes
<b>5</b>	Special Education	Ensure all students with an IEP are receiving high quality, research based instruction, in alignment with their IEP goals. This includes MTSS/PBIS and CPS professional development for staff, personnel, interventions and resources as needed.	\$254,000.00	No
<b>6</b>	Supplemental Support	Provide additional materials, training, personnel or interventions as needed to support at-risk student groups. This could include extended day/year opportunities, tutoring, and mentoring programs.	\$32,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
7	Technology	Provide training in new software and applications to be used in the district. Support the 1:1 initiative.	\$20,500.00	No
8	Attendance	Provide support to monitor attendance and work with students/families that are experiencing attendance challenges. Continue with Perfect Attendance incentives.	\$11,000.00	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.

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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	Use community and school services and differentiated instructions/materials to support the social-emotional and physical well-being of students and their families.

An explanation of why the LEA has developed this goal.

The district completed MTSS surveys and healthy kids surveys, in addition to collecting feedback from certificated and classified staff, in order to develop this goal. The district no longer employs a counselor or social worker. The emotional and physical well-being of our staff and students is a top priority for the district and due to the impacts of COVID-19, the district is planning to use additional resources to support mental health of students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	2019-20: Dropout Rate = 0.0%				Maintain Dropout Rate of 0%
Suspension and Expulsion Rates	2019-20: Suspension rate = 3.1% Expulsion rate =0.0%				Suspension rate = 2.0% Expulsion rate =0.0%
Survey Results	Staff Survey (MTSS): Connectedness = 3.81(4 is highest) Safety= 3.71  Family Survey (MTSS and Healthy Kids Survey): Connectedness = 3.68				Staff Survey: Connectedness = 3.9 Safety= 3.9  Family Survey: Connectedness = 3.8 Safety = 3.75

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Safety = 3.55				
Community Partnerships	3 partnerships (Sycuan Learning Center, Sycuan Police, Sycuan Cultural Resource Center and Museum)				7 partnerships

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Involvement	Maintain current community partnerships (ie Sycuan Learning Center) and seek out new opportunities as well, especially those that would motivate and engage unduplicated students. Cultural awareness and connectedness will help embrace and target unduplicated students to the school and community.	\$8,000.00	Yes
2	Social Emotional Learning	Provide resources and training for staff to build Social/emotional skills and strategies to use in the classroom. Ensure staff and families are aware of social/emotional and mental health resource available to students, staff and families. Continue to build and expand resources in-house and community-based referrals.	\$71,500.00	No
3	School climate	Build relationships and respect among students and staff to create a positive environment where each person feels valued and capable of success. Work to remove language and cultural barriers so that students and staff feel more welcome at school. Creating a better school climate, it will help embrace and target unduplicated students to the school and community.	\$25,000.00	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.

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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.

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# 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
9.40%	\$107,866

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.

Districtwide services will be principally directed toward the identified, differentiated needs of unduplicated students as established by the data. While the lack of state testing data from 2019-20, and the disruption of planned programs when schools switched to distance learning, make it hard to determine the success of programs initiated in the past, there are a few markers that provide some indications. Overall, there continues to be a need to improve academic achievement as all groups are performing approximately 38 points below standard. However Socioeconomically Disadvantaged Students are not showing an achievement gap, although there is a significant gap between all students and the English Learner student group. This data led to a new action (2.4) focused specifically on improving outcomes for English Learners.

The actions below are all LEA-wide or school-wide (3.1), and may benefit all students, but were designed to have maximum impact on unduplicated student groups. In Dehesa the unduplicated groups and Low Income and English Learner, since Dehesa does not have any Foster Youth enrolled.

Actions identified as contributing:

1.1 - This is new action designed to draw more parents, especially parents of unduplicated students, to participate in school events. Building relationships with families helps them better support their child's education. Data shows the parents of unduplicated students are less likely to attend school events, so the district is looking for new and fun events to attract families.

2.2 - This action on assessment is a continuation of a previous action but it has been revised to include a more systemic approach to assessment, and a stronger connection to how staff will respond to formative and benchmark assessments to better meet the needs of students in a timely manner. This will be especially helpful to English Learner students and will help to ensure they get timely supplemental

support when they are experiencing barriers to success. There is a strong research base that supports the benefit of timely feedback to improve student understanding.

2.3 - A continuing action focused on providing Professional Development to support staff in growing their skills and knowledge for working with students who are struggling academically. Peer collaboration will continue to be a part of the PD program. Research is clear the high-quality professional development can make a significant, positive impact in student success. There is some evidence that the professional development on working with English Learner students was starting to have an impact, since the 2019 Dashboard shows that 81.3% of the ELs made progress toward proficiency.

2.6 - Supplemental support is a continuing action, and is the key to differentiating programs to meet the specific needs of targeted student groups. Specifically, the type of supplemental support needed is something that needs to be flexible to adapt to new programs or learning environments.

3.1 - A new action, which has a goal of building relationships and bringing the community into the school to make learning more relevant and expand opportunities for students. By increasing community involvement the students, and especially those unduplicated students who may be struggling at school, will hear more success stories and experience a wider range of activities than they would otherwise. Research tells us that students need to be able to "see" themselves being successful in their future, so the more role models we provide the better.

3.3 - A continuing action. There is some reason to believe that school climate had been improving at Dehesa over the last few years. Suspension rates were down, and overall Climate Survey results in 20-21 showed staff giving the district a mean score of 3.56/4, and families giving it a 3.64/4. This work will continue and will involve a deeper look at the data to determine what the specific concerns are of families of specific student groups, and to increase participation in the survey by families in the district. This is crucial to identifying next steps in building a positive learning environment where each and every student feels valued and capable of success.

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

#### PERCENTAGE AND AMOUNT ABOVE PENDING UPDATED LCFF CALCULATOR

The district will meet this proportionality percentage through allocated supplemental and concentration funds. In addition, improved services will also be provided for focus students to promote equity and excellence for all students as described below:

Action 2.4 is a new action specifically focused on improving the success of English Learner students. The action focuses on research proven strategies to implement foundational requirements such as high-quality Designated and Integrated ELD. One component includes the implementation of GLAD strategies in the classroom. Additional Professional Development, and targeted interventions will be developed to meet the specific identified needs of the EL students. While EL students are scoring lower than other students on the SBAC test, they are

progressing in their English Proficiency (see data above). This EL focused action will allow the Dehesa staff to dig deeply into the data to determine what the key, differentiated, needs of the ELs in their school are.

Using research based strategies such as parent involvement and increased adult support will effectively improve the educational program for unduplicated students.

The district will work to analyze parent survey results to align parent education opportunities to service our unduplicated students based on parent need and interest.

Common core state standards for ELA curriculum will be adopted based on available support materials that specifically support EL, LI, and FY.

The district will purchase supplemental curriculum/materials in ELA, math, history/social studies, and NGSS that are designed to provide additional support to meet the needs of EL, LI, and FY.

The district will provide an instructional aides and special education aides for reading to support LI, FY and special education students.

ELD standard proficiency scales will be used with the common core state standards proficiency scales to: monitor the progress of EL including long- term EL (LTEL) and reclassified students. Determine the short and long-term needs of ELs.

Kindergarten and first grade students will receive differentiated instruction to ensure reading proficiency by grade three.

Targeted intervention and support (including PLT) will continue to be provided for at-risk learners including FY and LI students.

After school tutoring will be offered to targeted EL, FY, and LI students who can benefit from extra support.

The district will continue to provide outreach efforts to families of EL, FY, and LI to meet specific, immediate needs.

Targeted intervention and support will continue to be provided for at-risk learners including EL.

Provide learning supports and best first practices for EL identified in the California ELA/ELD Framework.

The district will continue to increase the number of students re-designated for reclassification English Proficient (RFEP) and then recognize their achievement.

The district will continue to provide counseling and mental psychological services that address student social and emotional needs to all students in need.

The district will continue to provide support, case management and referrals for ongoing mental health treatment, in conjunction with other behavioral and support services.

Provide training and support for the annual testing of English Proficiency CELDT (Kindergarten and initials only) and ELPAC.

In addition to our current LCAP goals, the district will be planning out use of additional ESSER and ELOG funding to support the needs of unduplicated students who are struggling academically and experience attendance issues.



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$903,750.00	\$51,500.00	\$255,500.00	\$65,000.00	\$1,275,750.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,007,750.00	\$268,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Schoolwide Events	\$40,000.00			\$10,000.00	\$50,000.00
1	2	All	Volunteers	\$5,000.00		\$2,000.00		\$7,000.00
1	3	All	Workshops	\$15,500.00				\$15,500.00
1	4	All	Parent Advisory Groups	\$10,500.00				\$10,500.00
1	5	All	Staff Training	\$6,000.00			\$11,000.00	\$17,000.00
2	1	All	Base Program	\$618,750.00	\$14,000.00	\$3,500.00	\$23,000.00	\$659,250.00
2	2	English Learners Foster Youth Low Income	Assessment System	\$20,000.00			\$3,000.00	\$23,000.00
2	3	English Learners Foster Youth Low Income	Professional Development	\$29,000.00		\$6,000.00		\$35,000.00
2	4	English Learners	English Learner Support	\$26,500.00	\$10,000.00			\$36,500.00
2	5	All Students with Disabilities	Special Education			\$244,000.00	\$10,000.00	\$254,000.00
2	6	English Learners Foster Youth Low Income	Supplemental Support	\$32,000.00				\$32,000.00
2	7	All	Technology	\$20,500.00				\$20,500.00
2	8	All	Attendance	\$9,500.00			\$1,500.00	\$11,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Community Involvement	\$8,000.00				\$8,000.00
3	2	All	Social Emotional Learning	\$37,500.00	\$27,500.00		\$6,500.00	\$71,500.00
3	3	English Learners Low Income	School climate	\$25,000.00				\$25,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$180,500.00	\$209,500.00
<b>LEA-wide Total:</b>	\$146,000.00	\$165,000.00
<b>Limited Total:</b>	\$26,500.00	\$36,500.00
<b>Schoolwide Total:</b>	\$8,000.00	\$8,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Schoolwide Events	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	\$50,000.00
2	2	Assessment System	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$23,000.00
2	3	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,000.00	\$35,000.00
2	4	English Learner Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$26,500.00	\$36,500.00
2	6	Supplemental Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,000.00	\$32,000.00
3	1	Community Involvement	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	\$8,000.00
3	3	School climate	LEA-wide	English Learners Low Income	All Schools	\$25,000.00	\$25,000.00

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

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

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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



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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

***Broad Goal***

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

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

***Maintenance of Progress Goal***

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

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

***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

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

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

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

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

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

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

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

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



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

## Expenditure Tables

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

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

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

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

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

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

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

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

<b>Local Educational Agency (LEA) Name:</b>	Dehesa Elementary School District
<b>CDS Code:</b>	3768049000000
<b>LEA Contact Information:</b>	Name: Bradley Johnson Position: Superintendent/CBO Email: bradley.johnson@dehesasd.net Phone: (619) 444-2161
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

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

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$1,388,325
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$107,886
<b>All Other State Funds</b>	\$245,664
<b>All Local Funds</b>	\$1,123,381
<b>All federal funds</b>	\$373,701
<b>Total Projected Revenue</b>	\$3,131,071

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$3,390,282
<b>Total Budgeted Expenditures in the LCAP</b>	\$1,275,750
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$209,500
<b>Expenditures not in the LCAP</b>	\$2,114,532

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$82,450
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$102,971

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$101,614
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$20,521

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	The remainder of General Fund Budget Expenditures not included in the LCAP are primarily used for labor and benefits to serve all students, in addition to charter oversight and management. One times funds will also be used for COVID-19 relief.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dehesa Elementary School District

CDS Code: 3768049000000

School Year: 2021-22

LEA contact information:

Bradley Johnson

Superintendent/CBO

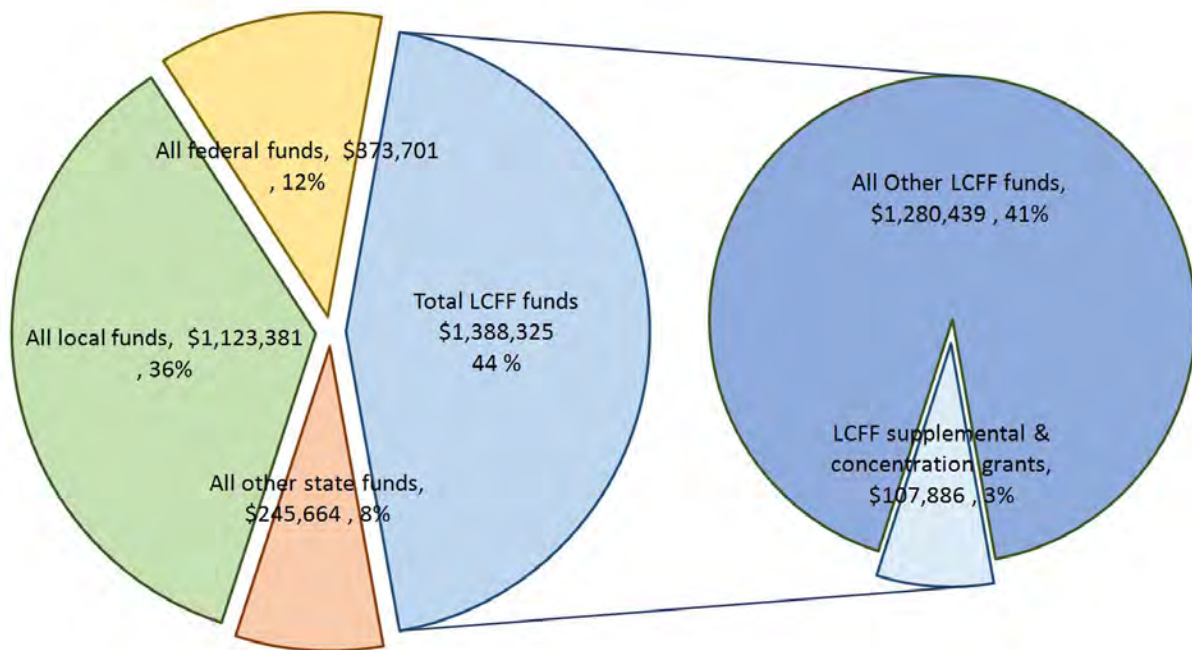
bradley.johnson@dehesasd.net

(619) 444-2161

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



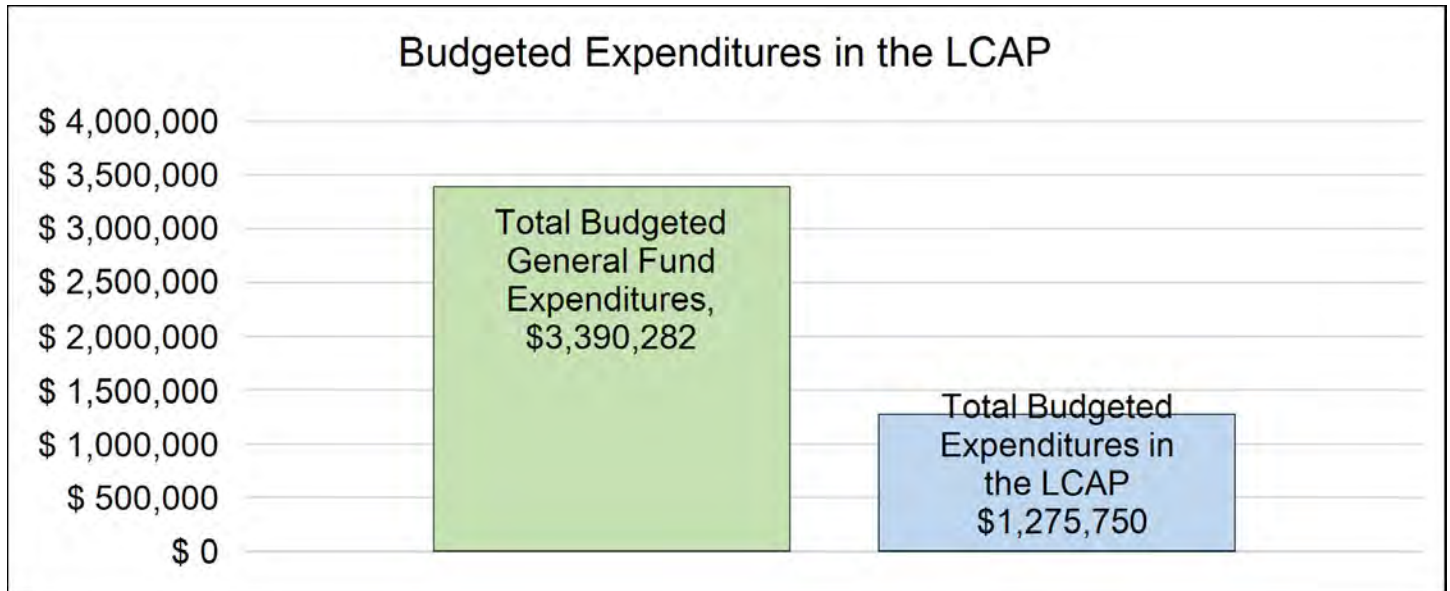
This chart shows the total general purpose revenue Dehesa Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Dehesa Elementary School District is \$3,131,071, of which \$1,388,325 is Local Control Funding Formula (LCFF), \$245,664 is other state funds, \$1,123,381 is local funds, and

\$373,701 is federal funds. Of the \$1,388,325 in LCFF Funds, \$107,886 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 Dehesa Elementary 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.

Dehesa Elementary School District plans to spend \$3,390,282 for the 2021-22 school year. Of that amount, \$1,275,750 is tied to actions/services in the LCAP and \$2,114,532 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

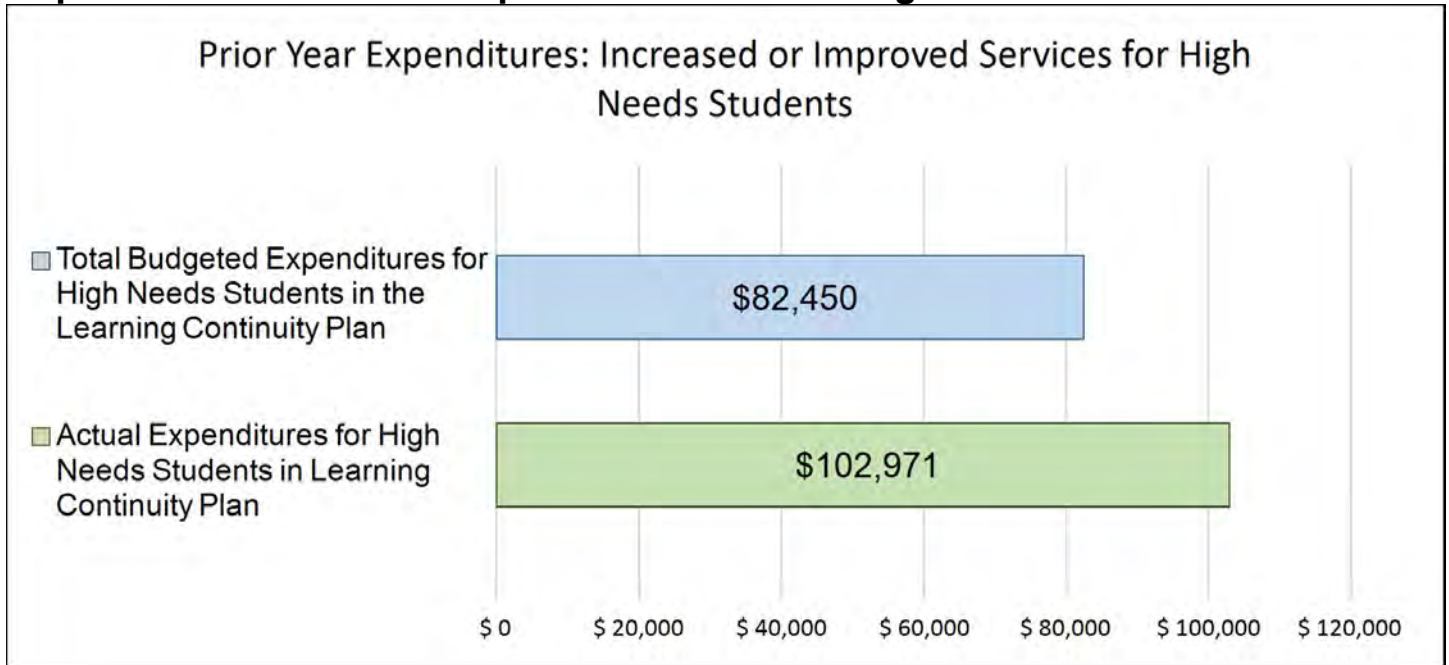
The remainder of General Fund Budget Expenditures not included in the LCAP are primarily used for labor and benefits to serve all students, in addition to charter oversight and management. One times funds will also be used for COVID-19 relief.

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

In 2021-22, Dehesa Elementary School District is projecting it will receive \$107,886 based on the enrollment of foster youth, English learner, and low-income students. Dehesa Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Dehesa Elementary School District plans to spend \$209,500 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 Dehesa Elementary 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 Dehesa Elementary 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, Dehesa Elementary School District's Learning Continuity Plan budgeted \$82,450 for planned actions to increase or improve services for high needs students. Dehesa Elementary School District actually spent \$102,971 for actions to increase or improve services for high needs students in 2020-21.