
202223 LCAP Supplemental Planning

LCAP Instructional Services Meeting February 23, 2022 (Part 2 of 4)

—
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Burbank Unified School District

Eight State Priorities

1. Student access to basic school services.
 - a. Teacher assignments based on credentials
 - b. Textbooks and instructional materials
 - c. Facilities in good repair
2. Implementation of academic standards.
3. Parent involvement and participation.
4. Student achievement and outcomes along multiple measures.
5. Student engagement, attendance, absenteeism, graduation rate, drop out rate.
6. School climate, suspension rate, expulsion rate, and other locally identified means.
7. Pupil access and enrollment in a broad course of study.
8. Other student outcomes in subjects in a broad course of study.

BUSD Local Control & Accountability Plan (LCAP)

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2020-21 school year.
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2021-22 school year.
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2021, depending on clearance requirements (i.e., fingerprinting).
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements.

Unduplicated Pupil Count

Schools	Total Enrollment	Free & Reduced Meal Program	Foster	Homeless	English Learners	Total Unduplicated Count
2020-2021						
Elementary Schools	6099	1780	10	24	905	2249
Middle Schools	3376	1162	5	19	277	1299
High Schools	5111	1619	6	31	292	1809
BUSD	14704	4597	21	76	1487	5414
2021-2022						
Elementary Schools	5963	1607	10	18	894	2165
Middle Schools	3193	989	9	16	240	1182
High Schools	5016	1317	11	32	297	1667
BUSD	14331	3953	31	70	1439	5074

BUSD LCAP Goal 1

— Metrics & Actions —

Goal 1 Metrics

Students will be career/college ready via highquality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022 school year.

LCAP Goal Metrics

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percent of English Learners Exceeding or Meeting Standards on English Language Arts CAASPP will increase by 2%	In 2018-2019, 25.54% of English Learners scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of English Learners scoring Exceeds or Meets Expectations on the English Language Arts CAASPP	<i>Not Available</i>	<i>Incomplete</i>
Percent of Socioeconomically Disadvantaged Students Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 2%	In 2018-2019, 52.41% of Socioeconomically Disadvantaged students scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of Socioeconomically Disadvantaged students who score Exceeds or Meets Standards on English Language Arts CAASPP	<i>Not Available</i>	<i>Incomplete</i>
Percent of Homeless Students Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 2%	In 2018-2019, 44.27% of Homeless Students scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of Homeless Students scoring Exceeds or Meets Expectations on the English Language Arts CAASPP	<i>Not Available</i>	<i>Incomplete</i>
Percent of Foster Students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, NA% of Foster Students scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of Foster students scoring Exceeds or Meets Expectations on the English Language Arts CAASPP	<i>Not Available</i>	<i>Incomplete</i>

LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percent of Students with Disabilities Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 2%	In 2018-2019, 26.01% of Students with Disabilities scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of Students with Disabilities who exceed or meet standards on the English Language Arts CAASPP	<i>Not Available</i>	<i>Incomplete</i>
Percent of Hispanic students Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 2%	In 2018-2019, 40.56% of Hispanic students scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of Hispanic students who meet Exceed or Meet Standards on the English Language Arts CAASPP	<i>Not Available</i>	<i>Incomplete</i>
Percent of GATE students Exceeding or Meeting Standards on the English Language Arts CAASPP will increase by 2%	In 2018-2019, 96.5% of GATE students scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of GATE students who Exceed or Meet Standards on the English Language Arts CAASPP	<i>Not Available</i>	<i>Incomplete</i>
Percent of English Learners who score Exceed and Meet Standards of the Math CAASPP will increase by 2%	In 2018-2019, 23.39% of English Learner students scored Exceed and Meet Standards of the Math CAASPP	Increase by 2% the percent of English Learners who Exceed or Meet Standards on the Math CAASPP	<i>Not Available</i>	<i>Incomplete</i>

LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percent of Socioeconomically Disadvantaged Students Exceeding or Meeting Standards on Math CAASPP will increase by 2%	In 2018-2019, 37.50% of Socioeconomically Disadvantaged Students scored Exceeds or Meets Standards on the Math CAASPP	Increase by 2% the percent of Socioeconomically Disadvantaged Students Exceeding or Meeting Standards on Math CAASPP	<i>Not Available</i>	<i>Incomplete</i>
Percent of Homeless Students Exceeding or Meeting Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, 19.67% of Homeless Students scored Exceeds or Meets Standards on the Mathematics CAASPP	Increase by 2% the percent of Homeless students Exceeding or Meeting Standards on the Mathematics CAASPP	<i>Not Available</i>	<i>Incomplete</i>
Percent of Foster Students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, NA% of Foster Students scored Exceeds or Meets Standards on the Mathematics CAASPP	Increase by 2% the percent of Foster Students scoring Exceeds or Meets Expectations on the Mathematics CAASPP	<i>Not Available</i>	<i>Incomplete</i>
Percent of Students with Disabilities that Exceed or Meet Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, 17.44% of Students with Disabilities scored exceeds or Meets standards on the Mathematics CAASPP	Increase by 2% the percentage of Students with Disabilities who exceed or meet standards on the Mathematics CAASPP	<i>Not Available</i>	<i>Incomplete</i>

LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percent of Hispanic students who Exceed or Meet Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, 35.99% of Hispanic students scored Exceeds or Meets Standards on the Mathematics CAASPP	Increase by 2% the percent of Hispanic students who meet Exceed or Meet Standards on the Mathematics CAASPP	<i>Not Available</i>	<i>Incomplete</i>
Percent of GATE students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, 94.4% of GATE students scored Exceeds or Meets Standards on the Mathematics CAASPP	Increase by 2% the percent of GATE students who Exceed or Meet Standards on the Mathematics CAASPP	<i>Not Available</i>	<i>Incomplete</i>
Percent of All Students who score Exceeds or Meet Standards on the English Language Arts CAASPP will increase by 2%	In 2018-2019, 64.94% of All Students scored Exceeds or Meets Standards on the English Language Arts CAASPP	Increase by 2% the percent of All Students who Exceed or Meet Standards on the English Language Arts CAASPP	<i>Not Available</i>	<i>Incomplete</i>
Percent of All Students who score Exceeds or Meets Standards on the Mathematics CAASPP will increase by 2%	In 2018-2019, 51.19% of All Students scored Exceeds or Meets Standards on the Mathematics CAASPP	Increase by 2% the percent of All Students who Exceed or Meet Standards on the Mathematics CAASPP	<i>Not Available</i>	<i>Incomplete</i>

LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percent of English Learners making progress towards English language proficiency as reported on the California Dashboard	In 2019-2020, 56.5% of English Learners making progress towards English language proficiency as reported on the California Dashboard	Increase by 2% the percent of English Learners making Progress on the ELPAC	<i>Incomplete</i>	<i>Complete</i>
Percent of English Learners being reclassified as determined by the Reclassification Rate will meet or exceed previous annual rate or at least pass the State reclassification rate	In 2018-2019, 18.8% of English Learners were reclassified	Maintain or increase by 2% the reclassification rate of English Learners or exceed the State's reclassification rate	<i>In 2020-2021, 10.6% of ELs were reclassified</i>	<i>Complete</i>
Percent of fully credential teachers in grades Transitional Kindergarten through Grade 12 will be maintained	In 2020-2021, 100% of teachers are fully credentialed per teaching assignment in grades Transitional Kindergarten through Grade 12	Maintain 100% of teachers who are fully credentialed per teaching assignment	<i>Not Available - To be released in February</i>	<i>Incomplete</i>
Graduation Rate for All Students will increase by 2%	In 2018-2019, 92.3% of All Students were graduated from high school	Increase by 2% the percent of All Students who are graduated from high school	<i>In 2020-21, 92.2% of BUSD students graduated from high school</i>	<i>Complete</i>

LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Graduation Rate of English Learners will increase by 2%	In 2018-2019, 86.5% of English Learners were graduated from high school	Increase by 2% the percent of all English Learners who are graduated from high school	<i>In 2020-21, 83.8% of ELS graduated from high school</i>	<i>Complete</i>
Graduation Rate of Socio-economically Disadvantaged Students will increase by 2%	In 2018-2019, 90.7% of Socio-economically Disadvantaged Students were graduated from high school	Increase by 2% the percent of Socio-economically Disadvantaged Students who are graduated from high school	<i>In 2020-21, 89.6% of SED students graduated from high school</i>	<i>Complete</i>
Graduation Rate for Homeless Students will increase by 2%	In 2018-2019, 88.9% of Homeless Students were graduated from high school	Increase by 2% the percent of Homeless Students who are graduated from high school	<i>In 2020-21, 100.0% of Homeless students graduated from high school</i>	<i>Complete</i>
Graduation Rate for Foster Youth will increase by 2%	In 2018-2019, NA% of Foster Youth were graduated from high school (Subgroup too small to report)	Increase by 2% the percent of Foster Youth who are graduated from high school	<i>NA - No Data from State (Sub-group too small)</i>	<i>Incomplete</i>

LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Graduation Rate for Students with Disabilities will increase by 2%	In 2018-2019, 85.6% of Students with Disabilities were graduated from high school	Increase by 2% the percent of Students with Disabilities who are graduated from high school	<i>In 2020-21, 79.1% of SWDs graduated from high school</i>	<i>Complete</i>
Graduation Rate for Hispanic Students will increase by 2%	In 2018-2019, 89.5% of Hispanic Students were graduated from high school	Increase by 2% the percent of Hispanic Students who are graduated from high school	<i>In 2020-21, 88.7% of ELS graduated from high school</i>	<i>Complete</i>
Percent of "D" and "F" Grade Rate in Middle School and High School will decrease by 2%	Spring 2019 - 8.50% of middle school students earned a "D" or "F" Fall 2019 - 8.05% of middle school students earned a "D" or "F" Spring 2019 - 12.10% of high school students earned a "D" or "F" Fall 2019 - 11.23% of high school students earned a "D" or "F"	Decrease by 5% the percent of middle school and high school students who earn a "D" or "F" grades in Spring and Fall	<i>Fall of 2021 - 7.72% of middle school students earned a "D" or "F" Fall of 2021 - 11.71% of high school students earned a "D" or "F"</i>	<i>Partial</i>
Drop-Out Rate will decrease	In 2017-2018, the Drop- Out Rate was 2% (CDE no longer calculates the dropout rate; however, the District will calculate)	Decrease by 2% the percent of students who Drop-Out	<i>In 2020-2021, the drop-out rate was 2%</i>	<i>Complete</i>

LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percentage of students on the Early Assessment Program scoring Prepared and Approaching Prepared will increase by 2% annually until the students reach the highest level of performance	Prepared: 67.6% Approaching Prepared: 13.6% Not Prepared: 18.8%	Increase by 3% the percent of students who are Prepared on the Early Assessment Program (EAP)	<i>Not Available</i>	<i>Incomplete</i>
Percentage of students completing the A-G requirements. The completion rate will increase by 2% per year until students reach the highest level of performance.	In 2018-2019, 49.2% of high school students met A-G completion rate	Increase by 5% the percent of high school students who meet A-G requirements	<i>In 2020-2021, 45.2% of high school students met A-G completion Rate</i>	<i>Partial</i>
Percentage of Secondary Student Credit Recovery Rate will increase by 2% annually	In 2018-2019, the "Traditional" recovery rate of students was 84% In 2019-2020, the "Online" recovery rate of students was 70%	Increase by 5% the percent of students who recover credits towards graduation either through traditional or online methods	<i>In 2020-2021, the recovery rate of students was 69.5% (235 more students than in 2019 - Summer School)</i>	<i>Complete</i>
Percent of Advanced Placement (AP) Examination Passing Rate with a "3" or better will increase by 2% annually until students reach the highest performance level	In 2018-2019, 69.3% of students on average pass the Advanced Placement Examination with a "3" or better	Increase on average by 5% the percent of students who pass the Advanced Placement Examination with a "3" or better	<i>In 2020-2021, 61% of students on average pass the Advanced Placement Examination with a "3" or better</i>	<i>Complete</i>

LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percent of Student Expulsions from the District will reduce/maintain at 0% expelled	In 2020-2021, no students were expelled from the District	The percent of students expelled from the District will be 0%	<i>In fall of 2021, no students were expelled from the District</i>	<i>Complete</i>
100% Compliance with the Williams Act Instructional Materials Requirement	100% Compliance with the Williams Act Instructional Materials Requirement in 2020- 2021	100% Compliance with the Williams Act Instructional Materials Requirement	100% Compliance with the Williams Act Instructional Materials Requirement in Fall of 2021	<i>Partial</i>
Parent Participation in Decision Making Groups: DELAC, LCAP Advisory Group, PTA Council Meetings	100% Compliance with DELAC, LCAP Advisory Group, and PTA Council participation	100% Compliance with DELAC, LCAP Advisory Group, and PTA Council participation	100% Compliance with DELAC, LCAP Advisory Group, and PTA Council participation Fall of 2021	<i>Partial</i>
Percent of students proficient in English Language Arts as Measured by District Assessment will increase by at least 2% annually	Elementary baseline is 51% proficient in English Language Arts Secondary baseline is 54% proficient in English Language Arts	Elementary outcome is expected to be at 57% proficient in English Language Arts on District assessment Secondary outcome is expected to be at 60% proficient in English Language Arts on District assessment	<i>At mid-year in K-8 56% of students are showing proficiency in ELA Students 9-12 60.4% students are demonstrating Proficiency on Fall Benchmarks</i>	<i>Partial</i>

LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Percent of students proficient in Mathematics as measured by District Assessment will increase by at least 2% annually	Elementary baseline is 42% proficient in Mathematics Secondary baseline is 44% proficient in Mathematics	Elementary outcome is expected to be at 48% proficient in Mathematics on District assessment Secondary outcome is expected to be at 50% proficient in Mathematics on District assessment	<i>At mid-year in K-8 43% of students are showing proficiency in Math Students 9-12 44.8% students are proficient on Fall Benchmarks</i>	<i>Partial</i>
Percent of students college/career ready will increase annually by 2%	In 2018-2019, 67.7% of students were prepared as indicated in the GREEN Tier on the California Dashboard	Increase by 2% of students who are college/career prepared	<i>Not Available</i>	<i>Incomplete</i>
Percent of college/career students completing the A-G requirements. The completion rate will increase by 2% per year until students reach the highest performance level.	In 2018-2019, 67.4% of college/career students met the A-G completion requirement.	Increase by 2% annually, the percent of college/career students completing the A-G requirement	<i>Not Available</i>	<i>Incomplete</i>
Access to a Broad Course of Student (Credit Recovery)	In 2018-2019, the metric was met as reported by the District.	Continue to meet the Access to a Broad Course of Study as reported by the District annually for the California Dashboard	In 2020-2021, the metric was met as reported by the District.	<i>Complete</i>

LCAP Goal Metrics Cont.

Metric	2020-21 Baseline	Desired Outcome for 2023-24	2021-22 Mid-Year Update	Status
Access and Enrollment Local Measure	In 2018-2019, the District reported that the Access and Enrollment metric was met.	Continue to meet the Access and Enrollment metric as reported by the District	In 2020-2021, the District reported that the Access and Enrollment metric was met.	<i>Complete</i>
Adopted Course of Study	In 2018-2019, the District reported that the Adopted Course of Study metric was met.	Continue to meet the Adopted Course of Study metric as reported by the District	In 2020-2021, the District reported that the Access and Enrollment metric was met.	<i>Complete</i>
Four Year Adjusted Cohort Graduation Rate	In 2019-20, the four year adjusted cohort graduation rate was reported as 91.6%	Continue to increase the four year adjusted cohort graduation rate by 2% annually	<i>In 2020-2021, the four year adjusted cohort graduation rate was reported as 92.2%</i>	<i>Complete</i>

Goal 1 Actions

Students will be career/college ready via high quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 202-22 school year.

LCAP Goal Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Elementary Class Size Reduction Grades 4 and 5	\$208,324	\$211,031	<i>McKinley & Disney</i>
Extended Transitional Kindergarten	\$127,583	\$131,055	<i>Washington</i>
Elementary ELD Specialists	\$363,219	\$368,131	<i>All Sites</i>
Elementary ELD Instructional Assistants	\$388,988	\$342,240	<i>All sites</i>

LCAP Goal Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Dual Immersion Teacher Cost Share	\$525,498	\$547,941	<i>Disney & McKinley</i>
Dual Immersion Instructional Assistants	\$109,078	\$100,800	<i>Disney & McKinley</i>
Secondary Designated ELD Teachers	\$212,203	\$218,310	<i>One period per day teaching Designated ELD; 6 schools</i>
Interpreters for Second Language Learner Parents	\$65,000	\$65,000	<i>All Sites; varies per needs at site</i>

LCAP Goal Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Elementary Summer School Extended Learning for English Learners	\$52,000	\$52,000	<i>Host Site: McKinley serving all sites</i>
Preschool Partial Cost of Teacher and Instructional Assistant for Unduplicated Students	\$64,312	\$0	<i>Washington Pre-School</i>
Professional Development Day Costs for All Teachers (1 ½ Days)	\$1,000,000	\$1,000,000	<i>For all teachers 1 1/2 days salary and benefits (August Pre-service)</i>
Induction Professional Development Teacher on Special Assignment	\$21,567	\$21,891	<i>0.2 FTE Teacher on Special Assignment</i>

LCAP Goal Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Peer Assistance and Review Teacher on Special Assignment (TOSA) (0.2 FTE)	\$23,898	\$24,258	<i>0.2 FTE Teacher on Special Assignment</i>
Elementary Response to Intervention for Reading/Language Arts and Math	\$500,840	\$500,841	<i>Distributed to elementary schools to pay for intervention teachers and materials</i>
Middle School Psychologist (2.0 FTEs)	\$292,070	\$306,941	<i>Services provided to low-income students, English learners, and foster/homeless youth</i>
Teacher Support and Professional Development for Instructional Technology TOSA (0.2 FTE)	\$23,134	\$23,480	<i>0.2 FTE Teacher on Special Assignment</i>

LCAP Goal Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Behavior Specialists (2.0 FTEs)	\$140,496	\$149,395	<i>Services provided to low-income students, English learners, and foster/homeless youth</i>
English Learner Program Maintenance of Effort	\$1,244,034	\$1,247,247	<i>Base cost to operate the English learner program</i>
Full-Time Curriculum Specialists for all Elementary Schools	\$1,303,283	\$1,348,958	<i>Services provided to low-income students, English learners, and foster/homeless youth, curriculum, instruction, and assessment support to teachers</i>
Library Coordinators at Elementary Schools	\$345,063	\$324,002	<i>Library services provided to all students, low-income students, English learners, and foster/homeless youth</i>

LCAP Goal Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Professional Development Teacher on Special Assignment (0.2 FTE)	\$23,898	24,258	<i>0.2 Teacher on Special Assignment</i>
GATE Program Annual Identification Assessment Process	\$20,000	20,000 <i>(Base Fund)</i>	<i>Funds for GATE assessment</i>
District GATE Coordinator (0.2 FTE)	\$17,099	14,915 <i>(Base Fund)</i>	<i>0.2 Teacher on Special Assignment</i>
Music Instrument Repair and Replacement	\$20,000	20,000 <i>(Base Fund)</i>	<i>Funds for musical instrument repairs</i>

LCAP Goal Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
Secondary Art Supplies and Materials	\$14,000	14,000 (Base Fund)	<i>Funds for secondary art supplies</i>
World Language Courses at Middle Schools	\$256,767	278,530 (Base Fund)	<i>Funds for 3 middle school world language teachers</i>
Provide Support for students with disabilities to achieve their IEP Goals	\$38,217,950	39,685,578 (Base Fund)	
Targeted support for at-risk students who are in the GATE Program	\$5,000	5,000	<i>Funds for GATE program</i>
Elementary Music Teachers Staffing	\$247,929	252,442 (Base Fund)	<i>Funds for two elementary music positions</i>

Parameters for Supplemental Carryover

District cannot delete or reword anything from last year; LACOE will check that verbatim.

District cannot go back in time and delete a goal as if it never existed.

District can add actions due to additional funds you should add them, as long as it supports a current goal.
The district cannot add a new goal.

District can revise but the district has to write that there is a revision to a budgeted item.

The District can't add new positions as the funding is not ongoing.

LCAP Goal Proposed Actions

Action Title	Implementation Note
Support for ELD classes in Grades 6-12	Focus on unfinished learning Increase passing rates Increase credit recovery Smaller class size 15:1 target
Secondary Summer School Stipends	The District anticipates an increased need for summer school teachers for the next two years.
iReady Internet-based Assessment and Intervention	Used as District-wide assessment in grades K-8 Used as intervention for select students

LCAP Goal Proposed Actions

Action Title	
Intervention Costs	Additional intervention allocations/classes
Diversity, Equity, and Inclusion Supplemental Materials	Materials for school libraries, classrooms and novels.
Translation Services	Increased need for services

Additional Ideas