

2023-24 LCAP Actions and Services

	Name	Action	LCFF Incrd or	Associated Goal(s)	2023-24 Estimated
1.1	Core Program	<p>BASE: Provide a core/base program consisting of the following:</p> <ol style="list-style-type: none"> 1) Appropriately credentialed and assigned highly qualified classroom teachers for maximum general education school-wide class size average for Grades TK-3 of 24:1 and district-wide class size average for Grades 4 - 8 of 32.1:1 in accordance with State requirements 2) Visual and Performing Arts Teachers (VAPA) as funding permits 3) A Principal for each school; Vice Principals for schools with Grades 7-8; Admin Interns at some schools, in accordance with established staffing guidelines 4) School office staff in accordance with established staffing guidelines 5) School Campus Aides in accordance with established staffing guidelines 6) School Instructional Media Technicians in accordance with established staffing guidelines 7) School Site (Day) Custodians and Night Custodians in accordance with established staffing guidelines 8) Centralized Nursing staff to provide health services for students in accordance with periodic workload distribution analysis and needs assessments 9) Sufficient centralized Psychologists to assess the needs of students and assist in the development of Individualized Education Plans (IEPs) 10) District level administrators, technology staff, maintenance staff, drivers, office support personnel, specialists, technicians, custodians, and clerks to support business, human resources, and instructional operations in accordance with periodic workload distribution analysis and needs assessments 11) Digital network devices and pathways to optimize access to technology resources that support classroom instruction and optimize staff productivity 12) Sufficient, standards aligned, instructional materials and resources to meet the Williams Settlement requirements and for students to acquire knowledge necessary for achieving proficiency in Common Core State Standards 13) On-going and regular Professional Development opportunities for staff to keep pace with changing requirements, technological advances, and growth expectations 14) Sufficient and optimal equipment, furniture, materials, and supplies; and safe, clean, functional facilities maintained in good repair; to support the Base Program 15) Centralized services such as electricity, natural gas, water and sewer, phone; both landline and cellular, property and liability insurance, and other professional, contracted, or routine services necessary to support the Base program 16) Employee compensation structure and work environment that attracts and retains highly qualified staff 17) Sufficient specialized personnel, equipment, instructional materials, and supplies to provide services for students with disabilities in accordance with their Individualized Education Plans (IEP) 18) Supplies, materials, and equipment needed to protect students and staff from transmission of disease 	N	A	81,931,000

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1.2	Professional Development	<p>SUPPLEMENTAL: Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards and to enhance learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <ol style="list-style-type: none"> 1) One extra hour each day for up to 27 days per year for teachers to collaborate and engage in professional learning activities beyond their scheduled work day 2) 4 extra days for induction for new teachers before the start of school and release days for continued training throughout the year 3) Induction training for Principals 4) Administrator coaching 5) Science curriculum training for teachers 6) Multi-media and digital video training for teachers 7) Self & Match, behavior intervention, Read 180, and SEIS training for Special Education teachers 8) Training for teachers in Cognitive Guided Instruction (CGI) 9) Training for teachers with College Preparatory Mathematics (CPM) 10) Crisis Prevention Institute (CPI) training for educators 11) Training for use of Thrively APP for teachers 12) Training for use of IReady instructional software 13) Training for teachers in using Positive Behavioral Intervention Supports (PBIS) and Restorative Practices 14) Training for teachers and instructional assistants for English Language Proficiency Assessments for California (ELPAC) 15) Instructional Aides will be offered training on various topics such as digital learning, best practices in curriculum supports, and behavioral management strategies 16) Classified staff will be offered 2 days of training in first aid, CPR, and AED use 17) Classified staff have the opportunity to attend various workshops and conferences throughout the year as deemed appropriate by their manager 18) 0.90 FTE Director, Curriculum & Assessment to plan, coordinate, and oversee professional development opportunities for staff 19) Professional Learning Plan stipends to incentivize teachers and classified staff to engage in professional learning outside their work day 	Y	A	\$2,118,000
1.3	Technology Devices	<p>SUPPLEMENTAL: Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments; including low socio-economic students, Foster Youth, English Learners, and students with disabilities; and for teachers and classified instructional staff to support student learning.</p>	Y	A	\$94,000
1.4	Technology Infrastructure and Support	<p>SUPPLEMENTAL: Provide a robust, reliable, secure, and scalable digital network to continually enhance and improve the instructional program, available resources, and staff productivity; and to enhance learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <ol style="list-style-type: none"> 1) Continue funding a technology reserve to provide sufficient funding for replenishment of teacher devices, classified instructional support staff devices, student devices, and infrastructure equipment as they become obsolete - Amount of annual set-aside varies each year depending on need and available funds 2) Upgrade network equipment to take advantage of the latest cybersecurity and communication protocols, and innovative instructional strategies 3) Provide 1.0 FTE Director, Instructional Technology to plan and coordinate provision of digital resources for teachers and students 	Y	A	\$1,695,000

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1.5	Digital Learning Software Systems	<p>SUPPLEMENTAL: Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials to supplement core curriculum for all students, including unduplicated count students and students with disabilities. Software to include:</p> <ol style="list-style-type: none"> 1) Achieve 3000 - includes ELD component 2) Dreambox - includes ELD component 3) Safari Montage 4) SchoolNET 5) SeeSaw 6) Typing Agent 	Y	A	\$382,000
1.6	Curriculum Resource Teachers	<p>SUPPLEMENTAL: Employ Teachers on Special Assignment to provide coaching support for classroom teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, Science, and technology integration that includes coaching on how to meet the needs of students needing additional support to succeed; including low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <ol style="list-style-type: none"> 1) 3.0 FTE planned for General Education for all years of the LCAP 2) 1.0 FTE planned for Special Education for 2022-23 and 2023-24 only 3) 1.0 FTE planned to supplement Professional Development through 2025-26 	Y	A	\$685,000
1.7	Curriculum Leadership Team	<p>SUPPLEMENTAL: Convene the Curriculum Leadership Team comprised of Administrators and Teachers, as needed, to inform decision-making regarding adoption of curriculum, curriculum guides, and intervention materials to support low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <ol style="list-style-type: none"> 1) Science implementation planning 	Y	A	\$10,000
1.8	Supplemental School Personnel	<p>TARGETED: Provide funding for schools to employ supplemental school personnel for intervention services to improve student learning and academic achievement by increasing monitoring and support for low socio-economic students, Foster Youth, English Learners, and students with disabilities as defined in their Single Plan for Student Achievement (SPSA)</p>	N	A	\$87,000
1.9	Bilingual Assistants	<p>TARGETED: Employ Bilingual Assistants for schools to support English Learner students in literacy and all content areas to support English Language Acquisition under the direction of a certificated teacher:</p> <ol style="list-style-type: none"> 1) 5.25 FTE planned for all years of the LCAP 	Y	A	\$228,000
1.10	Summer Academic Program	<p>SUPPLEMENTAL: Operate a 4 week Summer Program to promote learning recovery with integration of digital resources for low socio-economic students, Foster Youth, English Learners, and students with disabilities</p>	N	A	\$212,000
1.11	Supplemental Instructional/ Intervention Materials	<p>SUPPLEMENTAL: Provide supplemental instructional/intervention materials, curriculum, equipment, systems, and software/apps to personalize and improve student learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <ol style="list-style-type: none"> 1) Social/Emotional Learning Curriculum 2) Read 180 and System 44 for Students with Disabilities (Special Education) 3) RAZKIDS - (school discretion) 4) Fountas and Pinnell LLI Kits - includes ELD component - (school discretion) 5) LEXIA - includes ELD component (District purchase) 6) IReady English Language Arts and Math - includes ELD component (District purchase) 7) Imagine Learning (District purchase) 8) Rosetta Stone for EL Students (District Purchase) 8) Other supplemental evidence based instructional resources for English Language Acquisition 9) Various other IPAD APPS and instructional materials personalized for students based on their unique intervention needs 	Y	A	\$423,000

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1.12	Intervention Specialists	SUPPLEMENTAL: Employ Language Arts Specialists or Intervention Resource Teachers for personalized learning intervention with at-promise students including low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 9.0 FTE for General Education 2) Provide instructional support for English Learner students in literacy and all content areas in English language acquisition 3) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students	Y	A	\$1,258,000
1.13	Transitional Kindergarten Program	SUPPLEMENTAL: MOVED TO CORE/BASE PROGRAM IN 2022-23: Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten including low socio-economic students, Foster Youth, English Learners, and students with disabilities	Y	A	\$0
1.14	Early Admission to Kindergarten Program	SUPPLEMENTAL: DISCONTINUED AFTER 2022-23 SCHOOL YEAR: Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program including low socio-economic students, Foster Youth, English Learners, and students with disabilities	Y	A	\$0
1.15	Santee Success Program	SUPPLEMENTAL: Provide a temporary alternative instructional setting by referral with low class size for at-promise students with significant behavioral issues in order to improve performance on General Education objectives (Santee Success Program or SSP)	Y	A	\$145,000
1.16	Class Size Reduction for Grades 4-8	SUPPLEMENTAL: Temporarily reduce class sizes in General Education Grades 4-8 to enhance safety and promote learning recovery which includes benefitting low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Employ additional teachers for 2023-24 to continue class size reduction - Amount of additional teachers and resulting class sizes will vary each year depending on available restricted funds	N	A	\$1,502,000
1.17	Instructional Assistants	SUPPLEMENTAL: DISCONTINUED ACTION: Provide Instructional Assistants for General Education classrooms to promote learning recovery in response to COVID-19 pandemic impacts to classroom instruction during 2020-21: 1) Planned and funded for 2021-22 only	Y	A	\$0
1.18	Alternative School Instructional Supports	SUPPLEMENTAL: MOVED TO CORE/BASE PROGRAM IN 2022-23: Provide temporary additional instructional supports to the Alternative Education Program to enhance services provided to students whose parents/guardians prefer this option over traditional, in-person instruction	Y	A	\$0
1.19	Before/After School Program	SUPPLEMENTAL: Operate a before/after school program with an academic focus to extend the instructional day to a minimum of 9 hours per day for low socio-economic students, Foster Youth, and English Learners (see ELOP Plan)	N	A	\$3,534,000
1.20	Admin Interns	SUPPLEMENTAL: Provide Administrative Interns at certain schools with high needs to coordinate learning activities for low socio-economic students, Foster Youth, English Learners, and students with disabilities and to improve parent engagement and communication	Y	A	\$268,000
2.1	Student Well-Being Initiatives	SUPPLEMENTAL: Provide behavioral improvement programs; school connectedness endeavors; and other student well-being initiatives and train staff on implementation which includes benefitting low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Continue use of Thrively APP for middle school students to identify their interests and career choices. Encourage schools to offer middle school elective courses in career exploration. 2) District will offer Professional Development opportunities to address the behavioral intervention program and promote student well-being 3) Develop and implement various performing and visual arts electives and opportunities 4) Conduct two Panorama student surveys each year to determine the level of safety and connectedness felt by students	Y	B	\$44,000

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2.2	Student Mental Health Initiatives	<p>SUPPLEMENTAL: Employ Counselors/Social Workers for academic and behavioral supports to address the social and emotional learning needs of students and to work with low socio-economic students, Foster Youth, English Learners, and students with disabilities; and parents toward College and Career Readiness</p> <p>1) 8.0 FTE to service schools and 1.0 FTE dedicated to managing caseload for Homeless students 2) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities 3) Track progress for students who are chronically absent and provide support 4) 0.50 FTE of Director Community Collaborative and 0.25 FTE of Director, Pupil Services for overseeing and monitoring mental health/counseling services and social-emotional learning for Foster Youth, Homeless, and low socioeconomic students</p>	Y	B	\$1,144,000
2.3	Student Attendance Improvement	<p>SUPPLEMENTAL: Develop and implement a comprehensive student attendance improvement plan to include:</p> <p>1) 0.50 FTE Director Pupil Services for overseeing attendance improvement and reduction of chronic absenteeism 2) Attendance incentives 3) Regular data analysis to identify issues early 4) Increased focus on chronic absentee students to monitor and track progress 5) Increased monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities 6) Effective use of Student Attendance Review Team (SART) contracts, District Attendance Review Team (DART), and Student Attendance Review Board (SARB) referrals</p>	Y	B	\$101,000
3.1	Parent Engagement	<p>SUPPLEMENTAL: Provide workshops, coordinate community resources, and expand use of electronic and face-to-face methods for parents to connect and engage within the school community including parents of low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <p>1) 0.50 FTE of Director Community Collaborative to oversee improving and increasing parent involvement 2) Provide 1.0 FTE Director, Communication and Community Engagement to improve parent engagement 3) Continue use of District APP to improve parent communication and engagement 4) Design at least 4 parent outreach programs that incorporate each school's instructional program for delivery to parents and families</p>	Y	C	\$267,000
		District-Total			\$96,128,000