



# Hope School District

*The future of the world is in our classrooms today.*

3970 LA COLINA ROAD #14 • SANTA BARBARA, CALIFORNIA 93110

PHONE (805) 682-2564 FAX (805) 687-7954

Anne Hubbard, Ed.D., District Superintendent

November 10, 2021

To: Presiding Judge Gustavo Lavayen  
312 E. Cook St.  
Santa Maria, CA 93454

Pamela Olsen  
Foreperson  
Santa Barbara County Grand Jury  
sbcgj@sbcourts.org

From: Anne Hubbard, Ed.D.  
Superintendent  
Hope School District  
3970 La Colina Road, #14  
Santa Barbara, CA 93110

Re: 2021 Santa Barbara County Grand Jury Report on Remote Learning During COVID-19

On behalf of Hope School District, I have reviewed the report on "Remote Learning During COVID-19" developed by the 2021 Santa Barbara County Grand Jury and submit the following responses as requested in Foreperson Olsen's communication of November 8, 2021.

### **Finding 1**

In-person learning is more effective than remote learning both academically and emotionally.

**HSD response:** Agree. We do note that around 8% of students' families chose the remote learning format (Learning without Walls) when provided an option in the 2020-21 school year. No families sought to have their students continue in independent study in 2021-22.

### **Finding 2**

For student achievement, especially for low performing students, in-person learning in small classes or small groups is preferable to larger classrooms.

**HSD response:** Agree. A majority of the one-time COVID related federal and state funding has been assigned to certificated and classified staff to reduce class sizes, temporarily eliminate any combination classes, and increase support staff in the classrooms.

### **Finding 3**

Remote learning exposed the importance of outreach efforts to provide coaching to parents on creating a positive home learning environment.

**HSD response:** Agree. We contract with Family Service Agency to provide a bilingual family advocate and parenting classes in both Spanish and English.



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## **Finding 4**

Santa Barbara County school districts did not use one common test throughout Santa Barbara County, making it impossible to compare countywide testing results.

**HSD response:** Agree. For summative testing at the conclusion of the 2020-21 school year, we administered the Star ELA and Star Math assessments in reading and mathematics in grades 1-6. Student results were provided to parents before the end of the 2020-21 school year and reported on in the 2021-22 Local Control Accountability Plan (LCAP). The 2021-22 LCAP is attached for reference.

## **Recommendation 4**

That the Santa Barbara County school districts and the Santa Barbara County Education Office work together to develop a common summative testing program to be adopted for all Santa Barbara County school districts for the 2022-23 school year.

**HSD response:** Will be implemented. By 2022-23 we expect that all Santa Barbara County school districts will have resumed regular administration of California Assessment of Student Performance and Progress (CAASPP) tests in English/language arts and mathematics in grades 3-6, the CA Science Test (CAST) in grade 5, and the Physical Fitness Test (PFT) in 5th grade.

## **Finding 5**

Students with the greatest learning loss will require a concentrated effort to bring them up to Federal and State grade level standards.

**HSD response:** Agree.

## **Recommendation 5**

Santa Barbara County Schools should outline their plans to attain Federal and State grade level standards for math and English language arts.

**HSD response:** Has been implemented. Our LCAP goals are focused on providing students high quality instruction that maximizes student achievement, including student accomplishment of English/language arts and mathematics standards.

## **Finding 6**

As the 2020-21 school year wore on, remote learning and teaching techniques and students' computer skills improved.

**HSD response:** Agree.

## **Finding 7**

Federal and State COVID relief funds cannot be counted on indefinitely.

**HSD response:** Agree.



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## **Finding 8**

Community organizations provided critical assistance to the Santa Barbara County school districts by expanding their efforts to bridge the learning gap between the home environment and school.

**HSD response:** Agree.

## **Recommendation 8**

That each Santa Barbara County school district develop plans by the start of the 2022-23 school year to encourage community organizations to continue to provide critical academic and emotional support.

**HSD response:** Has been implemented. In addition to FSA (see Finding 3), HSD works closely with several other community based organizations focusing on students and their families such as Partner in Education and Youthwell.

## **Finding 9**

Internet services were critical to remote learning and, in most cases, Santa Barbara County school districts filled the gap for homes that did not have them.

**HSD response:** Agree.

## **Recommendation 9**

That each Santa Barbara County school district maintain adequate internet services for all students if distance learning or an emergency should again require remote learning.

**HSD response:** Has been implemented. We routinely support families with internet services, either by providing information on low-cost internet access or by loaning them wifi hotspots. HSD also closely collaborates with Computers for Families to help our families access low cost internet. Additionally, HSD has sold over 600 surplus Chromebooks to families for costs of \$20 to \$40 as well as provided many devices for free due to staff covering the payment to donate them to low-income students.

Sincerely and respectfully submitted,

Anne Hubbard, Ed.D.  
Superintendent  
Hope School District

# 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
Hope School District	Anne Hubbard, Ed.D. Superintendent	ahubbard@hopeschooldistrict.org (805) 682-2564

## Plan Summary [2021-22]

### General Information

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

Hope Elementary School District, located in Santa Barbara, is comprised of three TK - 6th grade school sites: Monte Vista Elementary, Vieja Valley Elementary, and Hope Elementary. The district serves approximately 850 students between the three campuses. The district includes many types of neighborhoods including the high wealth area of Hope Ranch, a variety of low-income housing options, and a majority of single-family home neighborhoods. Hope ESD is a partner district to Santa Barbara Unified School District, as our students matriculate into their secondary schools.

Hope ESD has some of the best educators and leaders serving our students and their families. These amazing educators symbolize who we are as a learning community. Our principals and district leaders create innovative programs and inspire high-level professional learning communities. 100% of our teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.

We are equally fortunate to have an engaged and involved parent community that supports the success of our schools through the Board of Trustees, PTA, Hope Educational School District Foundation (HSDEF), Hope Parent Advisory Committee (PAC), and District English Language Acquisition Committee (DELAC). In addition, stakeholder input is frequently sought in the leadership decision-making process. Additionally, due to Covid-19 in 2019-2020, a Parent/Staff Re-opening Covid Task Force was formed to develop and advise the district on providing a safe and effective model for educating our students during the pandemic.

The mission statement of Hope ESD is to develop in children the knowledge, skills, and attitudes to instill a lifelong love of learning and to become productive and contributing individuals in a changing society. In 2009, the Board of Trustees adopted the following beliefs to guide the district:

- Everyone can learn and be successful.
- Each student is entitled to the highest quality of educational opportunities.

- Academics are the cornerstone of education; progress is evident in a child's social behavior, demonstrable academic skills, self-esteem, and enthusiasm for learning.
- Education promotes personal and social responsibility, and a spirit of cooperation.
- Positive and nurturing classroom environments are necessary.
- Education is the shared responsibility of the student, parent, school, community, and

Government.

The district has largely recovered from a severe budget crisis and qualified budget status that began in 2016-2017 and required a multitude of cuts to personnel and programs. The relatively speedy three-year recovery from this was due to collaborative efforts of the superintendent, chief business office, staff, HSDEF, and the school community. Additionally, Friends of Hope and HSDEF collaborated with community stakeholders and effectively campaigned to pass Measure S, a \$79 per parcel tax. This parcel tax increased revenue for the district by about \$300K over 5 years. We are heading into the 4th year of this funding. This revenue was utilized to reinstate cut positions and hire instructional aides for grades K, 1, and 2, as well as multi-grade classes. These funds are also used to increase the intervention teacher hours by double for each campus.

Hope District demographics:

We are in a steadily declining enrollment trend from a little over 1000 students in 2017 to 827 in 2020-21. One possible reason for this decline is the steadily rising housing costs in Santa Barbara.

Hope ESD student demographics are similar in each school.

2020-21 data:

Total # of students: 832

# of English Language Learners: 99

# of Socioeconomically Disadvantaged: 237

# Foster Youth: 2

# Homeless: 8

2020-2021 by percentage (historical percentages)

12% English Language Learners (13.5% in 18/19, 14.8% in 17/18, 15.1% in 16/17, and 16% in 15/16)

29% Socioeconomically Disadvantaged (32% in 18/19, 32% in 17/18, 28.4% in 16/17, and 29% in 15/16)

0.2% Foster Youth (0.1% b 18/19, 0.1% in 17/18, 0% in 16/17 and 0% in 15/16)

0.97% Homeless (0.52% in 18/19, 0.4% in 17/18, and 0% in 16/17)

Enrollment trends:

- English Learners (EL) group is in a declining trend.
- Socioeconomically Disadvantaged (SED) student numbers show no trend lines and remain statistically even.
- Foster students is a tiny percentage of our student population and both of these groups show a slight increase.
- Identified Students with IEPs or Students in special education (SpEd) remain fairly constant at approximately 11.6% and has remained steady. This group typically varies between 11% to 12%.

This plan was approved by the Hope School District Board of Trustees on June 23, 2021.

## Reflections: Successes

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

2020-2021 has been unlike any year other seen before due to the Covid pandemic. We are proud of the successes we maintained, built upon, and achieved in spite of the drastic changes to our instructional models. Communication between and within stakeholders was exemplary and collaboration between colleagues continued, in spite of mandated distancing requirements.

In 2018, we began the arduous process of creating a MTSS (included in the 2019 LCAP). All three sites implemented the use of Data Teams for progress monitoring and identifying reading intervention, ELD, and SEL and counseling intervention needs. It grew from monitoring reading only using DIBELS and grade level identified assessments to the use of: DIBELS, STAR, and local assessments in reading; STAR and local assessments in math; DESSA in SEL, DIBELS for ELD. Students received intervention and were able to move out of intervention completely or into higher tiers of support. Additionally, upper grade students were allowed to self-select academically challenging projects. Data teams continued and grew in 2019-2021, which allows us to use this structure to monitor progress as outlined in this LCAP.

The District focus on SEL that began in 2017 with district-wide instruction using Second Step, provided our students with skills to help weather the Covid change to distance learning. DESSA data showed that nine months after the lockdown began, 95% of our students maintained age-appropriate social-emotional skills. Our use of progress monitoring also allowed us to see when our students began to need more instruction and support.

Increased access to FSA supports and counseling begun in 2018 (outlined in the LCAP) continued to support our at-risk students and families during the pandemic. Additionally, the FSA liaison supports our Foster youth and their families as well as the specific site principals and office staff.

The community remained a vital and engaged part of providing input for the LCAP and other important processes in spite of COVID restrictions on gathering together. Through local surveys, District Town Hall meetings, zoom meetings, CHKS many perspectives were heard which allowed shared decision-making. Of course, due to the multitude of perspectives not every idea could be implemented.

Stakeholder input and collaboration regarding teaching and learning during Covid restrictions was exemplary and allowed our district to provide three models of instruction to meet the needs of students, families, and staff earlier than the majority of local districts. In November 2020 the three models included: Fully remote, hybrid, and nearly fully in-person for some of our students in our SDC program. In April, the district expanded in-person instruction for all students to offer 5 days a week of 4-hour days.

Technology equal access: The District distributed internet hot spots and devices to every family/student who needed/requested one. The initial distribution went to SED, EL, SpEd families, then to any family who requested one. Additionally, we worked with childcare partners to set up remote learning support centers on each campus. Rental fees were waived and some custodial support was offered to keep the costs down and ensure that the opportunity was accessible to our families. We also partnered with United Way to offer up to 24 full scholarships to these remote learning support programs for SED families. After the implementation of a robust fully remote instruction plan, we quickly started planning for how to safely bring students back to campuses. We first offered students with IEPs the opportunity for in-person instruction, then we phased in by grade level spans. By November 30th, all students who wanted to return to in-person instruction were able to. This was about 88% of our students. Families who were not yet ready to return were offered a fully remote option, our Learning Without Walls (LWW) program. In April, the district was able to expand in-person instruction hours on campuses and also offered LWW students the opportunity to return to in-person learning.

We celebrate that our Chronically Absent data on the CA Dashboard 2019 shows that our unduplicated students have improved and on-target attendance rates: Targeted subgroups EL, SED, and Hispanic all are in Green showing consistent attendance. SED moved from Orange to Green (2018 to 2019). An LCAP 2018 goal focused on improving attendance rates proved successful for our subgroups. However, our white students were in yellow.

The district's overall suspension rate remains very low: EL, SED, White in green; Hispanic, SpEd in Blue We began a focus on SEL, and alternatives to punitive discipline in 2017 (LCAP goal). In 2019-2020, there were two students suspended (.02%) and no expulsions. In 2020 - 2021, no students were suspended or expelled.

English Learners: The Hope District Redesignation rate for English Learners (17.6%) is well above the CA State rate and is the fifth highest rate in Santa Barbara County. Our RFEP students score 14 points on average above standard on the CAASPP Reading. Additionally, ELPAC data (2019) shows that 60.2% of our EL students are making High progress in learning English.

#### CDE Special Education Disproportionality Report 2019-20:

The district serves approximately 100 Students with Disabilities. LEAs are required to create policies and procedures to ensure that identified students approximately match ethnic identity with the overall enrollment in the District. Students which have an Individualized Education Plan (IEP) are given a range of supports according to their needs. This could include modification of high-quality learning opportunities, targeted instruction through Zoom according to their IEP goals, sessions with a resource teacher, sessions with a speech teacher, support from an adaptive physical education teacher, or support from an instructional assistant. Annual IEP Meetings continue, including transitional IEPs for our 6th grade students. In this way, all students with special needs are well served. This is to ensure that students are not over identified as having a learning disability based on race when effective instruction and intervention could help a student meet proficiency standards. According to the Disproportionality Report by the CDE, out of seven areas of qualification, we show a slightly disproportionate number of Hispanic students in only one - Specific Learning Disability. There were 17 Hispanic students identified, and the ratio of identified students to the overall number of Hispanic students enrolled should be no higher than 3.00; in 2019-2020 the ratio was 3.27. There were no other areas of disproportionality.

## 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.

This year it has been crucial to review multiple measures and data sources to determine areas of need for our students. These measures included the CA Dashboard (2019), local community surveys and input, CA Health Kids and School Climate Surveys, DESSA ratings scales, and STAR scores. We include our Special Education group in looking at needs in our district, because these students are first and foremost, general education students, and may also be a part of our unduplicated populations. Thus, students with IEPs needs were considered in creating this LCAP. Because the number of Foster or Homeless students is so low, their data cannot be included due to privacy issues, however their needs were also considered.

### 1. CULTURAL PROFICIENCY, INCLUSION, AND EQUITY:

- CA Healthy Kids Survey/ CA School Staff Survey/ CA School Parent Survey 2021:

In all three surveys, over 95% of respondents report that students are safe on campus, that bullying is not a problem and incidences of conflict are dealt with adequately by adults. Students report that they have an adult to go to for help, that adults have high expectations (academic and behavioral) for them, they are treated with respect, and that students generally behave well; their parents responded in kind. The use of tobacco and other substances is reported by all as not being an issue.

In questions on Instructional Equity, 35% of district staff Strongly Agree that:

- This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
- This school has staff examine their own cultural biases through professional development or other processes.
- This school considers closing the racial/ethnic achievement gap a high priority.
- This school has high expectations for all students, regardless of their race, ethnicity, or nationality.
- This school fosters an appreciation of student diversity and respect for each other.

Student Learning Environment questions in the Parent survey correlate with Instructional Equity questions for staff.

Overall 41% of parents Strongly Agree that:

This school...

- promotes academic success for all students.
- treats all students with respect.
- provides quality counseling or other ways to help students with social or emotional needs.
- communicates the importance of respecting different cultural beliefs and practices.
- provides instructional materials that reflect my child's culture, ethnicity, and identity.
- has quality programs for my child's talents, gifts, or special needs.
- provides high quality instruction to my child.
- motivates students to learn.
- has teachers who go out of their way to help students.



- has adults who really care about students.
- has high expectations for all students.
- encourages students to care about how others feel.

In questions on Social Emotional Support 49% of district staff Strongly Agree that:

- This school encourages students to feel responsible for how they act.
- This school encourages students to understand how others think and feel.
- Students are taught that they can control their own behavior.
- This school helps students resolve conflicts with one another.
- This school encourages students to care about how others feel.

Regarding Social Emotional Health, 10% of district fifth graders and 7% of sixth graders report feeling frequent sadness, which aligns with the 92% and 87% who feel generally good and happy. 8% of district staff report that depression in students is a moderate problem, and 19% of parents are quite or extremely concerned about their child's mental well-being.

- LCAP 2021 Input Survey:

Over 90% of respondents agreed that the District should remain focused on academic proficiency in ELA and Math for all students and on English Language Development for English Learners in the LCAP. Some comments included the concept of equitable access to excellence benefitting all students.

Additionally, Social Emotional Learning was mentioned as being more important than ever before due to the pandemic.

80% of respondents supported including a goal surrounding Cultural Proficiency, Inclusion, and Equity (10% had no opinion, and 10% did not support it). A respondent commented that the district should "emphasize subjects that matter most", while another commented that the "cultural divide is palpable."

Identified need: From this data, we determined that we needed to take steps to ensure that District policies and practices are equitable and inclusive for all students, primarily addressed in Goal 1

## 2. ACADEMIC PROFICIENCY FOR ALL STUDENTS:

- The CA Dashboard 2019 shows an Academic Performance gap:

English Learners- Reading: Orange (14 pts below standard); Math: Orange (41 pts below standard)

SED- Reading: Orange (18 pts below); Math: Yellow (45 pts below)

SpEd- Reading: Yellow; Math: Orange

White- Reading: Blue (75 pts above); Math: Blue (49 pts above)

The gap between our unduplicated groups and white group is approximately 89-93 points in Reading and 90-94 points in Math. However,

performance in math for our English Learners and Low Socioeconomic students is significantly below standard which we need to address regardless of a gap.

- Additional Local Measures:

STAR Reading - Spring 2021 % of students above state proficiency level

All students: 66%  
SED students: 42%  
SpEd Students: 24%  
ELs: 24%  
Hispanic: 42%

STAR Math - Spring 2021 % of students above state proficiency level

All students: 47%  
SED students: 28%  
SpEd Students: 20%  
ELs: 14%  
Hispanic: 26%

During MTSS Data Team meetings, individual and overall student math progress is examined. As needs are identified, they have been primarily addressed by classroom teachers during I/E time. As gaps persisted and intervention needs increased, this intervention was again met by individual teachers and/or grade level teams. Teaching teams have used a variety of math intervention programs, yet through looking at data have decided that we needed more specific math intervention and a math intervention specialist.

English Learner parents have indicated during DELAC meetings and on surveys that they desire additional tools for supporting their students in learning and in succeeding in the education system.

Identified need: The need for additional, specific intervention (Reading, ELD, and especially Math) is addressed in Goal 2 by adding a math intervention teacher, additional reading and ELD intervention, increasing aide time, and adding additional performance monitoring in both reading and math. These steps will enable us to monitor our students more closely and provide additional intervention as appropriate. Parent Education is addressed in Goal 3.

### 3. SAFE AND AFFIRMING LEARNING ENVIRONMENTS:

- Devereux Student Strengths Assessment (DESSA)-

We began using Second Step program to teach Social-Emotional skills in the fall of 2018. As a part of our MTSS plan we added the DESSA for universal screening and progress monitoring in the fall of 2019 (Pilot 2018) to guide instruction and intervention.

DESSA ratings indicate the percentage of students in three ranges (Strength, Typical, Need) regarding 8 areas of Social/Emotional Competencies. These ranges guide instruction for individual students, classes, sites, and the overall district as to which areas need greatest instruction.

DESSA 2020 - 2021 data - Longitudinal percentages of students showing overall Strengths, Typical age-appropriate skills, or the Need for instruction:

Strengths Typical Need for instruction

Winter 2021: 45% 50% 5%

(During Covid)

Spring 2021: 43% 44% 13%

The longitudinal DESSA data shows that the majority of our students have typical, age-appropriate skills , as well as strengths for managing and thriving through various aspects in the social - emotional realm. However, the number of students who need additional instruction and support has risen during Covid.

FIT (Facilities Ratings)

Hope = 93.45% (Good)

Monte Vista = 83.26% (Fair)

Vieja Valley = 83.87% (Fair)

Pandemic Home Visits: While we knew intuitively that our SED students lived within a technological diminished environment, the details became clear as at-home learning began. Hot spots and devices were distributed through home visits and site pick-ups. During these meet-ups families communicated specific technology needs, such as low-speed, inconsistent, or non-existent internet access; the need for multiple devices for multiple students within one household, and parent-training for troubleshooting.

Identified need: Physical surroundings and technological supports, social-emotional supports, and feeling valued and respected are crucial to academic and life success. Through this data we determined a need to support our students by upgrading the physical school sites, providing technological supports to targeted families, and adequate social-emotional resources.

# LCAP Highlights

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

This LCAP has an overarching theme of education for ALL, through increased cultural proficiency, inclusion, and equitable access and support. The term equitable access is used to document the need to provide ongoing and increased resources, interventions, and academic challenge as indicated, and especially for our English Learners, Low-socioeconomic, and Foster and Homeless students.

In order to accomplish this, our goals encompass three areas:

- 1) Cultural proficiency, which will include creating a Culturally Responsive Development Team comprised of representative stakeholders; teacher and staff professional development and professional study in cultural proficiency; the examination of current and future curriculum to ensure that it is culturally sensitive and historically accurate; updated classroom and site libraries; and parent education opportunities.
- 2) Academic supports and rigor through: Continued and increased use of our MTSS-aligned data teams, and monitoring students' learning progress in reading, math, behavior, and social emotional status to determine support needs; continued and increased support through additional personnel, curriculum, and training; increasing key supports including math intervention teachers, a class size reduction teacher, additional intervention hours in reading and ELD. Other actions include continued aide support in classrooms; increased early childhood education (summer success tutoring and dedicated TK teacher for the district); a feasibility study of a dual-language immersion program; and improved systematic ELD with both a dedicated and supplemental ELD curriculum.
- 3) Ensuring a physically and emotionally safe and affirming environment through: Updates and improvements to our school sites; continued and increased access to counselors, the district nurse, and FSA home-school liaison; high-quality SEL curriculum; continued and increased access to technology; and the reconvening of the Wellness Committee to examine policies to support this work.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

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

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A
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# Stakeholder Engagement

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

1. Surveys were sent to all parents/guardians (in English and Spanish) and teachers, other school personnel, and administrators. These were LCAP specific surveys and provided opportunities to share input about school re-opening
2. Town Hall Meetings were held throughout the year. The spring 2021 Town Hall meeting was focused on input for the 2021-22 school year.
3. Translation of documents and interpretation during meetings was offered and provided when requested
4. DELAC meetings were held virtually
5. A specific Special Education Town Hall was held to provide SpEd-specific information and gather feedback and input to the district plans
6. Reopening Task Force (acted as Parent Advisory Committee during COVID)
7. California School Parent Survey - Parents were sent the link through Parent Square - 159 district parents participated
8. California Healthy Kids Survey - Fifth and sixth grade students were offered the opportunity to participate with parent permission
9. California School Staff Survey - All staff were given the opportunity to participate in the survey. 94 district staff participated
10. A draft LCAP summary was shared with teachers and parents via Parent Square with an opportunity to provide input in late May, 2021
11. Meetings with HDTA representatives and Team Leads (district teacher/admin leaders)
12. Consultation with SELPA Executive Director
13. Consultation with the SB County Office of Ed

Multiple opportunities seeking input, as outlined above, were organized for stakeholders throughout the year. Draft goals were shared throughout the process and multiple perspectives were considered. Not all ideas could be incorporated, yet all comments were examined and provided a focus for an overall understanding of stakeholders' views on improving learning for our students.

A summary of the feedback provided by specific stakeholder groups.

While we looked to various sources of empirical data to ascertain how our students are progressing towards proficiency, the stakeholder groups guided many aspects of the LCAP. Through surveys and meetings, staff and parents influenced the overall focus on increased equitable access to highly effective first tier and subsequent interventions, and cultural and academic proficiency, as well as the actions needed to achieve this.

Academic proficiency and the need to address any learning loss resulting from the Covid change in instructional model was mentioned by staff and parents.

The English Learner parents specifically addressed the need for parent education regarding supporting students academically and how to help prepare them for future grade levels and ultimately college.

All stakeholders expressed the need to increase supports addressing mental health needs and social-emotional learning. Comments often began with "in this time of pandemic," noting that the 2021-22 school year will be one of supporting students through re-entry into physical classrooms.

Teachers asked for increased effective ELD curriculum, instruction, and intervention.

Cultural Proficiency, Inclusion, and Equity was a theme running through the comments in surveys from parents and teachers. One predominant concern is that our schools must continue in the journey to create communities that reflect cultural proficiency and equitable access to academic achievement and programs.

Equitable access to reading and math intervention - Parents and Teachers

Equitable access to advanced academic opportunities. While we know that our unduplicated students may need increased intervention, the opposite was also mentioned by our parents and staff - that this subgroup of students must be considered equitably for advanced academic opportunities.

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

As outlined above, stakeholder groups identified similar concerns and priorities which built upon the 2019-20 LCAP. This input helped make specific budget and other decisions to address the concerns.

These include:

- 1) Cultural proficiency which will include the creation a Culturally Responsive Development Team comprised of representative stakeholders; teacher and staff professional development and professional study in cultural proficiency; an examination of current and future curriculum to ensure that it is culturally sensitive and historically accurate; updated classroom and site libraries; and parent education opportunities.
- 2) Academic supports and rigor. Continuing with our MTSS-aligned data teams, students' learning progress will continue to be monitored in reading, math, behavior, and social emotional status to determine support needs. Continued and increased support through additional personnel, curriculum, and training. Key supports including math intervention teachers, a class size reduction teacher, additional intervention hours in reading and ELD. Other actions include continued aide support in classrooms, increased early childhood education (dedicated TK teacher for the district), a feasibility study of a dual-language immersion program, and improved systematic ELD with a dedicated ELD curriculum.
- 3) Creating a physically and emotionally safe and affirming environment through: updates and improvements to our school sites; continued and increased access to counselors, the district nurse, and FSA home-school liaison; high-quality SEL curriculum; continued and increased access to technology; and the reconvening of the Wellness Committee to examine policies to support this work.

# Goals and Actions

## Goal

Goal #	Description
1	Ensure that the Hope School District and individual school policies and practices are equitable and inclusive for all students, regardless of their economic circumstance, culture, race, ethnicity, gender, learning differences, or language. This goal addresses state priorities # 1, 2, 5, 6, 7

An explanation of why the LEA has developed this goal.

Current and past assessment data, the CA School Dashboard, and feedback from parent/guardian surveys show that academic gaps exist for many of our subgroups. Additionally, local, state, national, and international events in the recent years have shown that there is still much work to be done around cultural proficiency. Students in our district have sufficient access to standards-aligned instructional materials that enable the implementation of state board adopted academic content and performance standards for all students. This goal is intended to examine policies and practices, as well as our standards-aligned instructional materials, supplemental materials and learning goals for any unintended bias and to increase cultural proficiency for our district community.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DESSA	DESSA ratings indicate the percentage of students in three ranges (Strength, Typical, Need) regarding 8 areas of Social/Emotional Competencies. The ranges guide instruction for individual students, classes, sites, and the overall district as to which areas need greatest instruction.				<p>Increase the percentages of students in two ranges of competency (Strength, Typical) and reduce the percentage of students showing additional instruction (Need) in the competencies.</p> <p>Strength Typical Need 60% 35% 5%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Strength Typical Need</p> <p>Winter 2021: 45% 50% 5%</p> <p>(During Covid)</p> <p>Spring 2021: 43% 44% 13%</p>				
STAR Reading	<p>Districtwide:</p> <p>Below 25th%: 118 students (17%)</p> <p>25th - 49th%: 117 students (17%)</p> <p>50th - 74th%: 186 students (27%)</p> <p>75th% +Above: 264 students (39%)</p> <p>Proficiency is defined as 50th% and Above: 450 students (66%)</p>				<p>Districtwide:</p> <p>Below 25th%: 5%</p> <p>25th - 49th%: 10%</p> <p>50th - 74th%: 45%</p> <p>75th% +Above: 40%</p> <p>Proficiency is defined as 50th% and Above: 85%</p>
STAR Math	<p>Districtwide:</p> <p>Above proficiency: 489 students (71%)</p>				<p>Districtwide:</p> <p>Above proficiency: 85%</p>
CHKS - 2020 - 2021	<p>Instructional Equity</p> <p>35% of Staff - Strongly Agree</p> <p>Student Learning Environment (Equity),</p> <p>41% Parents - Strongly Agree</p>				<p>Instructional Equity</p> <p>80% of Staff - Strongly Agree</p> <p>Student Learning Environment (Equity),</p> <p>80% Parents - Strongly Agree</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Social Emotional Learning Supports, 84% / 79% Students Strongly Agree/Agree				Social Emotional Learning Supports, 95% / 95% Students Strongly Agree/Agree
Appropriately Credentialed and Assigned Teachers	100% of teachers are credential and assigned appropriately.				Maintain 100% teachers with appropriate credential and assignment.
Student Access to Instructional Materials	100% of students have access to appropriate instructional materials.				Maintain 100% of students having access to appropriate instructional materials.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Expand education/trainings about cultural proficiency, including implicit bias and antiracism	<ul style="list-style-type: none"> <li>Continue cultural proficiency professional development (PD) that was begun in 2019-2020</li> <li>Provide twice yearly PD to all staff (including aides, and enrichment specialists)</li> <li>Ongoing training for interested teachers and admin: Culturally Relevant Education by Design</li> <li>Book study for interested teachers: Culturally Responsive Teaching and the Brain</li> </ul>	\$59,708.00	Yes
2	Provide culturally sensitive curriculum and experiences for teachers and students.	<ul style="list-style-type: none"> <li>Work with PTAs to ensure that assemblies are cross-cultural and exemplify the value of many different cultures</li> <li>Identify and provide teachers with culturally sensitive curriculum and resources (2021: Studies Weekly)</li> </ul>	\$12,800.00	No

Action #	Title	Description	Total Funds	Contributing
3	Update site and classroom libraries and grade level core literature book selections to reflect the cultural identity and gender bias of students by 2024	<ul style="list-style-type: none"> <li>• Reduce materials that perpetuate negative stereotypes of students</li> <li>• Add one Core Literature book/class or grade level (3rd - 6th grade level \$4000) (TK - 2nd class \$2000) 2021 - 2022)</li> <li>• Core Lit committee - Summer work - \$2200</li> <li>• Increase materials which reflect cultural identity of students (2023 - 2024</li> <li>• Train staff to review materials to identify cultural and gender bias (2022 - 2023)</li> </ul>	\$6,000.00	Yes
4	Provide parents/guardians with learning opportunities regarding cultural proficiency and equity, and preparation for success in future grade levels, including Junior High and beyond.	Offer three parent education nights yearly.	\$1,000.00	Yes
5	Develop a plan to recruit and retain a more diverse educator workforce	During recruitment for three additional classroom teachers funded by the Extended Learning Opportunity Grant, include preference for candidates with BCLAD certification	\$0.00	Yes
6	Create a Culturally Responsive School Development Team with admin, certificated and	This team of school staff and parents/guardians will meet at least 3 times for the 2021-22 school year to create the district plan for this goal.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	classified staff, and parents/guardians			
7	Reconvene District Wellness Team	Reconvene District Wellness Team to review, update, and plan implementation of Wellness Policies	\$5,000.00	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	Ensure equitable student access to high-quality consistent core instruction, including intervention and advanced academics, regardless of their economic circumstance, culture, race, ethnicity, or language. This goal addresses state priorities #1, 2, 3, 4, 7

An explanation of why the LEA has developed this goal.

Current and past assessment data, the CA School Dashboard, and feedback from parent/guardian surveys show that academic gaps exist for many of our student subgroups, most specifically our EL and SED students. Additionally, students come to school with varying The District and school sites currently have the structure in place to address success in Core Content. We developed this goal to increase opportunities for, and access to, intervention as well as academic challenge in specific core standards and ELD.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Reading	STAR Reading by Subgroups - Spring 2021 percent of students above state proficiency level:  All students: 66% SED students: 42% SpEd Students: 24% ELs: 24% Hispanic: 42%				75% of all students reaching proficiency on STAR Reading. Subgroup growth by 15% for each subgroup from spring 2021 baseline
STAR Math	STAR Math by Subgroups - Spring 2021 percent of				60% of all students reaching proficiency on STAR Math,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students above state proficiency level:</p> <p>All students: 47%            SED students: 28%            SpEd Students: 20%            ELs: 14%            Hispanic: 26%</p>				Subgroup growth by 15% for each subgroup from spring 2021 baseline
DESSA	<p>DESSA ratings indicate the percentage of students in three ranges (Strength, Typical, Need) regarding 8 areas of Social/Emotional Competencies. The ranges guide instruction for individual students, classes, sites, and the overall district as to which areas need greatest instruction.</p> <p>Strength Typical            Need            Winter 2021: 45%            50% 5%            (During Covid)            Spring 2021: 43%            44% 13%</p>				<p>Increase the percentages of students in two ranges of competency (Strength, Typical) and reduce the percentage of students showing additional instruction (Need) in the competencies.</p> <p>Strength Typical            Need            60% 35%            5%</p>
CA Dashboard 2019	English Learners-				English Learners-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Reading: Orange ; Math: Orange SED- Reading: Orange Math: Yellow SpEd- Reading: Yellow; Math: Orange White- Reading: Blue; Math: Blue				Reading: Green; Math: Green SED- Reading: Blue Math: Blue SpEd- Reading: Green; Math: Green White- Reading: Blue; Math: Blue
ELPAC	60.2% of our EL students are making High progress Five 6th graders matriculating to junior high as LTELs				70% of our EL students making High progress 1 LTELs matriculating to junior high
Disproportionality Report	Specific Learning Disability : Hispanic 3.27 (17 students) All other areas below 3.00				All ratios below 3.00
Reclassification Rate	2019-20 RFEP rate 17.6% This rate is 5th highest in Santa Barbara County. 2018-19 RFEP rate 19%, 2 - 6th graders not reclassifying after being with the district for 3 or more years				Maintain our RFEP rate between 17% and 20%. Reduce the number of 6th graders not reclassifying after being with the district for 3 or more years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of content and performance standards	100% implementation of content and performance standards				Maintain 100% implementation of content and performance standards.
EL Access to core and ELD Standards	100% access to core and ELD standards for EL students				Maintain 100% access to core and ELD standards for our EL students
Statewide Assessments	<ul style="list-style-type: none"> <li>The CA Dashboard 2019 shows an Academic Performance gap: English Learners- Reading: Orange (14 pts below standard); Math: Orange (41 pts below standard) SED- Reading: Orange (18 pts below); Math: Yellow (45 pts below) SpEd- Reading: Yellow; Math: Orange White- Reading: Blue (75 pts above); Math: Blue (49 pts above)</li> </ul>				Reduce the points below for our EL and SED students and increased points above for overall.

## Actions



Action #	Title	Description	Total Funds	Contributing
1	Monitor learning outcomes in ELA, Math, ELD, and SEL with an emphasis on our SED, EL, Homeless/Foster, and SpEd students, to provide designated intervention when the need is identified.	<ul style="list-style-type: none"> <li>• In Data Teams (meet approximately every 6 weeks) monitor and identify students for inclusion in reading and/or math interventions, Advanced Academics, ELD, and focused SEL (2021 - 2024)</li> <li>• Hire math interventionists (2021 - 2022)</li> <li>• Regularly assess students in Core standards, ELD, and SEL using site-identified assessments by grade level (2021 - 2024)</li> <li>• Each trimester assess students using District identified assessments (STAR Reading &amp; Math, DIBELS, DESSA) (2021 - 2024)</li> <li>• Hire intensive tutoring staff for extended learning intensive tutoring times (2021-22)</li> <li>• Increase of 200 additional hours of intervention for Math and Reading (400 of 600 hrs total)</li> </ul>	\$114,900.00	Yes
2	Expand Early Childhood Education services to ensure foundational academic, social emotional, and linguistic skills are developed with an emphasis on increasing access for English learners and socio-economically disadvantaged preschoolers	<ul style="list-style-type: none"> <li>• Provide Summer Success Institutes for incoming K's, 1st graders, and 2nd graders who are at risk of not meeting grade level standards</li> <li>• Superintendent to collaborate with First Five to write preschool Early Learning Planning Grant by 2023 to explore feasibility of district partnering with First Five for district to host a Head Start preschool with the goal of Hope School District inclusion students attending.</li> <li>• Provide a dedicated TK teacher for the 2021-22 year to eliminate TK/K combo classes</li> </ul>	\$116,000.00	Yes
3	Improve systematic TK - 6 English Language		\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Development for all students who are not yet proficient in English	<ul style="list-style-type: none"> <li>• Provide additional ELD intervention curriculum and related professional development to be used by classroom teachers and designated ELD instructors (2023 - 2024)</li> <li>• Identify and implement ELD intervention for LTELS; Increase ELD intervention time (200 hours of 600) (2021 - 22)</li> </ul>		
4	Explore and design strategies to promote opportunities for students to become proficient in both English and Spanish	Research and explore a Spanish dual-immersion program with a contract with a feasibility study with non-profit, Association of Two-way Dual Language Immersion (ATDLE)	\$3,000.00	Yes
5	Provide additional personnel in classrooms to increase adult to student ratios, and greater access to specialized personnel	<ul style="list-style-type: none"> <li>• Maintain Parcel Tax IAs and Reading Intervention teachers (200k)</li> <li>• Provide two Class Size Reduction teachers</li> <li>• Increase 0.38 FTE Special Education Clerical position to increase services for Special Education (SpEd) and allow greater access to the SpEd Director on campuses and in classrooms</li> </ul>	\$450,000.00	Yes
6	Provide tech devices, hot spots, and tech support to ensure equitable access to technology for socio-economically disadvantaged students	<ul style="list-style-type: none"> <li>• Distribute internet hot spots to students without access to the internet (2021 - 2022)</li> <li>• Fund a Tech Integration Support Specialist (26k) (2021 - 2022)</li> <li>• Purchase devices to maintain 1-to-1 technology program (Title 4 - 10k) 2021 - 2024)</li> </ul>	\$38,000.00	Yes
7	Provide ongoing teacher training in	Provide Project Read Training for K, 1st, 2nd grade, and Special Education teachers	\$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
	district curriculum to account for new hires and grade level changes			
8	Maintain Eye-to-Eye mentoring partnership with UCSB/students with IEPs.	This partnership uses project-based art instruction to teach and practice social skills for students with IEPs.	\$2,000.00	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.

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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	Create and sustain safe and affirming learning environments for all - Ensure that our district/school are places where students and families feel valued and respected and connected to their schools. (Priority 1, 3, 5, 6, 8)

An explanation of why the LEA has developed this goal.

As explained in the Reflections portion of the LCAP, by examining data and gathering stakeholder input we determined that physical surroundings and technological supports, social-emotional supports, and feeling valued and respected are crucial to academic and life success. Through this goal using the actions below we will support our students by upgrading the physical school sites, and providing greater access to learning through technological supports, and adequate social-emotional resources for targeted families.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHKS	<p>Instructional Equity 35% of Staff - Strongly Agree</p> <p>Student Learning Environment (Equity), 41% Parents - Strongly Agree</p> <p>Social Emotional Learning Supports, 84% / 79% Students Strongly Agree/Agree</p>				<p>Instructional Equity 80% of Staff - Strongly Agree</p> <p>Student Learning Environment (Equity), 80% Parents - Strongly Agree</p> <p>Social Emotional Learning Supports, 95% / 95% Students Strongly Agree/Agree</p>
DESSA	<p>Strength Typical Need Winter 2021: 45% 50%      5%</p>				<p>Strength Typical Need 60%      35% 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Covid) Spring 2021: 43% 44% 13%				
Parent Input and decision making	Established parent committees: PTA, ELAC, DELAC, and Hope PAC  Surveys: Annual CHKS Parent Survey and Annual LCAP survey 174 parents returned the CHKS for the 2020-21 year				Maintain the established committees and 2 surveys and increase the participation in the parent CHKS
FIT	Hope = 93.45% (Good) Monte Vista = 83.26% (Fair) Vieja Valley = 83.87% (Fair)				All school ratings of Good or better
Outdoor wifi access points	Hope = 0 MV = 1 VV= 1				Total for district 20 by 2024
Parent Participation	Back to School Night (in person) and Parent Conferences - To Be Determined				Take baseline post COVID (TBD_

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rates	2018-19 Attendance Rate was 95.12%				Maintain or increase the 95.12% attendance rate
Chronic Absenteeism	CA Dashboard 2019 shows that our unduplicated students have improved and on-target attendance rates: Targeted subgroups EL, SED, and Hispanic all are in Green showing consistent attendance. SED moved from Orange to Green (2018 to 2019). An LCAP 2018 goal focused on improving attendance rates proved successful for our subgroups. However, our white students were in yellow.				Maintain low rate of chronic absenteeism for unduplicated students. Reduce chronic absenteeism for white students.
Student Suspension Rates	The district's overall suspension rate remains very low: EL, SED, White in green; Hispanic, SpEd in Blue We began a focus on SEL, and alternatives to punitive discipline in 2017 (LCAP goal). In 2019-2020, there were two				Maintain low suspension rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students suspended (.02%) and no expulsions.				
Student Expulsion Rates	In 2020 - 2021, no students were suspended or expelled.				Maintain 0 expulsions.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure that campuses are physically safe for students and staff	<ul style="list-style-type: none"> <li>• Maintain and continue improvements to ventilation systems begun in 2020-21</li> <li>• Upgrade Fire Alarms Districtwide</li> <li>• Provide facility staff with uniforms and safety gear to enable staff and community to quickly identify facility staff (4k)</li> <li>• Hire Director of modernization &amp; facilities/ Planning Specialist to monitor and update: Pesticide Use, Healthy Schools Act, background checks, emergency locator plan, field maintenance, key control, Facilities Inspection Tool (FIT) contractor, night custodial agreement for covid clean-up, AHERA requirements</li> <li>• Create fixed assets/surplus equipment standard operating procedures (SOPs), etc. (30% of position) - est at 70k</li> </ul>	\$79,000.00	No
2	Make needed facilities improvements to ensure equitable access to technology	Increase wifi access points to entire campuses including outdoor spaces during school hours and available at all hours (currently one at MV and one at VV)	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Provide access to supplemental counselors, intervention teachers, and Homeless/Foster liaison social worker for SED, Homeless/Foster, and English Learner students and families	<ul style="list-style-type: none"> <li>• Maintain Family Service Agency contract for counselors and social worker (continued LCAP expense from 19-20 \$145k)</li> <li>• Increase Homeless/Foster liaison time by 0.5% (effort by Superintendent)</li> <li>• Allocate funds (\$1000) for emergency hotel vouchers for district families experiencing homelessness</li> </ul>	\$46,000.00	Yes
4	Provide 0.5 FTE district behaviorist	-Increase district behaviorist time to 0.5 FTE to address students' extreme behavioral needs	\$22,000.00	No
5	Provide wellness support for students and families	<ul style="list-style-type: none"> <li>• Increase District Nurse hours by .2 FTE to minimize Covid protocols' affect on access to the nurse</li> <li>• Reconvene Wellness Committee (details in Goal #2)</li> <li>• Hire a Wellness/MTSS/LCAP Coordinator (details in Goal #2)</li> <li>• Arrange for staff home visits when they would be beneficial to the student and family</li> <li>• Increase counseling hours for 2021-22 year to address COVID impacts</li> </ul>	\$91,000.00	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.**

# 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
6.56%	\$506,059

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.

Goal 1: Actions 1, 2, and 3 all pertain to continuing and increasing the cultural proficiency of students and staff in our schools. The need for this work came from the 2018-19 CA Dashboard (academic indicators)\*, 2020-21 California School Climate parent, staff, and students survey results\*, and parent and staff input during the development of the LCAP. We need to examine our policies and climate that potentially contribute to the performance gap. All learners need to see themselves with a positive, capable lens with successful modeling for academic and life success. We determined that in order to make the change that would benefit the academic performance and social emotional needs of our unduplicated students, this climate change must include the entire community.

\*See the specific description of this data in the Reflections on Needs section.

Goal 1: Action 4: Provide Parent Education Nights pertaining to learning and academic success. The need for this was identified through parent input from the DELAC indicating that they want more opportunities to learn about how to support their children in US schools. We also know through published research that parent involvement contributes to academic success of students (Marschall, 2006, Hornby, 2011). The parent education nights will be available to our entire community, however the topics will be targeted towards our EL, SED, and Foster/Homeless families.

Goal 1: Action 6: Create a Culturally Responsive School Development Team with admin, certificated and classified staff, and parents/guardians. The goal for this team will be to develop a district plan to address the need for inclusive and equitable policies and procedures. The need for this work was identified through CHKS\*, CSSS\*, and CSPS\*. We determined that in order to make the change that would benefit the academic performance and social emotional needs of our unduplicated students, this climate change must include the entire community.

\*See the specific description of this data in the Reflections on Needs section.

**Goal 2: Action 1 Maintain and improve monitoring learning through Data Teams**

In Hope School District, all students are monitored for academic progress, behavior issues, and social emotional status in our MTSS-aligned data monitoring system. This monitoring occurs at approximately every 6-weeks. This monitoring, along with our Child Study Team meeting structure, are used to decide which students need Tier 2 and 3 supports. This structure has continued during the various instructional models this year and will continue to be used. Adding a district-wide academic assessment (STAR reading and math\*) will improve the ability to monitor academic progress for all students, including our unduplicated and SpEd students. If we know where the breakdown in learning occurs, we will be able to target interventions, increasing the likelihood of meeting or exceeding state standards.

\*See the specific description of this data in the Reflections on Needs section.

**Goal 2: Action 2 Improve and increase opportunities for ECE and students not making adequate progress by providing a district-wide dedicated TK teacher /class thus reducing a combination class in the district (Kindergarten).** This will allow more focused early instruction for TK and Kindergarten students, which ultimately will provide a increasingly solid base for future learning for unduplicated students. Expanding the Summer Institute to include First and Second graders not making adequate progress, will provide additional time on learning for unduplicated students needing additional intervention as appropriate. Inclusion will be determined through multiple data sources including STAR reading and math\*. Early intervention has shown to increase the likelihood of meeting or exceeding state standards (S Aos, R Lieb, J Mayfield, M Miller, A Pennucci - 2004).

\*See the specific description of this data in the Reflections on Needs section.

**Goal 2: Action 4 Feasibility study of beginning a Spanish dual-immersion program.** If this program is feasible, it will affirm the benefit of bilingualism even for students not enrolled in the program. While it will be potentially open to all interested students, encouraging literacy in two languages (whether the primary language is Spanish or English) potentially benefits our English Learners.

**Goal 2: Action 5 Maintaining and increasing support personnel will provide increased individual support in learning.** The need for this increased support is shown in 2018-19 CA Dashboard (academic indicators)\*, which shows a persistent performance gap. In 2020-21 math intervention was provided primarily by classroom teachers, and the numbers of students receiving reading intervention was limited by available space. By adding additional personnel the opportunities for targeted, specific intervention in math and individual support in reading will increase both in length of time for individual students and the number of students who are able to receive intervention. Published research supports that increased access and time to targeted intervention helps address learning gaps in elementary students.

\*See the specific description of this data in the Reflections on Needs section.

**Goal 3: Action 2 Increase wifi access at all three school sites.** Determined during covid the tech divide, especially consistent and reliable wifi access. This will be available for all students and families to use, however, the open access will directly benefit those students without regular and consistent access (SED especially). The need for this action was determined through technology distribution and family contacts during the pandemic. The technological divide is one impediment for learning success. By reducing this tech divide there is greater likelihood that English learner and low-income students will have similar access and digital usage as other students (Gorski, 2005).

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

As outlined above, various actions are being implemented to increase or improve services for all students, but specifically English learners, low-income students, and foster/homeless youth. While the actions above will be available or directed towards the entire LEA, the learning needs of our subgroups were considered first in developing these goals and actions. Not listed above are the the goals and actions that are solely directed towards our unduplicated students' needs only.

These actions/services are designated in the following ways:

- 1) Cultural proficiency which will include: the creation a Culturally Responsive Development Team comprised of representative stakeholders; teacher and staff professional development and professional study in cultural proficiency; an examination of current and future curriculum to ensure that it is culturally sensitive and historically accurate; updated classroom and site libraries; and parent education opportunities.
- 2) Academic supports and rigor. Continuing with our MTSS-aligned data teams, increased monitoring of students' learning progress in reading, math, behavior, ELD, and social emotional status to determine support needs. Continued and increased support through additional personnel, curriculum, and training. Key supports including math intervention teachers, a class size reduction teacher, additional intervention hours in reading and ELD. Other actions include continued aide support in classrooms, increased early childhood education (dedicated TK teacher for the district), a feasibility study of a dual-language immersion program, and improved systematic ELD with a dedicated ELD curriculum.
- 3) Creating a physically and emotionally safe and affirming environment through: updates and improvements to our school sites; continued and increased access to FSA counselors, the district nurse, and FSA home-school liaison; district foster liaison, high-quality SEL curriculum; continued and increased access to technology; and the reconvening of the Wellness Committee to examine policies to support this work; increased technology access.

**Total Expenditures Table**

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$712,608.00	\$232,000.00	\$18,800.00	\$150,000.00	\$1,113,408.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$829,708.00	\$283,700.00

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	Expand education/trainings about cultural proficiency, including implicit bias and antiracism	\$19,708.00	\$40,000.00			\$59,708.00
1	2	All	Provide culturally sensitive curriculum and experiences for teachers and students.			\$12,800.00		\$12,800.00
1	3	English Learners Foster Youth Low Income	Update site and classroom libraries and grade level core literature book selections to reflect the cultural identity and gender bias of students by 2024			\$6,000.00		\$6,000.00
1	4	English Learners Foster Youth Low Income	Provide parents/guardians with learning opportunities regarding cultural proficiency and equity, and preparation for success in future grade levels, including Junior High and beyond.	\$1,000.00				\$1,000.00
1	5	English Learners	Develop a plan to recruit and retain a more diverse educator workforce					\$0.00
1	6	English Learners	Create a Culturally Responsive School Development Team with admin, certificated and classified staff, and parents/guardians	\$5,000.00				\$5,000.00
1	7	All	Reconvene District Wellness Team	\$5,000.00				\$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Monitor learning outcomes in ELA, Math, ELD, and SEL with an emphasis on our SED, EL, Homeless/Foster, and SpEd students, to provide designated intervention when the need is identified.	\$49,900.00	\$65,000.00			\$114,900.00
2	2	English Learners Foster Youth Low Income	Expand Early Childhood Education services to ensure foundational academic, social emotional, and linguistic skills are developed with an emphasis on increasing access for English learners and socio-economically disadvantaged preschoolers		\$116,000.00			\$116,000.00
2	3	English Learners	Improve systematic TK - 6 English Language Development for all students who are not yet proficient in English		\$10,000.00			\$10,000.00
2	4	English Learners	Explore and design strategies to promote opportunities for students to become proficient in both English and Spanish	\$3,000.00				\$3,000.00
2	5	English Learners Foster Youth Low Income	Provide additional personnel in classrooms to increase adult to student ratios, and greater access to specialized personnel	\$350,000.00			\$100,000.00	\$450,000.00
2	6	Foster Youth Low Income	Provide tech devices, hot spots, and tech support to ensure equitable access to technology for socio-economically disadvantaged students	\$28,000.00			\$10,000.00	\$38,000.00
2	7	All	Provide ongoing teacher training in district curriculum to account for new hires and grade level changes	\$12,000.00				\$12,000.00
2	8	Students with Disabilities	Maintain Eye-to-Eye mentoring partnership with UCSB/students with IEPs.	\$2,000.00				\$2,000.00
3	1	All	Ensure that campuses are physically safe for students and staff	\$79,000.00				\$79,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Make needed facilities improvements to ensure equitable access to technology	\$40,000.00				\$40,000.00
3	3	English Learners Foster Youth Low Income	Provide access to supplemental counselors, intervention teachers, and Homeless/Foster liaison social worker for SED, Homeless/Foster, and English Learner students and families	\$5,000.00	\$1,000.00		\$40,000.00	\$46,000.00
3	4	All Students with Disabilities	Provide 0.5 FTE district behaviorist	\$22,000.00				\$22,000.00
3	5	All Students with Disabilities	Provide wellness support for students and families	\$91,000.00				\$91,000.00

**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$501,608.00	\$889,608.00
<b>LEA-wide Total:</b>	\$496,608.00	\$833,608.00
<b>Limited Total:</b>	\$33,000.00	\$94,000.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Expand education/trainings about cultural proficiency, including implicit bias and antiracism	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,708.00	\$59,708.00
1	3	Update site and classroom libraries and grade level core literature book selections to reflect the cultural identity and gender bias of students by 2024	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$6,000.00
1	4	Provide parents/guardians with learning opportunities regarding cultural proficiency and equity, and preparation for success in future grade levels, including Junior High and beyond.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00



Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Develop a plan to recruit and retain a more diverse educator workforce	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00
1	6	Create a Culturally Responsive School Development Team with admin, certificated and classified staff, and parents/guardians	LEA-wide	English Learners	All Schools	\$5,000.00	\$5,000.00
2	1	Monitor learning outcomes in ELA, Math, ELD, and SEL with an emphasis on our SED, EL, Homeless/Foster, and SpEd students, to provide designated intervention when the need is identified.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,900.00	\$114,900.00
2	2	Expand Early Childhood Education services to ensure foundational academic, social emotional, and linguistic skills are developed with an emphasis on increasing access for English learners and socio-economically disadvantaged preschoolers	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$116,000.00
2	3	Improve systematic TK - 6 English Language Development for all students who are not yet proficient in English	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Explore and design strategies to promote opportunities for students to become proficient in both English and Spanish	LEA-wide	English Learners		\$3,000.00	\$3,000.00
2	5	Provide additional personnel in classrooms to increase adult to student ratios, and greater access to specialized personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$350,000.00	\$450,000.00
2	6	Provide tech devices, hot spots, and tech support to ensure equitable access to technology for socio-economically disadvantaged students	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$28,000.00	\$38,000.00
3	2	Make needed facilities improvements to ensure equitable access to technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	\$40,000.00
3	3	Provide access to supplemental counselors, intervention teachers, and Homeless/Foster liaison social worker for SED, Homeless/Foster, and English Learner students and families	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$46,000.00

**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:		