2021-22 to 2023-24 Local Control and Accountability Plan (LCAP)

Sacramento City Unified School District

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LCAP

Local Control & Accountability Plan

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento City Unified School District

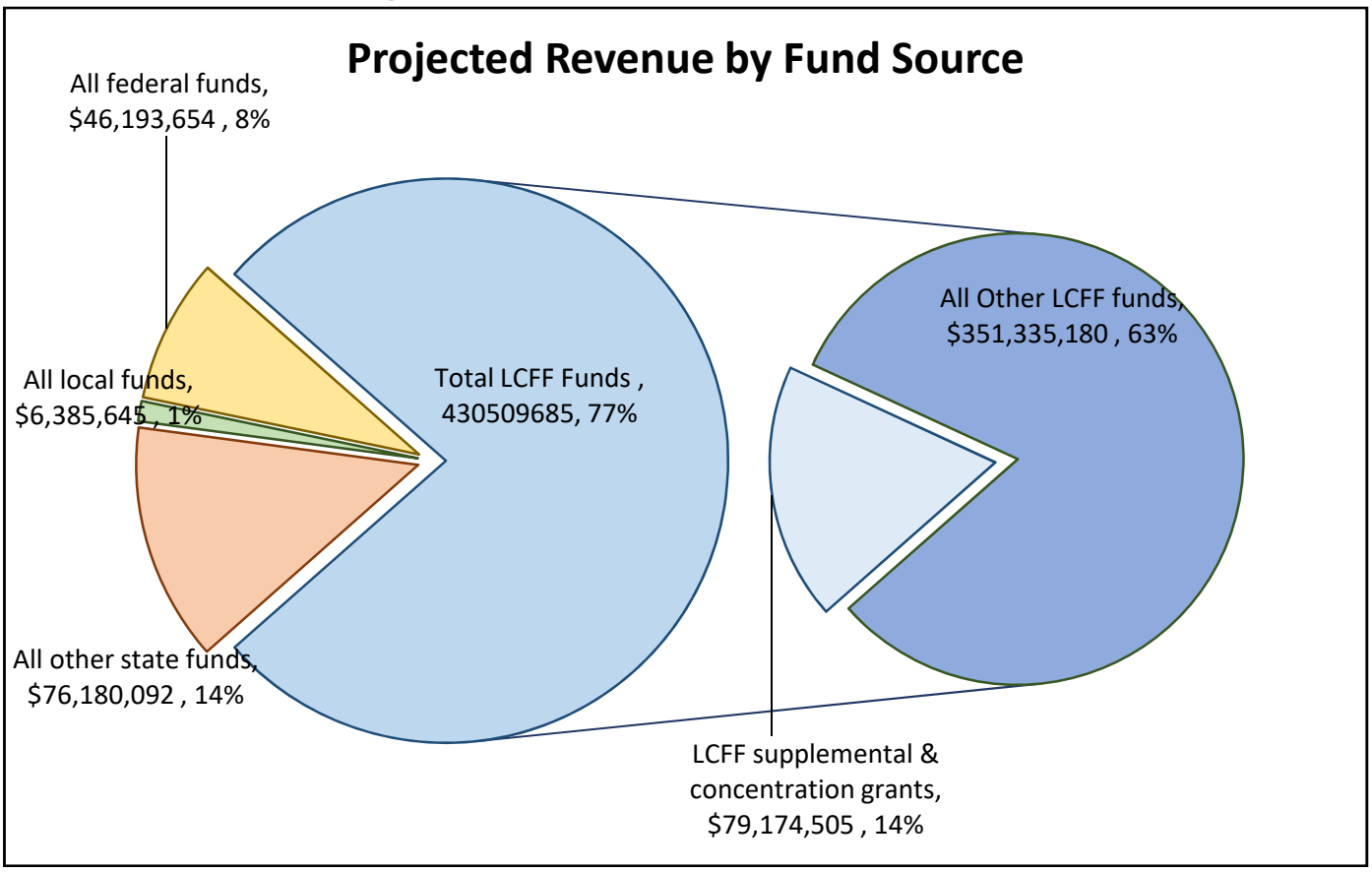
CDS Code: 34674390000000

School Year: 2021 – 22

LEA contact information: Jorge A. Aguilar, Superintendent (916) 643-7400

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

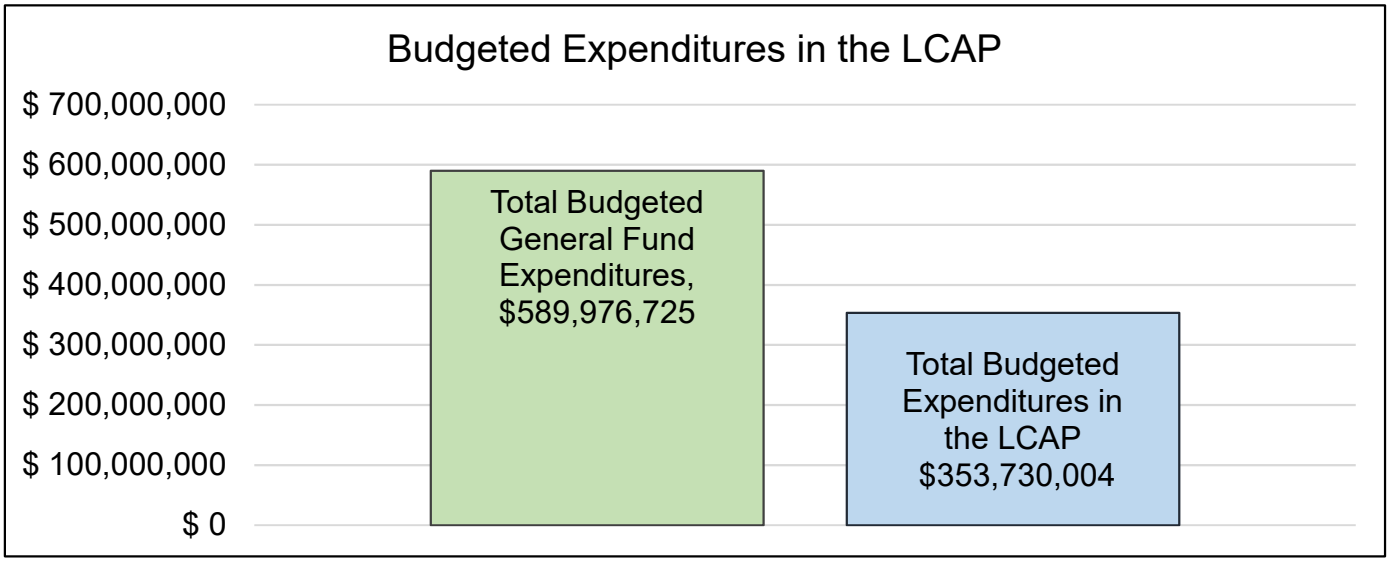


This chart shows the total general purpose revenue Sacramento City Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Sacramento City Unified School District is $559,269,075.48, of which $430,509,685.00 is Local Control Funding Formula (LCFF), $76,180,091.55 is other state funds, $6,385,645.32 is local funds, and $46,193,653.61 is federal funds. Of the $430,509,685.00 in LCFF Funds, $79,174,505.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sacramento City Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sacramento City Unified School District plans to spend $589,976,725.00 for the 2021 – 22 school year. Of that amount, $353,730,004.00 is tied to actions/services in the LCAP and $236,246,721.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

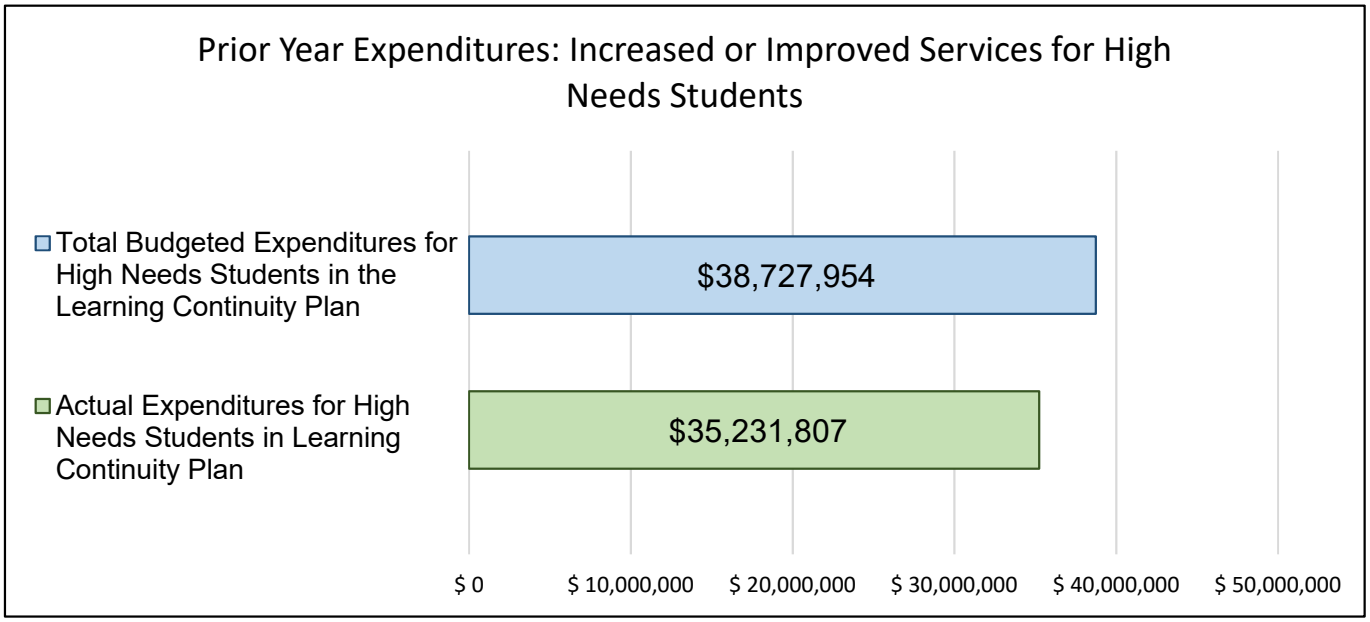
Central office department budgets (except for those specifically included), other employee salaries and benefits (except for those specifically included), transportation, Title 1, 2, and 3 funds (except for those specifically included) and special education services (except for those specifically included).

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

In 2021 – 22, Sacramento City Unified School District is projecting it will receive $79,174,505.00 based on the enrollment of foster youth, English learner, and low-income students. Sacramento City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento City Unified School District plans to spend $89,729,829.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Sacramento City Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sacramento City Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Sacramento City Unified School District's Learning Continuity Plan budgeted $38,727,954.00 for planned actions to increase or improve services for high needs students. Sacramento City Unified School District actually spent $35,231,807.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $3,496,147.00 had the following impact on Sacramento City Unified School District's ability to increase or improve services for high needs students:

The planned actions for increasing or improving services for high needs students were, overall, implemented as planned. The primary reasons for the difference between the total budgeted expenditures and estimated actual expenditures were reduced costs to implement Expanded Learning programs and a projected cost for social workers that was decreased significantly in a budget revision that was not reflected at the time of the plan approval.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Sacramento City Unified School District	Jorge A. Aguilar Superintendent	superintendent@scusd.edu 916.643.7400

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase the percent of students who are on-track to graduate college and career ready.

- Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready. (Action 1.1)
- Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. (Action 1.2)
- Develop an infrastructure for ongoing analysis of student performance and progress by providing teacher release time and collaborative learning time. (Action 1.3)
- Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement. (Action 1.4)

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	SCUSD Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teachers are appropriately assigned and fully credentialed. Source: School Accountability Report Card	Percent of Teachers Fully Credentialed 2019-20: 97% Percent of Certificated Employees Teaching Outside of Subject Area of Competence 2019-20: 0% Source: School Accountability Report Cards (SARC)

Expected	Actual
19-20 Maintain the number of fully credentialed certificated employees at 99%. Maintain teacher mis-assignment rate at less than 1 percent. **Baseline** 2016-17: 1,594 certificated employees were credentialed correctly. (95%) 2016-17: 20 of 1677 certificated employees were teaching outside subject area of competence. (1.2%)	
Metric/Indicator Pupils have access to standards-aligned instructional materials. Source: School Accountability Report Card; SCOE Williams inspection **19-20** Maintain textbook sufficiency. For all schools inspected, no insufficiency. **Baseline** 100% of students have their own assigned textbook in all core curricular areas (textbook sufficiency).	2018-19: No insufficiency found (100% of students have access to instructional materials in core curricular areas) 2019-20: No insufficiency found (100% of students have access to instructional materials in core curricular areas) Source: School Accountability Report Card (SARC)
Metric/Indicator 2016-17 Implementation of State Standards Survey Administrators and leaders assess the district's progress in: (1) providing professional learning, (2) supporting sites in identifying areas to improve in delivering instruction, (3) providing CCSS	

Expected	Actual
aligned instructional materials, (4) implementing academic standards for all students, (5) and supporting teachers' professional learning needs. Source: Local **19-20** Percent of responses as "Fully Implementing" or "Fully Implementing with Sustainability" by area: (1) Providing professional learning in ELA, ELD, Mathematics, NGSS and Soc. Sci. 54% (2) Supporting sites in identifying areas of improvement in delivering instruction 50% (3) Providing CCSS aligned instructional materials in ELA, ELD, Mathematics, NGSS and Soc. Sci. 54% (4) Implementing academic standards in CTE, PE, Health, VAPA and World Language for all students 58% (5) Supporting teachers' professional learning needs 46% **Baseline** 2016-17 Baseline: Percent of responses as "Fully Implementing" or "Fully Implementing with Sustainability" by area: (1) Providing professional learning 24% (2) Supporting sites in identifying areas of improve in delivering instruction 20% (3) Providing CCSS aligned instructional materials 24% (4) Implementing academic standards for all students 28% (5) Supporting teachers' professional learning needs 16%	<table><tr><th rowspan="2">Survey Area</th><th colspan="2">Percent of Responses*</th></tr><tr><th>Summer 2019</th><th>April 2020</th></tr><tr><td>Providing Professional Learning</td><td>25</td><td>24</td></tr><tr><td>Supporting Sites in Delivering Instruction</td><td>18</td><td>14</td></tr><tr><td>Providing Aligned Instructional Materials</td><td>40</td><td>38</td></tr><tr><td>Implementing Academic Standards</td><td>26</td><td>22</td></tr><tr><td>Supporting Teachers' Professional Learning</td><td>9</td><td>12</td></tr></table> **Source:** Local Survey of Site and District Administrators **Percent of Responses indicating either "Fully Implementing" or "Fully Implementing with Sustainability"* Summer 2019: 49 respondents Spring 2020: 49 respondents
Metric/Indicator Implementation of English Language Development (ELD) professional learningDuring the 2019-20 school year, professional learning on ELD focused on using the ELD	During the 2019-20 school year, professional learning on ELD focused on using the ELD curriculum within the board-adopted K-12 ELA/ELD programs. ELD training specialists supported

Expected	Actual
curriculum within the board-adopted K-12 ELA/ELD programs. ELD training specialists supported teachers with research-based ELD strategies and job-embedded coaching. Source: SCUSD Multilingual Literacy Department Source: Local **19-20** New baseline for ELD professional learning will be established. **Baseline** 2016-17 Baseline: 175 elementary school teachers and 34 secondary school teachers attended the summer ELD Professional Learning Institute. 45 teachers participated in EL Master Plan professional learning	teachers with research-based ELD strategies and job-embedded coaching. Source: SCUSD Multilingual Literacy Department
Metric/Indicator Implementation of Next Generation Science Standards (NGSS) professional learning Source: Local **19-20** 300 teachers attend NGSS professional learning. **Baseline** 2016-17: 227 teachers attended NGSS professional learning.	2019-20: 1022 teacher contacts Note: This data is reported as 'teacher contacts,' as it represents the number of individual contact points and does includes multiple contact points for individual teachers. For 2019-20, the 1022 contacts include 115 Elementary contacts, Includes, 530 Secondary contacts, and 377 contacts through the Instructional Materials Pilot process. The 'teacher contact' methodology was used in past years to determine all data reported in previous LCAP Annual Updates. Source: SCUSD Curriculum and Instruction Department
Metric/Indicator	2018-19: 140 Teachers

Expected	Actual
Implementation of Visual and Performing Arts standards professional learning Source: Local **19-20** 300 teachers attend VAPA professional learning. **Baseline** 2016-17: 202 teachers attended Visual and Performing Arts (VAPA) standards professional learning.	2019-20: 10 Teachers Professional development plans in 2019-20 were significantly impacted by two key factors. These included the time required to hire a new VAPA Coordinator, the position that oversees VAPA professional learning, and the closure of schools and in-person meetings due to COVID-19. Source: SCUSD Curriculum and Instruction Department
Metric/Indicator Student achievement in grades 3-8 and 11 on standardized ELA assessments (CAASPP) Source: California School Dashboard; CAASPP.cde.ca.gov **19-20** 2018-19: CAASPP ELA Average distance from standard met/Level 3 (DF3): All: -7.4 Continue to accelerate gap closure with the following targets for the lowest performing student groups: • Low Income: -21 • English Learner: -30 • Students with Disabilities: -73 • African American students: -40 • Hispanic/Latino students: -19 **Baseline**	Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below. **2018-19 CAASPP ELA Results for Grades 3-8 and 11** **Source:** California School Dashboard (CSD)

Student Group	Average Distance From Standard (DFS)
All students	-21.5
Low Income Students	-43.9
English Learners	-58.0
Students with Disabilities	-100.5
African American students	-72.5
Hispanic/Latino students	-39.7

Expected	Actual
2015-16: CAASPP ELA Average distance from standard met/Level 3 (DF3) All: -28.4 Status of lowest performing student groups: • Low Income: -49.1 • English Learner -55.1 • Students with Disabilities: -101.3 • African American: -69.2 • Hispanic/Latino: -47.6	
Metric/Indicator Student achievement in grades 3-8 and 11 on standardized Math assessments (CAASPP) Source: California School Dashboard; CAASPP.cde.ca.gov **19-20** 2018-19: CAASPP Math Average distance from standard met/Level 3 (DF3) All: -30.4 Accelerate gap closure with the following targets for the lowest performing student groups: • Low Income: -39 • English Learner -38 • Students with Disabilities: -85 • African American: -65 • Hispanic/Latino: -40 **Baseline**	Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below. **2018-19 CAASPP Math Results for Grades 3-8 and 11** **Source:** California School Dashboard (CSD)

Student Group	Average Distance From Standard (DFS)
All students	-48.8
Low Income Students	-70.5
English Learners	-75.1
Students with Disabilities	-129.1
African American students	-107
Hispanic/Latino students	-69.8

Expected	Actual
2015-16: CAASPP Math Average distance from standard met/Level 3 (DF3) All: -45.4 Status of lowest performing student groups: • Low Income: -66.1 • English Learner -65 • Students with Disabilities: -119.4 • African American: -92.6 • Hispanic/Latino: -66.9	
Metric/Indicator Percent of graduates who have completed A-G (college ready) courses Source: CDE DataQuest **19-20** Increase by 5 percent until 55% is reached. Increase for Students with Disabilities by 3% a year. **Baseline** 2015-16: 43.0 percent Status of lowest performing student groups: • Low Income: 39.2% • English Learner: 9.8% • Students with Disabilities: 5% • African American 34.9% • Hispanic/Latino 36.6%	**Graduates meeting UC/CSU Requirements (Four-year Adjusted Cohort Outcome)** **Source:** SCUSD Internal CALPADS Analysis

Student Group	Percent of Group Completing		
	2016-17	2017-18	2018-19
All students	44.5	50.5	50.9
Low Income Students	40.9	39.1	39.6
English Learners	29.2	29	24.3
Students with Disabilities	12.9	14.2	12.7
African American students	28.4	29.8	27.5
Hispanic/Latino students	33.6	30	32.2

<table>
<tr><th>Expected</th><th>Actual</th></tr>
<tr><td>Metric/Indicator
Percent of students passing an Advanced Placement (AP) exam (3+)

Source: SCUSD Internal analysis

19-20
Increase by 2 percent until 65% is reached.
Baseline
2015-16: 59.7 percent

Status of lowest performing student groups:
• Low Income: 52%
• English Learner: 44.4%
• Students with Disabilities: 20%
• African American 39.3%
• Hispanic/Latino 57.9%</td><td>Advanced Placement (AP) Exams:
Percent of 10-12th grade students passing at least one exam with a score of 3+

<table><tr><th rowspan="2">Student Group</th><th colspan="3">Percent of Student Group</th></tr><tr><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>All students</td><td>10.8</td><td>10.6</td><td>5.7</td></tr><tr><td>Low Income Students</td><td>8.5</td><td>8.0</td><td>4.2</td></tr><tr><td>English Learners</td><td>3.1</td><td>4.4</td><td>2.1</td></tr><tr><td>Students with Disabilities</td><td>0.5</td><td>0.4</td><td>0.7</td></tr><tr><td>African American students</td><td>2.3</td><td>2.4</td><td>1.6</td></tr><tr><td>Hispanic/Latino students</td><td>9.9</td><td>8.9</td><td>4.4</td></tr></table>
Source: SCUSD Internal CALPADS Analysis</td></tr>
<tr><td>Metric/Indicator
Percent of students demonstrating college readiness on standardized ELA assessment (CAASPP grade 11 "Exceeded")

Source: CAASPP.cde.ca.gov

19-20
Increase by 2 percent for both Ready and Conditionally Ready
Baseline</td><td>Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below.</td></tr>
</table>

<table>
<tr><th>Expected</th><th>Actual</th></tr>
<tr><td>2015-16: 19.0 percent

Status of lowest performing student groups:
• Low Income: 15%
• English Learner: 1%
• Students with Disabilities: 2%
• African American 9%
• Hispanic/Latino 10%</td><td>2018-19 CAASPP ELA Results:
Percent of 11th Grade Students Exceeding Standard

<table><tr><th>Student Group</th><th>Percent</th></tr><tr><td>All students</td><td>21.0</td></tr><tr><td>Low Income Students</td><td>15.3</td></tr><tr><td>English Learners</td><td>0</td></tr><tr><td>Students with Disabilities</td><td>2.3</td></tr><tr><td>African American students</td><td>7.7</td></tr><tr><td>Hispanic/Latino students</td><td>15.1</td></tr></table>
Source: CAASPP Test Results Site (caaspp-elpac.cde.ca.gov/caaspp/)</td></tr>
<tr><td>Metric/Indicator
Percent of students demonstrating college readiness on standardized Math assessment (CAASPP grade 11 "Exceeded")

Source: CAASPP.cde.ca.gov

19-20
Increase by 2 percent
Baseline
2015-16: 8.0 percent

Status of lowest performing student groups:
• Low Income: 6%
• English Learner: 2%
• Students with Disabilities: 1%
• African American 2%
• Hispanic/Latino 3%</td><td>Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below.</td></tr>
</table>

Expected	Actual
	2018-19 CAASPP Math Results: Percent of 11th Grade Students Exceeding Standard **Student Group** / **Percent** All students: **10.3** Low Income Students: **6.1** English Learners: **1.4** Students with Disabilities: **0.5** African American students: **1.6** Hispanic/Latino students: **5.3** Source: CAASPP Test Results Site (caaspp-elpac.cde.ca.gov/caaspp/)
Metric/Indicator Cohort graduation rate Source: CDE DataQuest **19-20** Increase by 2.5% a year until 90% or greater rates are achieved for all student groups. Increase graduation rate for SWD by 3% a year until it reaches parity with all student groups. **Baseline** 2015-16: 81.4 percent Status of lowest performing student groups: • Low Income: 79.2% • English Learner: 73.8% • Students with Disabilities: 57.3%	

Expected	Actual
• African American 72.3% • Hispanic/Latino 77.8%	**Cohort Graduation Rates for 2017-18 and 2018-19** **Student Group** / **Percent** (2017-18, 2018-19) All students: **86.3**, **85.7** Low Income Students: **85.6**, **84.7** English Learners: **77.5**, **81.2** Students with Disabilities: **65.1**, **66** African American students: **77.7**, **77.1** Hispanic/Latino students: **85.4**, **84.2** **Source:** California School Dashboard (CSD) **Note:** As of the 2019 Dashboard, the Graduation Rate Indicator reports a combined 4/5 year Cohort Graduation Rate. The 2017-18 and 2018-19 results reported above both are based on this method.
Metric/Indicator Percent of International Baccalaureate (IB) students receiving IB diplomas Source: SCUSD Internal analysis **19-20** Increase by 2 percent **Baseline** 2015-16: 6.4% percent	Percent of IB Diploma Program candidates that completed the full IB Diploma 2017-18: 1.8% 2018-19: 3.3% 2019-20: 7.5% Source: School Site Reporting of Outcomes
Metric/Indicator Percent of English Learner students making progress (ELPI)	Due to the COVID-19 Pandemic, no results for the English Learner Progress Indicator (ELPI) were published on the 2020 Dashboard. Results from the 2019 Dashboard are provided below.

Expected	Actual
Source: California School Dashboard CELDT/ELPAC Progress Source: SCUSD Internal analysis **19-20** Increase in progress toward English proficiency as measured by ELPAC: 30% increase in the percentage of students at overall Level 1 who increased one or more levels in one year. (Baseline: 28% of Level 1 students increased one or more levels from 2017 to 2018.) 50% reduction in the percentage of students whose scores decreased one or more levels. (Baseline:19% of students with two ELPAC scores experienced a decrease) **Baseline** Spring 2017 California School Dashboard: Status: Low (63.7%) Change: Maintained (-0.8%) 2016-17 % of EL students making annual progress as measured by CELDT: 53%	**2018-19 English Language Proficiency Assessments for California (ELPAC) Results** **Testing Result** / **Percent of English Learners Tested** Decreased at least one Level: **18.5** Maintained Level 1, 2L, 2H, 3L, 3H: **37.4** Maintained Level 4: **3.4** Progressed at least one Level: **40.6** Made Annual Progress*: **44.1** **Source:** California School Dashboard (CSD) **Note:** 'Annual Progress' on the ELPAC is defined as progressing at least one Level OR Maintaining Level 4. Level 4 is the highest level a student can score on the ELPAC.
Metric/Indicator Percent of English Learner students reclassified Source: CDE DataQuest	Note: Baseline reported in 2016-17 included charter school reclassification date. Data excluding charter schools:

<table>
<tr><th>Expected</th><th>Actual</th></tr>
<tr><td>19-20
Increase by 1.5 percent

Baseline
2016-17: 11.2 percent</td><td>2017-18: 12.6%
2018-19: 9.5%
2019-20: 10.3%

Source: Reclassification Data from the California Department of Education (CDE)</td></tr>
<tr><td>Metric/Indicator
Enrollment in 9th - 12th grade Linked Learning Pathways / Career Academies

Source: SCUSD Internal analysis

19-20
Maintain a threshold of 35%.

Baseline
2015-16: 34.1 percent</td><td>Percentage of 9-12th grade students enrolled in Career Technical Education (CTE) (Linked Learning Pathways/Career Academies)

<table><tr><th rowspan="2">Student Group</th><th colspan="2">Percent of Group</th></tr><tr><th>2018-19</th><th>2019-20</th></tr><tr><td>All students</td><td>20.8</td><td>23.3</td></tr><tr><td>Low Income Students</td><td>20.6</td><td>23.5</td></tr><tr><td>English Learners</td><td>19.3</td><td>19.8</td></tr><tr><td>Students with Disabilities</td><td>16.8</td><td>19.3</td></tr><tr><td>African American students</td><td>20.2</td><td>24.2</td></tr><tr><td>Hispanic/Latino students</td><td>22.0</td><td>24.7</td></tr></table>
Source: SCUSD Internal CALPADs Analysis</td></tr>
<tr><td>Metric/Indicator
Implementation of Ethnic Studies curriculum

Source: Local

19-20</td><td>SCUSD’s graduation requirements now include a one-semester ethnic studies requirement. Up to and including the graduating class of 2022, students can take either Ethnic Studies or Contemporary Global Issues. From the graduating class of 2023 on, Ethnic Studies will fully replace Contemporary Global Issues as the graduation requirement.</td></tr>
</table>

Expected	Actual
Full implementation as a semester-long graduation requirement **Baseline** 2016-17: Pilot curriculum at C.K. McClatchy, Luther Burbank, and George Washington Carver High Schools	Source: SCUSD Graduation Requirements
Metric/Indicator Students have access to a broad course of study. Source: SCUSD Internal analysis **19-20** Maintain course access at 100% **Baseline** 2016-17: 100% of students have access to a broad course of study	Specific methodology for this metric has not been defined in previous years, though this metric has been reported on as part of the district's Local Indicator Data in the California School Dashboard. All students have access to the district's basic, broad course of study. Local Indicator reporting further discusses some of the systemic inequities present that result in disproportionately low enrollment in Advanced Placement and for A-G on-track status for multiple student groups. While all students may have access to the basic, broad course of study, this equal access is not manifesting in students equitably accessing advanced coursework or attaining key college preparedness indicators. Source: SCUSD Local Indicator Data on California School Dashboard (CSD)
Metric/Indicator Participation in Advanced Learning Opportunities Source: SCUSD Internal analysis **19-20** Monitor GATE identification for representation of all student groups. **Baseline** 2016-17: Elementary GATE participation rate 13.2 percent	

Expected	Actual
2016-7: Middle School GATE participation rate 31.7 percent	**Demographics of Students newly identified as GATE in First Grade** (Percent of group of all 1st graders and of newly identified students) **Source:** Advanced Learning Department
Metric/Indicator Expansion of Gifted and Talented Education professional learning Source: Local	Due to competing professional learning demands, no teachers were enrolled in GATE certificate classes during the 2019-20 school year. Teachers were provided ongoing, on-site support by the GATE Training Specialist to sustain and improve program offerings.

Student Group	2018-19	
	% of All 1st	% of IDs
Total Cohort	3591	454
English Learners	21.2	11.2
Foster Youth	0.3	0.0
Homeless Youth	0.7	0.0
Socioeconomically Disadvantaged	69.0	43.2
Students with Disabilities	14.3	6.8
African American	13.8	2.9
American Indian or Alaska Native	0.7	0.7
Asian	18.7	23.1
Hispanic/Latino	39.9	24.7
Native Hawaiian or Pacific Islander	2.1	1.1
White	17.3	34.1
Two or More Races	7.6	13.4

Expected	Actual
19-20 Maintain enrollment in GATE certificate classes at 20. **Baseline** 2016-17: 33 teachers completes the GATE professional learning sequence	Source: SCUSD Curriculum and Instruction Department
Metric/Indicator Graduation On Track: N and % of high school students moved from off-track to on-track by the end of Semester 1. Source: PTAI (local) **19-20** Establish goal based on baseline **Baseline** Establish baseline in 2018-19	Number and Percent of high school students moved from Off-Track to On-Track for Graduation by the end of the first semester 2018-19: Number: 1427/4171 Percent: 34.2 2019-20: Number: 1722/4938 Percent: 34.9 Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))
Metric/Indicator A-G On Track: N and % of 10th-12th grade students moved from a-g off-track to a-g subject borderline by the end of Semester 1. Source: PTAI (local) **19-20** Establish goal based on baseline **Baseline** Establish baseline in 2018-19	Number and Percent of high school students moved from Off-Track to 'Subject Borderline' for A-G course completion by the end of the first semester 2018-19: Number: 524/1953 Percent: 26.8 2019-20: Number: 644/1952 Percent: 33 Number and Percent of high school students moved from 'Subject Borderline' to On-Track for A-G course completion by the end of the first semester

Expected	Actual
	2018-19: Number: 602/2169 Percent: 27.8 2019-20: Number: 585/2155 Percent: 27.2 Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))
Metric/Indicator Implementation of State Standards in Social Studies and Civics: Confirm standards implementation is aligned with the FAIR Act Source: local **19-20** Monitor implementation **Baseline** Establish baseline in 2018-19	Prior levels of implementation were sustained and no additional implementation steps were taken. No formal baseline was established in 2018-19. Source: SCUSD Curriculum and Instruction Department

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.1 A basic educational program is provided to all students in Sacramento City Unified School District as the foundation to developing College and Career Ready students. In order to improve student learning, close achievement gaps and ensure students are college, career, and life ready, the district will provide certificated salaries and benefits to attract teachers who are highly qualified to provide exemplary services to all students, including unduplicated counts. Kindergarten through third	Classroom teachers; classified staff; basic facilities costs; instructional supplies. 1000-4000 LCFF $261,874,148 Maintain class size reduction to 24:1 in K-3, additional CSR in targeted classrooms, and	1000-4000 LCFF $261,173,682 1000-4000 Suppl/Con $38,329,452

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
grade classes will be a maximum of 24 students per class. Maintain class size reduction at 24:1 in K-3, and provide class size reduction above formula at selected high-need sites. Maintain professional learning through collaborative time. At Title I schools, intervention services are provided to our most academically-challenged students.	professional learning through collaborative time. 1000-4000 Suppl/Con $35,994,995 Intervention and school initiatives 1000-6000 Title I $2,914,000	1000-4000 Title I $6,389,135
Action 1.2 Curriculum Coordinators and district training specialists offer on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CCSS and other California State Standards, including the ELD standards, World Languages, Next Generation Science Standards, Visual and Performing Arts, Social Science, Physical Education and Health; and professional learning for Special Education.	1000-3000 Suppl/Con $799,477 1000-3000 Title I $2,753,255 1000-3000 Title II $859,018 1000-3000 Title III $509,308 1000-3000 Suppl/Con EL $107,249	1000-3000 Suppl/Con $536,503 1000-3000 Title I $2,111,634 1000-3000 Title II $897,947 1000-3000 Title III $499,931 1000-3000 Suppl/Con EL $0
Action 1.3 Construct a strong foundation for early childhood learning with preschool and Transitional Kindergarten. Enhance school readiness and achievement over time with early literacy. Transitional kindergarten continues without modification. These early childhood offerings have been shifted to other providers: Early Head Start for infants and toddlers, preschool programs, in-house programs for children with medical needs, and prenatal education.	Federal Child Care: 235,774 Head Start: 5,840,686 SETA Headstart Preschool 31,200 PreK and Family Lit 15,000 State Preschool: 4,565,429 1000-4000 Grant $10,688,089 Transitional kindergarten 1000-4000 Suppl/Con $1,313,030 Contribution to state preschool 1000-4000 Suppl/Con $847,039 Contribution to Adult Education for the Parent Participation Preschool 1000-4000 Suppl/Con $360,000	1000-4000 Grant $11,262,183 1000-4000 LCFF $1,440,922 1000-4000 Suppl/Con $1,098,262 1000-4000 LCFF $1,600,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.4 District librarians assist with research and project-based learning. Low income, English learner and foster youth have access to instructional technology resources to enhance instruction and provide college and career readiness activities.	1000-3000 Suppl/Con $1,541,999	1000-3000 Suppl/Con $1,556,146
Action 1.5 Increase access to Common Core instruction for students with disabilities. Develop and implement MTSS including strategies for evidence based academic and social emotional intervention and universal design for learning in all Gen Ed and SDC classes in K-12. Site capacity assessment tool will be validated and 100% of schools will have participated in the survey during 2019-20.	1000-3000 LCFF $19,273,093 1000-3000 LCFF $321,968	1000-3000 LCFF $17,145,952 1000-3000 LCFF $320,903
Action 1.6 Provide academic and career counseling to support students. Provide targeted assistance to low income, English learner, foster youth and students with disabilities in college and career readiness activities and guidance. Counselors at every high school and .5 FTE at middle schools plus John Still and Rosa Parks K-8, for a total of 47 FTE districtwide. Action is modified with the addition of the Master Schedule Director and credit recovery programming to improve increased graduation rate and college and career readiness by ensuring students who are off-track get back on-track.	1000-3000 LCFF $762,567 1000-3000 Suppl/Con $5,633,929 Master Schedule Director, Professional Learning, Credit Recovery Programming 1000-6000 Suppl/Con $815,870	1000-3000 LCFF $804,542 1000-3000 Suppl/Con $5,960,083 1000-6000 Suppl/Con $479,512
Action 1.7	1000-4000 Suppl/Con $2,941,941	1000-4000 Suppl/Con $2,351,144

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Sustain and deepen the implementation of Linked Learning and High Quality Career Technical Education (CTE) Pathways that prepare students for post-secondary education and careers. Increase student participation in the work-based learning (WBL) continuum. CCGI is no longer in use. It is anticipated that Perkins will be renewed and additional funds will be provided through CTEIG 2, but those have not been awarded as of the LCAP adoption.	Strong Workforce Grant 1000-7000 Grant $83,057	1000-7000 Grant $14,308 Perkins Grant 1000-7000 Grant $382,133
Action 1.8 No funding is anticipated for the 2019-20 year. Grant funds were intended to be exhausted by 2018-19.	$0	N/A
Action 1.9 Foster Youth receive educational counseling from a Foster Youth Services Department Program Associate with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department. Educational outcomes for Foster Youth must mirror that of the general student population. Grant included refers to a contract with the County. Foster Youth served by the grant are 16-18 years old and will be prepared for independent living. Action is modified by the addition of the TUPE grant.	1000-4000 Suppl/Con $435,230 1000-4000 Title I $180,993 TUPE Grant 1000-4000 Grant $973,160	1000-4000 Suppl/Con $382,106 1000-4000 Title I $152,729 1000-4000 Grant $405,235
Action 1.10 Provide English Language Development (ELD) professional learning for principals, district staff including bilingual instructional assistants, and other leaders. Implement the EL Master Plan in accordance with the CA	1000-4000 Suppl/Con $7,535 1000-4000 Suppl/Con EL $367,432 1000-3000 Title I $152,845	1000-4000 Suppl/Con $7,486 1000-4000 Suppl/Con EL $277,973 1000-3000 Title I $111,637

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
ELA/ELD Framework. Staff support schools' monitoring of English Learner progress in ELD, and in academic subjects. Modified action reflects funding shift from Title I to LCFF - Suppl/Con EL. Action is modified by a reduction in staff (from 2 Coordinators to 1)	1000-4000 Title III $927,554	1000-4000 Title III $837,088
Action 1.11 Expand access to programming to support students who are demonstrating beyond age level capacity for learning and creativity. Implement inclusive practices in the Gifted and Talented identification pathways that specifically support Low Income, English learners, students with disabilities, and culturally diverse learners. Action is modified by the addition of a Research and Data Coordinator who will oversee data and analysis requirements related to GATE eligibility, and math eligibility data analyses for math placement; coordinate the district-wide administration of the PSAT 8/9, PSAT, and SAT.	1000-3000 LCFF $78,535 5000-5999: Services And Other Operating Expenditures Suppl/Con 692,000 1000-3000 Title I $78,535 1000-3000 Title II $115,520 Research and Data Coordinator (1.0 FTE) 1000-3000 Suppl/Con $154,701	1000-3000 LCFF $81,603 5000-5999: Services And Other Operating Expenditures Suppl/Con $431,583 1000-3000 Title I $82,652 1000-3000 Title II $118,051 1000-3000 Suppl/Con $99,237
Action 1.12 Expand access to the International Baccalaureate (IB) program by providing ongoing professional learning, providing curricular resources, and community outreach to ensure that low income, English learners, and under-represented student groups are enrolled.	1000-4000 Suppl/Con $972,538	1000-4000 Suppl/Con $914,208
Action 1.13 Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.1: • Curriculum, assessments, and professional learning • Substitutes for professional learning	1000-4000 Suppl/Con $2,945,000	1000-5000 Suppl/Con $3,128,465 1000-5000 Suppl/Con EL $441,683

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Supplemental materials and instructional technology		
Action 1.14 Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.2: • Intervention Supports such as Resource Teachers • Instructional Assistants	1000-4000 Suppl/Con $2,800,000	1000-5000 Suppl/Con $1,421,553 1000-5000 Suppl/Con EL $573,944
Action 1.15 Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.3: • Additional collaborative time for data analysis, planning and monitoring of student progress • Academic Conferences	1000-4000 Suppl/Con $285,000	1000-5000 Suppl/Con $407,122 1000-5000 Suppl/Con EL $467,129
Action 1.16 Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.4: • Supplemental materials for English Language Development • Bilingual Instructional Assistants • Books	1000-4000 Suppl/Con EL $1,930,000	1000-5000 Suppl/Con EL $475,491 1000-5000 Suppl/Con $55,959
Action 1.17	1000-3000 Suppl/Con $3,971,800	1000-3000 Suppl/Con $4,093,105

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
School Psychologists provide screening and early identification of learning disabilities and other challenges students face. Attend student study team meetings and recommend appropriate interventions or modifications as needed, especially for low income, English learner, foster youth and homeless students		
Action 1.18 Interventions to improve Grade Level Readiness will include Winter Break, after school, weekend and summer programs.	1000-4000 Suppl/Con $600,000 1000-4000 Title I $900,000	1000-4000 Suppl/Con $0 1000-4000 Title I $79,797
Action 1.19 Action will not be implemented in 2019-20.		N/A
Action 1.20 Provide intervention support through before-and-after school tutoring for students identified as low-performing in the targeted grades listed above.	1000-6000 Grant $1,792,254	Low-Performing Student Block Grant (LPSBG) 1000-6000 Grant $1,277,462
Action 1.21 Credit recovery options at the Sacramento Accelerated Academy (SAA), the district's online credit recovery program housed on the Enrollment Center campus. SAA students work on coursework in a computer lab setting and have the assistance of teachers who are on-site as well as online teachers whom they can access remotely via the internet.	1000-4000 Suppl/Con $1,129,983	1000-4000 Suppl/Con $1,277,462
Action 1.22	1000-5000 LCFF $372,852 1000-3000 Title II $780,652	1000-3000 LCFF $266,055 1000-3000 Title II $376,401

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SCUSD's Induction program will provide participating teachers individualized, job-embedded support in the first years of their teaching profession so as to increase the efficacy and retention of our new teachers. Participating Teachers will also demonstrate progress towards mastery of the California Standards for the Teaching Profession so as to effectively serve our diverse student body, their families and our community.		

Goal Analysis

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

The majority of budgeted funds in this goal area were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. While staff efforts were reallocated during the transition to distance learning, there was not a significant reallocation of funding. The areas in which funds were expended on other actions or services and/or additional funding was used inlcuded:

- Providing technology and materials to ensure access to distance learning. Beginning with one device per family, chromebooks were distributed to all students who needed a device. Hotspots were provided upon request and a partnership was established with Comcast to provide several months of free internet access to eligible families. This broad effort was a primary focus immediately following school closures to ensure that all students, and especially low-income students, English Learners, Foster Youth, and Homeless Youth, could access distance learning.

- Staff identified additional software and materials to support instruction and distance learning implementation. This included an expanded Zoom subscription, physical textbooks, software licenses, and school supplies. This included district access to Nearpod, a tool for developing interactive lessons and online access to Rosetta Stone.

- Additional hourly time for key staff to prepare for the full launch and support of distance learning.

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

The closure of school sites due to the COVID-19 pandemic presented a unique and significant challenge to the implementation of several actions/services in this area. Beginning in March 2019 and lasting through the end of the school year, many district activities had to be postponed, canceled, or significantly modified. In addition, the cancellation of state assessments in Math, English Language Arts, and Science and the changes in how other data were collected impacted the reporting of student outcomes. Overall, student outcomes indicate some progress toward achieving the stated goal of increasing the percent of students who are on-track to graduate college and career ready while reaffirming the need to address inequitable outcomes between student groups and improve outcomes for all students.

Successes

- District leadership continued to develop and implement common systems and processes for academic counseling. This included regular reviews by counselors to address identified student needs in a timely manner and A-G benchmarks set across the district. These benchmarks provide a rubric that counselors and students can use to understand how progress is made toward completion of the full A-G course sequence. This process was designed to specifically benefit unduplicated student groups and students with exceptional needs as they have continued to have disproportionate outcomes in these measures over time.

- Progress was made toward standardizing placement and eligibility criteria for college prep and Advanced Placement (AP) courses. Standard district eligibility criteria for math and science courses were created and the use of established College Board criteria for AP course placement started. This is a significant change from the previous context in which individual school sites, departments, or instructors set criteria of their own choosing, leading to wide variation in policies and practices across sites. The district also worked towards common course titles and the elimination of unnecessary course titles that contribute to the tracking of students into separate cohorts within the master schedule. The district also convened staff to collaboratively develop course placement criteria for English Learners to ensure that they are consistently enrolled in schedules that include both the appropriate Designated ELD instruction as well as keeping them on-track for graduation and providing opportunities for A-G completion. Similar work started and is in progress at the middle school grade levels. District and school site staff started collaborative discussions to review and revise placement and eligibility criteria for middle school mathematics, science, and GATE coursework. Overall, these course placement and eligibility efforts were just the beginning of a larger and ongoing effort to eliminate barriers and decrease the opportunity and access gaps that exist in the system.

- When the district shifted to distance learning, it took the opportunity to launch professional development for staff in Universal Design for Learning (UDL) as a part of the foundational training. As part of ‘Phase 1’ of Professional Development for Distance Learning, staff completed three self-paced modules on UDL. This professional development supports staff in designing instruction that provides multiple access points for students to engage in learning, multiple representations of content and concepts, and multiple ways for students to express their thinking. This training was also in alignment with the district’s ongoing efforts to implement an effective Multi-Tiered System of Support (MTSS).

- The professional development provided for staff also included self-paced modules for instructional staff in a variety of distance learning tools – Google Classroom, software-based curricula, assessment platforms, collaborative tools, and accessibility tools and supports for students with disabilities. The skills acquired in this training supported the transition to distance learning and will support the ability of staff to implement hybrid instruction and other uses of instructional technology in the future.

- A key success within the context of distance learning was the design and implementation of virtual tools. This expanded into the 2020-21 school year. Early successes during 2019-20 included virtual supports for teacher induction (virtual classroom visits), providing families an online preschool enrollment option, and engaging sites in virtual collaboration to support student groups (e.g. cross-school collaboration of Gay Straight Alliances (GSAs)).

Challenges

Many of the key implementation challenges from 2019-20 were connected to school closures and the conditions of the pandemic. These included:

- Providing the appropriate technology (hardware) and connectivity to deliver distance learning. This was a major challenge at the outset of school closures and was addressed through a districtwide effort to obtain, distribute, and provide support to students and families to use computers. Wi-Fi hotspots were also made available upon request to facilitate internet connectivity. This broad challenge also included determining student and family needs, preparing devices for distribution, and appropriately inventorying and tracking distribution.

- Delivery of the wide range of professional development planned for the spring and early summer. Implementation of professional development as planned was, of course, impacted by the inability to gather in groups. This affected staff's ability to deliver internal opportunities within the district as well as attendance at outside conferences/workshops. This challenge also resulted from the need to implement new and urgent components of professional learning. As the instructional model shifted to distance learning, there were significant demands on staff time to engage in professional development designed to support the transition. This resulted in less time available for other types of professional development. Lastly, the district continued to struggle with an 'opt-in' model for some forms of professional development. This continued to present challenges in ensuring that all staff were consistently trained in specific forms of professional development.

- Credit recovery program participation was a challenge in the new school closure context. Staff cited the role of fatigue, as students were spending longer hours online and were less likely to voluntarily attend additional online classes. They also cited the inability to leverage in-person supervision to keep students on track. The presence of a supportive adult in the same room is a key support in keeping students on-track with their credit recovery program and goals.

- Delivering preschool and early kindergarten in an online format presented significant challenges, as did the logistical enrollment of families into preschool. Staff worked to rapidly pivot instruction to distance learning and have successful done

so. However, the importance in early education of in-person teacher-student and student-student interactions cannot be understated. As noted, an online enrollment option was implemented.

- Physically connecting with unengaged students was and remains a challenge. In the early days of school closures, the numbers of unengaged students were high and it was difficult to connect some students to the initial distance learning rollout. Efforts to address this challenge are discussed further in the responses to goal 2 prompts.

A broad challenge that was present before school closures and remains a challenge is the ability to fully implement district common assessments. These were impacted by the same 'opt-in' culture referenced above and the participation in district common assessments was far from ideal. In 2019-20, only 43% of students participated in 1 or more interim assessment for English Language Arts and 53% participated in 1 or more for Math. This has been a focal point of stakeholder input and staff prioritization as assessments are critical to the district's planned MTSS efforts and overall ability to identify and address student needs.

Actions Not Implemented

The majority of actions within this goal are based in salary and benefits for instructional staff. For these, most were implemented as planned and, while staff roles pivoted during school closures, positions themselves were maintained through school closures. Actions/expenditures not implemented due to COVID-19 included much of the professional development planned for the Spring semester and on-site programs and other activities requiring physical interaction. These included aspects of the teacher induction program (Action 1.22), in-person tutoring programs, and extracurricular activities. Some of these activities were later restored partially within the virtual space. Additionally, Advanced Placement (AP) exams were modified in scope by the College Board and International Baccalaureate (IB) exams were not held. The planned implementation of the Low-performing Student Block Grant (LPSBG) (Action 1.20) to provide additional tutoring was cut short by school closures and the planned summer school program was significantly modified. The summer school program that was offered was reduced in scope and provided staff an opportunity to pilot aspects of distance learning instruction in preparation for the fall.

Overall Effectiveness

Review of the available data demonstrate progress towards the goal in some areas during the 2019-20 year and over the lifespan of the LCAP (2017-18 to 2019-20). In other areas, progress was minimal or decreases were observed. Overall, significant disparities in performance by student group persist and the need to increase the percent of students who are on-track to graduate college and career ready remains.

- The two key California School Dashboard indicators specifically aligned to this goal – Graduation Rate and College/Career Readiness – reveal mixed results when the data are disaggregated. While the overall rates for the district improved slightly from 2017-18 to 2019-20 (Graduation Rate increased from 86.3% to 87.3% and College/Career Readiness increased from 40.1 to 41.7%), the performance of student groups varied greatly. Significant progress was made in Graduation Rate over the three years for Homeless Youth (69.5% to 72.9%), Students with Disabilities (65.1% to 70.4%), African American students (77.7% to 82.4%). Filipino students (91.2% to 95.2%), White Students (88.7% to 92.5%), and Foster Youth (76.5% to 81.3%)

while other student groups had relatively small increases or decreases. In the case of American Indian or Alaska Native students (78.6% to 73.3%) the decrease was more significant.

- For the College/Career Indicator on the California School Dashboard (not included as an LCAP indicator in the 2019-20 LCAP but discussed here as a relevant metric that will be included in the next LCAP), notable progress was made by Foster Youth (6.1% to 30%), Students with Disabilities (4.1% to 8.1%), American Indian or Alaska Native students (15.4% to 20%), Filipino students (48.2% to 58.1%), and Multiracial students (41.6% to 51.7%). Most of the remaining student groups increased or decreased slightly, with Asian students (61.4% to 56.9%) and Homeless Youth (17.9% to 12.3%) as the groups with the most significant decreases. Overall, 2019-20 results on these two indicators did not demonstrate significant forward progress in meeting the articulated goal, though there were some bright spots for specific student groups. Tremendous disparities between student groups persisted with four groups above 50% preparedness and five groups near or below 20% preparedness.

- The percentage of graduates completing UC 'A-G' requirements increased from 51.1% in 2017-18 to 54% in 2019-20, with individual student groups continuing to display vast disparities in outcomes. Asian (71.4%), Filipino (80%), and Multiracial students (64.5%) had outcomes well above 'all students' in 2019-20. English Learners (37.7%), Foster Youth (38.5%), Homeless Youth (20.9%), Students with Disabilities (17.6%), African American Students (36.5%), and American Indian or Alaska Native students (30%) were all well below the average for 'All' students.

- Fall 2019 marked the first year that 'status' was reported on the California School Dashboard for the new English Learner Progress Indicator. Following two consecutive years of results for the new English Learner Proficiency Assessments for California (ELPAC), SCUSD achieved a 44.1% rate of English Learners making Annual Progress on the assessments. This rate includes students who either maintained the highest level possible (4) or improved at least one level. This rate is at the upper threshold of the state-defined 'Low' range. To enter the 'Medium' range a rate of 45-55% must be achieved. The overall rate for the state on the 2019 Dashboard was 48.3% making progress. The reclassification rate for 2019-20 (10.3%) increased from the 2018-19 rate (9.5%).

- The percentage of students passing at least one Advanced Placement (AP) exam with a score of 3 or higher decreased significantly (from 10.8% in 2017-18 to 5.7% in 2019-20). The AP context was impacted greatly by school closures, with tests being administered online and in a modified format. As a result, it is hard to compare the results to the prior year. However, the 2017-18 to 2018-19 results (10.8% to 10.6%) showed relatively static performance over that one-year time span.

- Student performance on the 2018-19 state English Language Arts (ELA) assessment showed a broadly positive trend relative to 2017-18 for the average Distance From Standard (DFS) score. This score represents the average amount above or below the threshold score for 'Standard Met.' There was notable improvement for 'All students' (-26.7 DFS to -22.1 DFS) and for several student groups. Foster Youth, Socioeconomically Disadvantaged students, Hispanic/Latino students, White students, and Multiracial students all improved by more than 5 points. Not all student groups made positive growth and the performance of Homeless Youth (-77.2 DFS to -88.5 DFS) and American Indian or Alaska Native students (-52.2 DFS to -

61.8 DFS) were particularly concerning. Broadly, the performance of all students and student groups in the ELA assessment continue to demonstrate a significant need for improvement, with the overall district performance in 2018-19 still lagging significantly behind that of the state (-2.5 DFS).

- Student performance on the 2018-19 state Mathematics assessment did not change much for 'All students' relative to 2017-18. 'All students' improved slightly from -50.6 DFS to -48.8 DFS. While no student group improved more than 5 points, several decreased by significant amounts. Homeless Youth (-103.9 DFS to -122.3 DFS) and American Indian or Alaska Native students (-83.6 DFS to -98.6 DFS) showed the most concerning decreases and the district's overall performance (-48.8 DFS) remained below the state average (-33.5 DFS). The percent of 11th grade students exceeding standards for ELA (21%) and Math (10.3%) remained low and have shown minimal improvement since the 2015-16 baseline levels of 15% for ELA and 8% for Math.

- Outcomes for provision of standards-aligned curriculum and appropriately assigned and credentialed teachers remained at overall high levels. For 2019-20, 97% of teachers were fully credentialed and there were no teachers teaching outside of their area of subject competence. All students were found to have sufficient, standards-aligned instructional materials during fall inspections.

Overall, this goal remains an area in which significant progress is needed moving forward. With the district's guiding principle focused on students graduating with the greatest number of postsecondary choices from the widest array of options, the emphasis on college and career readiness and the related actions and metrics in this LCAP goal should continue.

Goal 2

Students will be engaged with a safe, physically and emotionally healthy learning environment.

- All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning. (Action 2.1)
- Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities such as robotics, project-based learning, extended extracurricular and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.). (Action 2.2)
- Maintain clean, safe, and appealing facilities conducive to learning. (Action 2.3)

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	SCUSD Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Well maintained school campuses Source(s): School Accountability Report Card **19-20** Maintain FIT (Facilities Inspection Tool) Inspection rating at 100%. Maintain one plant manager and at least 16 hours of custodial time at each school.	Facilities Inspection Tool (FIT) Results: 97% of school sites met or exceeded the 'Good Repair' standard in Spring 2019 inspections. (2 sites did not meet the 'Good Repair' standard) Percent of school sites with assigned Plant Manager: 2019-20: 100% Percent of school sites that meet the minimum threshold for weekly custodial time (12 hours): 2019-20: 100% Source: SCUSD Facilities Services Department

Expected	Actual
Baseline 100% of schools inspected are rated exemplary or good on the Facilities Inspection Tool (FIT). Each school site has a Plant Manager and at least 12 hours of custodial time weekly.	
Metric/Indicator Attendance Source: SCUSD midyear analysis **19-20** District-wide attendance rates will maintain at 96% or greater. **Baseline** 2015-16: 93.8% 2016-17: Mid year 95.3%	District-wide Attendance Rates 2018-19 Final: 94.2% 2019-20 Mid-Year: 94.8% (to 2.29.20) Source: SCUSD Internal Analysis
Metric/Indicator Chronic Absence Source: SCUSD midyear analysis **19-20** Chronic Absence rates will maintain at 10% or lower for all students **Baseline** 2016-17: Mid year 11.9% Status of Specific Student Groups: Low Income: 13.7% English Learners: 9.5% Students with Disabilities: 17.2%	Chronic Absenteeism Rates for 2019-20 are shown for the portion of the year leading up to school closures due to COVID-19.

Expected	Actual
Foster Youth: 21.6% Homeless: 30.5% African American: 18.5% Hispanic/Latino: 13.1%	**Chronic Absenteeism Rates** **Sources:** 2018-19 Final Data from California School Dashboard 2019-20 Mid-Year (to 2.28.20) from SCUSD Internal Analysis **Sources:** 2018-19 Final Data from CDE Dataquest 2019-20 Mid-Year data (to 2.28.20) from SCUSD Internal Analysis A focus area for SCUSD has also been the Chronic Absenteeism rate for Kindergarten students:

Student Group (Includes grades K-8 in alignment with California School Dashboard)	Percent of Group Chronically Absent	
	2018-19 Final	2019-20 Mid-Year
All students	14.8	11.0
Low Income Students	18.1	12.4
English Learners	11.2	8.3
Students with Disabilities	19.8	12.8
Foster Youth	30.1	21.4
Homeless Youth	57.9	42.8
African American students	27.6	20.1
Hispanic/Latino students	16.5	11.8

Student Group (Includes Grades K-12)	Percent of Group Chronically Absent	
	2018-19 Final	2019-20 Mid-Year*
All students	17.2	13.1
Low Income Students	20.4	14.4
English Learners	14.5	10.9
Students with Disabilities	23.0	16.5
Foster Youth	39.5	24.3
Homeless Youth	58.5	44.5
African American students	30.4	22.9
Hispanic/Latino students	19.2	14.2

Expected	Actual
Metric/Indicator Suspension rate Source: SCUSD midyear analysis **19-20** Monitor suspension rate monthly. Lower suspension rate for all to 2.1% Continue to lower suspension rate for disproportionately affected student groups: African American Hispanic Foster Student with Disabilities **Baseline** 2016-17: Mid year 3.8% Status of Specific Student Groups: Low Income: 4.5% English Learners: 3.0% Students with Disabilities: 8.4% Foster Youth: 18.1% Homeless: 10.0% African American: 10.0% Asian: 0.7% Hispanic: 3.5% White: 2.1%	**Suspension Rates for 2019-20 and 2018-19** **Suspension Rate** **Student Group** / **2018-19 Final** / **2018-19 Mid-Year** / **2019-20 Mid-Year** All students: **5.6** / **3.8** / **3.1** Low Income Students: **6.8** / **4.6** / **3.7** English Learners: **3.7** / **3.2** / **2.1** Students with Disabilities: **10** / **7.2** / **5.6** Foster Youth: **21.2** / **14.2** / **9.9** Homeless Youth: **12.2** / **8.5** / **5.2** African American students: **14.6** / **10.1** / **8.1** Asian students: **1.6** / **1.2** / **0.8** Hispanic/Latino students: **5.4** / **3.5** / **2.7** White students: **2.9** / **2.0** / **1.8** Sources: 2018-19 Final from California School Dashboard (CSD) 2018-19 and 2019-20 Mid-Year from SCUSD Internal Analysis (Mid-Year data reports Suspension Rates to end of February)

Expected	Actual
Metric/Indicator Drop out rate Source: CDE DataQuest **19-20** Drop out rate will decrease to 9.4% for all, 9.7% for Low income, 11.3% for EL. Maintain a middle school drop out rate of less than 1 percent. **Baseline** 2015-16: 10.9% Status of Specific Student Groups: Low Income: 12.2% English Learners: 13.3% Students with Disabilities: 18% Foster Youth: n/a Homeless: n/a African American: 19% Asian: 5.2% Hispanic: 10.9% White: 9.8% Middle school drop out rate: less than 1 percent	Middle School Drop-Out Rate: 2017-18: 0.2% 2018-19: 0.1% 2019-20: 0.06% Source: SCUSD Internal Analysis

Expected	Actual
	High School Drop Out Rate **Source:** California Department of Education (CDE) Dataquest **Note:** Data does not include charter school outcomes
Metric/Indicator Expulsion rate Source: CDE DataQuest **19-20** Maintain low expulsion rate (less than 0.1 percent)	Expulsion Rate: 2017-18: 0.03% 2018-19: 0.04% 2019-20: 0.01% Source: California Department of Education (CDE) Dataquest

Student Group	Dropout Rate of Group	
	2017-18	2018-19
All students	8.9	7.6
Low Income Students	10	8.4
English Learners	13.9	10
Students with Disabilities	14.5	10.3
Foster Youth	26.3	37.5
Homeless Youth	25.5	22.8
African American students	14.8	14.6
Asian students	3.3	4.4
Hispanic/Latino students	10.1	7.4
White students	6.7	6.1

Expected	Actual
Baseline 2014-15: 0.0% (10 students) 2015-16: 0.0%	
Metric/Indicator School Climate Survey Source: Local **19-20** Improve percent of positive responses by 5% annually until 90% is reached. **Baseline** School Climate Survey Baseline Results as of 6/15/2017 percent of positive responses by construct: Students in grades 3-12 (N = 12,347) Elementary: Safety: 59% Belongingness: 68% K-8: Safety: 61% Belongingness: 68% Middle: Safety: 65% Belongingness: 66% High : Safety: 65% Belongingness: 62% Teachers (N = 695)	Measures of Safety and Belongingness represent aggregate results across multiple survey questions. The data below represents the percent of respondents who answered positively (Indicated either positive or strongly positive response) on survey questions related to Safety and Belongingness. 2019-20 Total Respondents: Students: 17,506 Parents/Guardians: 1,922 Staff: 1,118

Expected	Actual
Safety: 61% Belongingness: 74% Families (N = 1,074) Safety: 83% Belongingness: 81%	**School Climate Survey Results** See table below **Source:** Local School Climate Survey

Group	Percent Positive Responses			
	Safety		Belonging	
	18-19	19-20	18-19	19-20
All Students (3rd -12th)	63.8	62.5	65.8	65.3
Elementary	61.0	61.2	68.3	68.8
K-8	61.3	60.0	61.8	63.1
Middle School	67.2	65.6	67.6	66.4
High School (Large)	63.0	60.5	60.2	57.2
High School (Small)	73.7	72.0	68.1	68.2
Staff	61.2	51.2	73.3	65.6
Families	85.0	81.7	84.6	80.0

Metric/Indicator Chronic Absence Interventions: N and % of K-12th grade students who are at risk of being chronically absent, or chronically absent, and have documented evidence of two or more attendance interventions. Source: PTAI (local) **19-20** Establish targets for N and %	

Expected	Actual
Baseline Report baseline from 2018-19	**2018-19 and 2019-20** **Chronic Absence Intervention Results** **Source:** SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))
Metric/Indicator Attendance Interventions: N and % of K-12th grade students who had less than 95.9% attendance, received attendance interventions, and had improved attendance by January 31 Source PTAI (local) **19-20** Establish targets for N and % **Baseline** Report baseline from 2018-19	**2018-19 and 2019-20** **Attendance Intervention Results** **Source:** SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))

Grade Span	2018-19		2019-20	
	N	%	N	%
Elementary School	8593	64.2	8960	58.6
Middle School	2757	64.5	2561	52.5
High School	6098	73.9	5792	48.2

Grade Span	2018-2019		2019-20	
	N	%	N	%
Elementary School	8661	3.1	10148	21.4
Middle School	2669	2.7	2715	25.5
High School	5532	2.3	4429	30

Expected	Actual
Metric/Indicator Disproportionality in Suspension by Segment: N and % of K-6th grade students with 1 or more suspension incidents whose student groups are disproportionately represented N and % of 7th-8th grade students with 1 or more suspension incidents whose student groups are disproportionately represented N and % of 9th-12th grade students with 1 or more suspension incidents whose student groups are disproportionately represented Source: PTAI (local) **19-20** Establish targets for N and % **Baseline** Report baseline from 2018-19	**Suspension Disproportionality:** Number and Percent of students with 1 or more total suspension incidents whose student groups are disproportionately represented based on 2017-18 data (African American and American Indian or Alaska Native students) **Grade Span** / **2018-2019** N: **363/733** %: **49.5** / **2019-20*** N: **213/442** %: **44.4** 7-8: **213/496** **42.9** / **173/406** **42.6** 9-12: **270/765** **35.3** / **182/430** **42.3** *2019-20 Data is through 4.7.20 **Source:** SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 2.1 Ensure that school sites are clean, welcoming and well-maintained with sufficient staffing.	2000-3000 LCFF $16,137,635 4000-4999: Books And Supplies LCFF $802,623	2000-3000 LCFF $15,317,441 4000-4999: Books And Supplies LCFF $640,680
Action 2.2 Expansion of the Safe Haven Initiative, ensuring that the SCUSD	1000-4000 Suppl/Con $271,000	1000-4000 Suppl/Con $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
community knows that all district properties are to be considered a Safe Haven from U.S. Customs and Immigration Enforcement (ICE). This initiative includes, but is not limited to: • voluntary professional learning for staff; • connections to resources for students and their families such as citizenship or English as a Second Language classes; • support for DACA-eligible students.		
Action 2.3 Action is modified to reflect the vacancy in Safe Schools Director and potential changes to the provision of services by School Resource Officers.	2000-3000 LCFF $0 5000-5999: Services And Other Operating Expenditures LCFF $1,510,000	2000-3000 LCFF $177,402 5000-5999: Services And Other Operating Expenditures LCFF $563,823
Action 2.4 Action is modified to include stipends for Secondary School Leadership. Assistant Principals at the secondary level include staff above formula. These staff are responsible for supporting positive school climate at their site: targeted outreach to unduplicated students and their families in order to build trusting relationships. Additional funds are provided for stipends to department heads at district high schools. These stipends are to support their leadership on use of student data to provide interventions for struggling students in order to maintain on-track status for graduation and a-g course completion, especially for low-income and English learner students.	1000-3000 LCFF $3,057,969 Stipends to department heads 1000-3000 Suppl/Con $210,000	1000-3000 LCFF $2,797,648 1000-3000 Suppl/Con $170,932
Action 2.5 Implement an integrated approach to school climate in order for schools to become more positive, dynamic and supportive places to learn. The approach integrates Social Emotional Learning competencies, Positive	1000-4000 Suppl/Con $273,149 1000-4000 Title I $1,053,434 1000-4000 Title II $385,662	1000-4000 Suppl/Con $174,139 1000-4000 Title I $743,709 1000-4000 Title II $658,045

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Behavior Intervention Supports, and Restorative Practices. Action is modified to reflect a change in funding. Budgeted expenditures include: • SEL Director • Equity Coaches • Professional Learning and Conferences • Supplemental Instructional Materials and Books		
Action 2.6 Continued support and training for Bully Prevention. Facilitate resolution of suspected bullying reports with safety plans and action plans for involved students. Ensure recognition of the effect of privilege, oppression and micro-aggression in suspected bullying.	2000-3000 Title I $26,925 2000-3000 Grant $114,788	2000-3000 Title I $13,134 2000-3000 Grant $55,992
Action 2.7 Implement a comprehensive program to increase attendance and decrease chronic absenteeism. The program ("Be Here") consists of four major activities: • Tracking and monitoring attendance data; • Communicating the importance of attendance; • Reducing punitive measures that keep students out of school; • Providing support for at-risk students All SCUSD schools will receive universal support, and the 21 schools with the highest rate of chronic absence will receive strategic and intensive services. Action is modified to reflect the district enrollment staff (added in Year 2) moved to Goal 3.	Learning Community for School Success Grant 1000-4000 Grant $515,513	1000-4000 Grant $569,958
Action 2.8	1000-3000 Suppl/Con $1,722,569	1000-3000 Suppl/Con $1,643,028

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Wraparound health and mental health supports are provided by district nurses and social workers.	1000-3000 Title I $188,369 1000-3000 LCFF $836,738 1000-4000 Suppl/Con $39,000 1000-3000 Suppl/Con $688,136 1000-3000 Title I $196,988 1000-3000 LCFF $800,428 1000-4000 Grant $334,747	1000-3000 Title I $238,078 1000-3000 LCFF $898,184 1000-4000 Suppl/Con $39,000 1000-3000 Suppl/Con $906,096 1000-3000 Title I $31,700 1000-3000 LCFF $809,374 1000-4000 Grant $337,950
Action 2.9 Provide Expanded Learning programming, including before school, after school, summer, and intersession learning experiences. Expanded Learning programs advance the academic, social, emotional, and physical needs and interests of students. Expanded Learning opportunities are hands-on, engaging, student-centered, results-driven, and complement learning activities in the regular school day/year. Services are provided by community partners, with supervision, support and quality assurance, provided by the Youth Development department. SCUSD has 11 qualified main providers, including but not limited to: Sacramento Chinese Community Services Center, Target Excellence, Focus on Family, Boys & Girls Club, and Center for Fathers and Families.	ASES Grant 1000-4000 Grant $8,968,801 1000-4000 Suppl/Con $545,456 1000-4000 Title I $449,711	1000-4000 Grant $9,586,180 1000-4000 Suppl/Con $465,837 1000-4000 Title I $464,751
Action 2.10 The Connect Center is a centralized Student Support Center that serves as a “gateway” to critical support services for students and families. This central hub provides a single, easily identifiable point of access and assistance to address the social, emotional, and health needs of all students.	1000-4000 Suppl/Con $131,923 Medi-Cal: Kaiser: Learning Communities for School Success: 1000-4000 Grant $161,645 1000-4000 Title I $153,240	1000-4000 Suppl/Con $152,651 1000-4000 Grant $131,110 1000-4000 Title I $67,195

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Services provided include: Information and referral; clinical consultation; case management; attendance intervention and support; individual and family counseling; crisis intervention; health insurance enrollment.		
Action 2.11 Support for the enrollment, attendance and achievement of homeless students to ensure they receive equal access to educational opportunities. Specific services include assistance in the following areas: school enrollment and attendance support services, records retrieval, school and hygiene supplies, health/immunization referrals, shelter/housing and community referrals, and education support services under McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youths.	1000-4000 Title I $161,872	1000-4000 Title I $158,259
Action 2.12 Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the Single Plan for Student Achievement (SPSA), in service of local decision making to support Student Support Centers in 27 schools.	1000-4000 Suppl/Con $360,000 1000-4000 Grant $2,096,760	1000-4000 Suppl/Con $143,046 1000-4000 Grant $1,546,632
Action 2.13 Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the Single Plan for Student Achievement (SPSA), in service of local decision making to support Action 2.1 and 2.2: • Supplemental Instructional Materials in support of Positive School Climate • Personnel at school sites to support safety, student attendance, health, mental health, case management • Enrichment and extracurricular activities, including athletics	1000-4000 Suppl/Con $920,000	1000-5000 Suppl/Con $1,544,126 1000-5000 Suppl/Con EL $104,663

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Robotics, art and music programs		
Action 2.14 Student Leadership Conference	5000-5999: Services And Other Operating Expenditures Suppl/Con $50,000	5000-5999: Services And Other Operating Expenditures Suppl/Con $1,473
Action 2.15 Provide more varied opportunities for students to become interested in school and learning through technology-based activities, extended extracurricular offerings, and experiential learning.	Music, Instructional Technology support, and other classroom equipment refresh 1000-6000 Suppl/Con $500,000 Elementary Athletics 1000-5000 Suppl/Con $358,000 College/Business Visits 1000-5000 Suppl/Con $250,000 Needs-based scholarships for experiential learning 1000-5000 Suppl/Con $100,000 Student Clubs 1000-4000 Suppl/Con $50,000	1000-6000 Suppl/Con $660,339 1000-5000 Suppl/Con $324,340 1000-5000 Suppl/Con $10,661 1000-5000 Suppl/Con $0 1000-4000 Suppl/Con $0
Action 2.16 Expanded visual and performing arts opportunities	1000-4000 Suppl/Con $791,376	1000-5000 Suppl/Con $777,337

Goal Analysis

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

The majority of budgeted funds in this goal area were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. While there was reallocation of staff efforts during the transition to distance learning, there was not a significant reallocation of funding. The areas in which funds were expended on other actions or services and/or

additional funds were used were:

- Continuation of meal services for students and families. Additional funds were provided to Food and Nutrition Services to ensure that staff could effectively pivot to a model of food preparation and distribution that could be implemented within established safety parameters.

- Purchase of Personal Protective Equipment (PPE) and other supplies/equipment to ensure that essential services could be maintained and to prepare for the potential reopening of school sites. These efforts helped to lay the groundwork for the later reopening of learning hubs, which would provide in-person services for students with high needs.

- Additional hourly time for staff in student support and health services, technology services, and other critical departments to conduct targeted outreach to students and families and to develop systems for the full launch and support of distance learning.

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

The closure of school sites due to the COVID-19 pandemic during the second half of the 2019-20 school year brought an entire set of new and unexpected challenges and opportunities for success in meeting those challenges. As discussed in the analysis section for Goal 1, the closure of physical school sites had wide-ranging impacts on the implementation of actions and the availability of student outcome data. Actions that were planned for the late spring or summer were modified or, in some cases, not implemented/postponed until the fall. The shift to a distance learning model and the professional learning that was implemented to support this shift provided the opportunity to engage all instructional staff in foundational training. An example of this was the integration of Social Emotional Learning (SEL) into Academic Content for Distance Learning. Staff at all grade levels were provided guidance and resources to implement core SEL practices into assigned online learning and face-to-face online sessions.

Distance learning also required a major shift in service delivery across departments including Student Services, Special Education, and other offices providing targeted supports to students and families. The provision of a safe, physically and emotionally healthy learning environment took on a very different meaning as the learning environment expanded beyond the physical school sites. The continuation of food and nutrition services during the shelter-in-place period was itself a massive undertaking requiring the coordination of many individuals and teams. Major challenges included communication with families to provide information about distance learning as well as important updates and guidance regarding COVID-19. Maintaining a sense of community and establishing meaningful connection between school and home became more challenging and more urgent than ever. The role of facilities staff took on new layers of complexity and urgency as they routinely sterilized and deep cleaned school sites and other facilities supporting essential staff.

Successes

To achieve the goal - Students will be engaged with a safe, physically and emotionally healthy learning environment – the majority of actions were implemented as planned and are discussed below in three overarching areas. These included (a) actions that supported the effective implementation of systems, structures, and curriculum at school sites, (b) actions that provided a range of wrap-around services for students and families, and (c) actions that enhanced the academic and experiential opportunities for students.

•Actions that focused on the effective implementation of systems, structures, and curriculum at school sites included the district's Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL) programs (Action 2.5), anti-bullying efforts (Action 2.6), the 'Be Here' Attendance Initiative (Action 2.7), and Assistant Principals at secondary school sites (2.4). PBIS and SEL efforts were aligned through the work of Equity Coaches that provided support to implement SEL curriculum, staff training in PBIS and Restorative Practices, and direct teacher support to develop and sustain positive culture/climate in the classroom and schoolwide. The bullying prevention program sustained efforts to provide staff training, build awareness, and provide direct site support in resolution of individual bullying incidents. The program coordinator worked closely with PBIS and SEL staff to align efforts. The grant-funded 'Be Here' attendance initiative implemented a range of actions to decrease Chronic Absenteeism. Twenty-one focus school sites were supported to implement best practices including regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network. Assistant Principals at secondary school sites were key leaders in the site-based implementation and coordination of all of the above named efforts (PBIS, SEL, bullying prevention, Be Here attendance program) and other programs key to the development and maintenance of positive school climate and culture. Additionally, the district's preliminary efforts to implement a system-wide Multi-Tiered System of Supports (MTSS) resulted in a comprehensive three-year plan with installation to begin in 2020-21.

•A second set of actions was focused on the provision of wrap-around services for students and families and included Health services (Action 2.8), the Connect Center (Action 2.10), and Homeless Services (Action 2.11). A range of health services (physical and mental) were provided through district nurses, social workers, and the immunization clinic. These staff provided critical services that played a key part in addressing health issues that might otherwise result in significant loss of time in school for students. The Connect Center continued to serve as a centralized 'gateway' to critical support services for students and families in SCUSD. The Connect Center coordinates a range of services by providing a single, easily identifiable point of access and assistance. Services at the Connect Center include individual and family counseling referrals, mental health/behavioral consultations, suicide-risk response and intervention, attendance interventions, health insurance enrollment/health advocacy, and LGBTQ Safe Zone trainings. Similar services were provided locally at some school sites through their site-based Student Support Centers (SSC). Support for Homeless Youth included enrollment, transportation assistance, facilitation of meal access, retrieval of school/medical records, referral to health resources, and more. All of these actions were implemented as part of the larger effort to achieve the goal of providing a safe and healthy learning environment for all students. See the Student Support & Health Services 19-20 Annual Report for further details and data by program and area (https://www.scusd.edu/sites/main/files/file-attachments/2019-20_annual_report.pdf?1602609871\)

•A third set of actions focused on implementing academic and experiential opportunities designed to increase student engagement in school. These included Expanded Learning programs (Action 2.9) and Visual and Performing Arts (VAPA) programming (Action 2.16). The Expanded Learning programs implemented by the Youth Development Support Services (YDSS) department included the full

range of grant-funded after school programs at 61 school sites across the district. These programs provided extended-day academic and social activities for students that aligned with their in-class academics. After-school programming included a one-hour reading-focused block of academic time. This aligned support and other ongoing collaboration with the academic office supported increased coherence between after-school programs and classroom curricula. VAPA programs outlined in Action 2.16 sustained implementation of Middle School Music programs and provided professional learning to teachers in support of VAPA curriculum implementation.

•Actions supporting the maintenance of clean and safe facilities (Action 2.1) were implemented as planned and, throughout the closure of physical school sites, took on a heightened level of importance. Custodians, School Plant and Operations Managers, and related maintenance staff all played critical roles in maintaining safe and healthy work environments for essential staff that were present at sites to maintain core services including food distribution.

•During the early days of school closure, Food and Nutrition Services rapidly mobilized their staff to ensure the continuation of meal services for families and students. This rapidly grew to the point where staff were serving a daily number of meals on par with normal operation during in-person school. A curbside pick-up process was established that maximized safety for staff and families and partnerships were developed with local community organizations and businesses to provide additional food for families and students.

Challenges

•As noted above, connecting and communicating with families and students was a major challenge during the time of school closure and remains an area of ongoing focus. With no ability to meet and connect at the physical school site and the gaps in technology access, staff focused significant effort on contact through multiple channels including phone calls, mailing, and home visits. Home visits (conducted with safety protocols in place) proved to be an effective means for reengaging unengaged students and allowed for a point of contact to distribute key resources such as chromebooks, hotspots, and other instructional materials.

•The preparation of school sites for the 2020-21 school year was also a major challenge. At the time, it was not known how long we would remain in distance learning. With the assumption that a return to school in the fall was possible, staff identified the numerous challenges associated with returning (social distancing, sterilization, testing, air filtration, signage/pathways, etc.) and began planning for each.

•It has been said many times that the pandemic has exacerbated gaps and challenges that were already present. This has proven to be true in many parts of our educational system. A key example is the need for even more wrap-around services for students who are in need of additional support. School sites without student support centers have less immediate access to the range of supports that might be needed for academics, behavior, or health. Distance learning, conducted entirely online, revealed and amplified existing needs for differentiated instruction, social emotional learning integration, and tiered intervention.

•During school closures, bullying incident reporting declined drastically. Staff have noted that this certainly does not mean that almost all bullying has ceased, but represents a likely gap in reporting. Staff are planning to face new challenges in cyberbullying as our use of technology in instruction has expanded. An overall challenge for the district is the collection of important data within district systems

that informs decision making. The collection of bullying reports is one example.

•A challenge present in 2019-20 that has grown in awareness is the need for increased identification of Homeless Youth. Increased identification of eligible youth can increase the number of students receiving appropriate supports. Based on projections, it is likely that a significant number of youth who would qualify for services are not yet identified.
School closures also decreased the number of behavior incidents being logged and the overall ability of staff to build relationships. In the area of behavior, distance learning also highlighted the challenge of discipline as a shared responsibility between teachers and family. With learning taking place at home and, in some cases, parents/caregivers physically present during lessons, staff had to navigate the dual sets of expectations existing in the classroom and at home.

Actions not Implemented

The majority actions within this goal are based in salary and benefits for staff. For these, most were implemented as planned and, while staff roles pivoted during school closures, positions themselves were maintained through school closures.

Actions/expenditures not implemented due to COVID-19 included on-site student programs and other activities requiring physical interaction (some of these were later implemented in the virtual space) and in-person professional development during the spring. The closure of school sites also reduced the need for custodial operations related to expanded learning programs and other extracurricular activities, though efforts were shifted toward sterilization for sites maintaining essential services.

In some cases, actions had not been fully implemented or started prior to March and school closures prevented the intended spring efforts to 'reboot.' These included college/business visits for students, student leadership conference attendance, and support for student clubs (Actions 2.14 and 2.15). While students were provided some opportunities to attend leadership conferences and go on college/business visits, implementation was far below the planned level in terms of total expenditure.
Actions that were not implemented for reasons unrelated to school closures:

•The implementation scope of the school safety action (Action 2.3) was different than planned. A Board Action in August 2019 modified the implementation of School Resource Officers (SROs) from 8 to 4 and changed the program from a site-based model to one in which SROs 'floated' across multiple campuses. A Director of School Safety was also hired. The need for a School Safety Task Force was identified to engage in collaborative planning to determine next steps in this area.

•The Safe Haven Initiative (Action 2.2), while maintaining a presence in the set of resources the district provides to students and families via the website, was not implemented in terms of any expenditures on specific services or supports.

Overall Effectiveness

Overall, the final 2019-20 outcomes provide evidence of some progress in achieving the goal of engaging students with a safe, physically and emotionally healthy learning environment. This goal remains an area of need and significant inequities in outcomes

must be addressed to fully meet this goal.

Two of the major student outcomes areas for this goal – Discipline and Attendance – included results that demonstrated progress towards meeting the goal. With attendance and suspension data collection taking on a very different meaning following school closures (attendance data was collected differently during distance learning and very few suspensions occurred), it is important to separate discussion of results into 'before school closure' and 'after school closure' buckets. For the purpose of demonstrating progress, results 'before school closure' will be the focus.

•Before school closure, Chronic Absenteeism outcomes showed positive progress in a number of areas. While 2018-19 end-of-year Chronic Absenteeism results (California School Dashboard) were slightly above 2017-18 (14.6% to 14.8%), this included the impact of the days lost to the Northern California fires and a local labor action. Relative to the state of California (a 1.1% increase), SCUSD was able to maintain previous levels with the impact of the two unique circumstances. Further, 2019-20 mid-year data (as of Feb 2020) demonstrated progress relative to the same month in previous year (as of Feb 2019), decreasing from 11.5% to 10.7%. This change was measured for grades K-12. While not included as a specific LCAP indicator, additional progress was seen in the Chronic Absenteeism rates at the 18 schools sites that were the focus of the district's Be Here grant-funded attendance initiative. Through intentional collaboration with several departments and key school staff, such as Student Support Center staff, Parent/Community Liaisons, Parent-Teacher Home Visit Project and others, these sites were able to decrease their chronic absenteeism 0.81% during the 2018-19 school year, even with the two unanticipated impacts. Within this overall progress, significant gaps in outcomes persist for student groups. 2018-19 Dashboard Results show Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students all to have rates 10 percentage points or more above the rate of 'All students.' These sit in stark contrast to Asian, Filipino, and White students who all have rates well below that of 'All students.

•Significant progress was made in 2019-20 in the documentation and delivery of attendance interventions for students who were at-risk of becoming or already chronically absent. Rates at the elementary (3.4% to 21.4%), middle (2.7% to 25.5%) and high school (2.3% to 30%) grade spans were all significantly above 2018-19 levels. Overall, the district's efforts to engage staff in delivering and documenting attendance interventions continues to incrementally improve over time. The Student Support & Health Services (SSHS) staff made significant progress in 2019-20 with the use of the Early Identification and Intervention System (EIIS) to identify students and families in need of support. When a student is referred to SSHS staff, they work collaboratively with the individual, their family, and appropriate school staff to curate a tailored case plan that will best support academic success and overall well-being. SSHS staff created a Student Support Database within EIIS and have documented support for over 15,000 students and families. Of all students referred and served in 2019-20, an average of 79% were identified in EIIS for attendance and/or behavioral concerns. In the twelve weeks during school closure, SSHS staff connected via zoom//text/email/phone or home visit with 5,793 students and families that were disengaged and struggling due to school closure and pandemic related concerns.

•Discipline data, as measured by Suspension and Expulsion rate, also demonstrated positive progress. Dashboard results showed decreases in the Suspension Rates from 2017-18 to 2018-19 of .5% of more for All Students (6.1% to 5.6%), Homeless Youth (15.2%

to 12.2%), Socioeconomically Disadvantaged students (7.3% to 6.8%) African American students (16.6% to 14.6%), American Indian or Alaska Native students (9.1% to 8%), and Multiracial students (7% to 4.9%). Small decreases in Suspension Rate also occurred for Students with Disabilities, Asian students, Filipino students, and White students. Increases were seen in rates for English Learners (3.4% to 3.7%), Foster Youth (20.5% to 21.2%), and Native Hawaiian or Pacific Islander students (4.9% to 6.4%). Inequitable outcomes persisted among student groups with Foster Youth, Homeless Youth, Students with Disabilities, and African American students all continuing to demonstrate Suspension Rates well above that of 'All students.'

•An internal analysis of mid-year Suspension Rate data (to the end of February for 2018-19 and 2019-20) showed decreases for 'All students' (3.8% to 3.1%) and across all reported student groups. Highlights included significant decreases for Students with Disabilities (7.2% to 5.6%), Foster Youth (14.2% to 9.9%), Homeless Youth (8.5% to 5.2%), and African American students (10.1% to 8.1%). While inequitable outcomes are still evident, the significant decrease for those groups with the historically greatest disparity in Suspension Rates is a point of positive progress on which to build.

•The district internal data reporting (Performance and Targeted Action Index (PTAI)) offers a deeper look into one aspect of the district's Suspension data that has remained a focal point. This is the percent of students with one or more suspensions whose student groups are disproportionately represented. This has included African American students and American Indian or Alaska Native students (based on 2017-18 levels). From 2018-19 to 2019-20 (through March 2020), there was not a significant decrease in the disproportionate representation in the district. While grades K-6 saw the disproportionate representation decrease from 49.5% to 44.4%, the high school grades increased from 35.3% to 42.3%. The middle school grades (7-8) did not significantly change (42.9% to 42.6%). Overall, the percentage of these two student groups in the set of students who have been suspended 1 or more times remained very high relative to their total demographic representation in the district (~14% total for both groups). This data reveals a continued need to focus on the disproportionate representation of specific student groups in the suspension data and overall disciplinary process.

•End-of-Year Suspension and Chronic Absenteeism data for 2019-20 show significant decreases for all students and all students groups. Given the significant change in how this data was collected, these results do not support any significant conclusions with regard to the overall effectiveness in this goal area.

•Expulsion rates remained low for the district. The rate in 2019-20 was 0.01%, down from the previous rates of .04% in 2018-19 and .03% in 2017-18. The 6 total expulsions in 2019-20 were significantly down from the total of 18 in the previous year.

•Drop-out rates improved (decreased) from 2017-18 to 2019-20 for most student groups and for all students (8.9% to 6.2%). Notable improvements included Students with Disabilities (14.5% to 7.8%), African American students (14.8% to 9.7%), Filipino students (3.5% to 0%), Hispanic/Latino students (10.1% to 7.6%), Low Income students (10% to 6.9%), Foster Youth (26.% to 16.%), and White students (6.7% to 2.%), while English Learners showed a decrease from 2017-18 to 2018-19 (13.9% to 10%) but then increased back almost to 2017-18 levels in 2019-20 (13%). High drop-out rates relative to the 'All student' level persisted for English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and African American students, American Indian or Alaska Native students,

and Native Hawaiian or Pacific Islander students.

With broad examples of progress in the areas of discipline and attendance, it is difficult to establish a direct, causal relationship between any single action and the specific outcomes. That said, the district's intentional efforts to implement the attendance initiative programming, anti-bullying education, Positive Behavioral Intervention and Supports (PBIS), Social Emotional Learning (SEL), wrap-around health services, expanded learning programs, and other Student Support Services programs have collectively been effective in improving some outcomes. The attendance initiative has a relatively direct relationship between its implemented actions and resulting improvements, with documented evidence of their efforts across the 18 focus sites. Other targeted efforts have yielded positive results that provide insight into the effectiveness of specific actions. The PBIS focus schools showed a reduction in total behavioral referrals of 12% and decrease in total suspensions of 45% from the previous year. SEL efforts have been focused at the schools identified for the highest variance in suspensions for African American students. Of the 23 identified schools, 22 decreased in suspension rate and 21 decreased in suspensions for African American students. 5 of the 6 schools with the largest decreases from the previous year were focus schools. As noted above, this has not necessarily resulted in a significant decrease in overall disproportionality, but the decreasing trends of suspensions do represent progress upon which to build.

Goal 3

Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Stakeholders to have improved opportunities to participate in district/site activities that increase their skills as partners in education. (Action 3.1)
Stakeholders to receive improved district and site communications, including translation/interpretation services (Action 3.2)

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	SCUSD Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent participation in decision-making and leadership activities Source: Local **19-20** Maintain the number of School Site Councils with proper composition at 100%. Provide training for the School Site Councils that did not receive training in 2018-19, thus reaching 100% of district schools.	School Sites Properly Composed 2019-20: 61% (45/74) School Sites Receiving Training 2019-20: 5 in-person SSC training conducted. Additionally, an SSC training webinar was developed and made accessible to all school sites. Source: State and Federal Programs Department (SCUSD)

Expected	Actual
Baseline 2016-17: 100% of SCUSD school site councils are properly composed. 2016-17: Seventeen (17) schools received School Site Council training.	
Metric/Indicator Parent participation in the District English Learners Advisory Committee (DELAC) Source: Local **19-20** Increase the percent of schools with an ELAC sending a representative to DELAC to 75%. Increase the attendance rate for 4 out of 7 meetings to 75%. **Baseline** 2015-16: 52% of schools with an ELAC send a representative to at least one DELAC meeting 2016-17: 54% of schools with an ELAC send a representative to at least one DELAC meeting. 38% of those representatives attended 4 out of 7 meetings.	Percentage of Schools with an ELAC sending a representative to DELAC 2018-19: 47% 2019-20: 38% Percentage of members who attend 4 out of 7 meetings 2018-19: 52% 2019-20: 25% Source: Multilingual Literacy Department (SCUSD)
Metric/Indicator Parent participation in the Community Advisory Committee for Special Education (CAC) Source: Local	Average Number of Attendees at CAC Meetings (including officers): 2019-20: 25 2018-19: 24.5 2019-20: 25

Expected	Actual
19-20 Increase the average attendance by 5% **Baseline** 2015-16 CAC attendance averaged 20 per meeting. 2016-17 CAC attendance at meetings and workshops averaged 22.5 per event.	Source: SCUSD Special Education Department
Metric/Indicator Build relationships and improve home-school communication with the number of Parent-Teacher home visits per year Source: Parent-Teacher Home Visit mid-year report **19-20** Increase home visits by 10% **Baseline** 2016-17: 3,791 home visits	2019-20: 971 Home Visits through March 2020 Source: SCUSD Family and Community Engagement Department Note: number reflects actual student visits, not total billed hours. Past numbers were not reflective of actual student visits and, in some cases, counted number of hours. Targets for 2022-23 will reflect the new baseline accounting for actual visits.
Metric/Indicator Build parent capacity to support their student academically with school site participation in the Academic Parent Teacher Team (APTT) model Source: Parent-Teacher Home Visit mid-year report **19-20** Maintain the number of schools participating at 13 **Baseline** 2016-17: 13 schools are participating	2017-18: 13 schools 2018-19: 10 schools 2019-20: 9 schools Source: SCUSD Family and Community Engagement Department
Metric/Indicator Build understanding of the school system and current topics in education with the Parent Leadership Pathway workshop series	Number of Participating School Sites: 2017-18: 28 2018-19: 21 2019-20: 9

Expected	Actual
Source: Local **19-20** Maintain participating sites at 28 Increase attendance to 2,800 **Baseline** 2016-17: 25 sites Session attendance: 2,500 participant sign-ins	Total Attendance at Parent Leadership Pathway Workshop (PLPW) Events: 2017-18: 2872 2018-19: 2114 2019-20: 992 (Through 2.25.20) Following school closures due to COVID-19, PLPW efforts pivoted to attendance/engagement support, development of trainings for zoom/google classroom, development of a Distance Learning Toolkit, and Social Emotional Learning SEL) Support. Source: SCUSD Family and Community Engagement Department
Metric/Indicator Participation of English learner parents in the Parent Leadership Pathway Source: Local **19-20** Maintain 75% English learner parent participation **Baseline** 2016-17: 67.1%	2017-18: 58% 2018-19: 51% 2019-20: 46% (Through March 2020) Source: SCUSD Family and Community Engagement Department

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 3.1 Provide parent outreach and education services and the establishment of site Parent Resource Centers. Staff support district wide parent engagement by facilitating opportunities for involvement, providing	2000-3000 Suppl/Con $143,061 2000-3000 Title I $140,177 2000-3000 Suppl/Con EL $47,687	2000-3000 Suppl/Con $143,119 2000-3000 Title I $148,291 2000-3000 Suppl/Con EL $47,132

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
access to resource information, and offering capacity-building workshops and training. Provide technical assistance and staff training at school sites. Action is modified to reflect a reduction in staff, and the addition of fingerprinting costs to facilitate parent involvement at school sites.	Funds to pay the cost of fingerprinting for parent volunteers. 5000-5999: Services And Other Operating Expenditures Suppl/Con $50,000	5000-5999: Services And Other Operating Expenditures Title I $1,598
Action 3.2 Support for Parent Teacher Home Visits (PTHV) and Academic Parent-Teacher Teams, with the addition of a .5 FTE Training Specialist, and funds for home visit stipends.	1000-3000 Title I $473,449 1000-3000 Suppl/Con $60,000	1000-3000 Title I $399,424 1000-3000 Suppl/Con $33,372
Action 3.3 Translation and interpretation are provided in five languages by bilingual staff at district meetings and events and at schools. Staff also support enrollment and initial language proficiency testing. Action is modified to reflect change in FTE for Spanish translator/assessor staff: Spanish: 2.0 FTE Hmong: 2.0 FTE Cantonese: 1.0 FTE Vietnamese: 1.0 FTE Russian: 1.0 FTE	2000-3000 LCFF $228,860 2000-3000 Suppl/Con $508,754 2000-3000 Suppl/Con EL $218,281	2000-3000 LCFF $238,352 2000-3000 Suppl/Con $497,292 2000-3000 Suppl/Con EL $212,503
Action 3.4 Provide prompt communication to foster guardians: enrollment rights, proper transfer of credits, class placement and academic standing. Share resources and information about the school district's policies, procedures and supports.	No additional expenditure	N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 3.5 Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the Single Plan for Student Achievement (SPSA), in service of local decision making to support Action 3.1: • Staff and services to improve outreach and communication to facilitate parents/caregivers in attending parent education, informational meetings, and school events, and in volunteering at the school; especially parents of low income, English learner and students with disabilities.	1000-4000 Suppl/Con $530,000	1000-5000 Suppl/Con $229,992 1000-5000 Suppl/Con EL $89,675
Action 3.6 Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the Single Plan for Student Achievement (SPSA), in service of local decision making to support Action 3.2: • Improved translation and interpretation provided for meetings, web postings and newsletters, phone outreach, etc., especially for parents of English learners.	1000-4000 Suppl/Con EL $30,000	1000-5000 Suppl/Con EL $6,339 1000-5000 Suppl/Con $3,342
Action 3.7 Provide appropriate language translation for the Single Plan for Student Achievement (SPSA) at each school as required by criteria noted above.	5000-5999: Services And Other Operating Expenditures Suppl/Con EL $17,037	5000-5999: Services And Other Operating Expenditures LCFF $16,516
Action 3.8	N/A	N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action will not be implemented in 2019-20. Options for a no-cost infographic are available.		
Action 3.9 Enrollment Center parent outreach and support services	Director of Student Services and Alternative Education (portion of FTE) and Enrollment Specialist 1000-4000 Suppl/Con $242,571	1000-4000 Suppl/Con $204,518
Action 3.10 Support for parent advisory committees	1000-5000 Suppl/Con $150,000	1000-5000 Suppl/Con $43,716

Goal Analysis

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

The majority of budgeted funds in this goal area were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. While there was reallocation of staff efforts during the transition to distance learning, there was not a significant reallocation of funding. One area in which funds were reallocated was for Parent Teacher Home Visits. Parent Teacher Home Visits were shifted toward increased training as the PTHV program prepared to pivot to the virtual, Bridge Visit model. This training began in the spring of 2020 in preparation for a robust launch of Bridge Visits in the summer/fall of 2020. The efforts of other staff in the District Parent Resource Center were shifted toward engagement and outreach to families as part of a cross-department collaboration. These efforts targeted unengaged students and focused on outreach to families of English Learners, Low-income students, Foster Youth, Homeless Youth, and other student groups with high levels of unengagement.

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

The closure of school sites beginning in March 2019 as a result of the COVID-19 pandemic had wide-ranging impacts on the implementation of actions and the ability to report on specific metrics. The inability to gather in groups or conduct any in-person events significantly impacted the wide range of family engagement activities being implemented across the district. While some activities carried on into the virtual meeting space, these were modified in form and faced the significant challenge of a technology gap districtwide. One outcome of the response to the COVID-19 pandemic has been an improved understanding of the technology and communication needs that exist across the district, including how these intersect with language and other access barriers. A large

proportion of the initial efforts were focused on connecting students in order to begin implementing the distance learning plan and establish a new rhythm for curriculum and instruction. Parallel to this, efforts were made to stay connected with parents/caregivers through established communication channels and new methods such as video-conferencing.

Successes

To achieve the goal – Parents, families, and community stakeholders will become more fully engaged as partners in the education of students in SCUSD – the actions were, overall, implemented as planned during the months prior to school closures. Following school closures, staff pivoted to virtual supports and collaborating with other departments on engagement and outreach efforts.

In the months prior to school closures, the district's Parent Resource Center staff (Action 3.1)developed and implemented a wide range of engagement activities that provided opportunities for involvement, capacity building, and access to resources. Key efforts included the Parent Information Exchange (PIE) and Parent Leadership Pathway Workshop (PLPW) series. The PIE is a monthly event bringing together staff, families, and community organizations/agencies to share resources and collaborate on ways to better serve students and families. The PLPW is a series of 10 workshops for parents/guardians that provides training on topics such as supporting homework, positive communication, school involvement, importance of good attendance, Social Emotional Learning, Cultural Competency, and Facilitation skills. A key goal of the series is to build the capacity of parents to become leaders of their peers within school communities.

Following school closures, Parent Resource Center staff pivoted efforts to a cross-departmental collaboration to support attendance and engagement. This included making direct outreach calls and participating in home visits to reengage students who were 'unreachable.' Parent Resource Center staff also worked to develop online trainings for Zoom, Google Classroom, and other distance learning supports. A web-based Distance Learning Toolkit was developed to centralize a variety of resources for families.

Parent Teacher Home Visits (Action 3.2) are a signature practice in SCUSD, with the national program's roots beginning in Sac City's own pilot program years ago. This work supports teachers and other staff to go on structured visits to the homes of students to engage in collaborative discussions on how best to support academic and personal achievement. Teachers were provided training and time to build upon their learning. The PTHV training specialist also supported teachers to implement Academic Parent Teacher Teams (APTTs) at 6 school sites. APTTs enhanced the work of PTHVs by supporting teachers to lead whole-class meetings with parents. In these meetings, the teacher and parents work together to identify student needs, set goals, and monitor progress over a series of sessions throughout the year.

While Parent Teacher Home Visits were on a 'pause' for the early months of distance learning, this is an instance in which significant successes in the current year have been achieved due to the foundation that was successfully laid during the latter part of 2019-20. Staff rapidly pivoted to development and implementation of the Bridge Visit model, a virtual form of Parent Teacher Home Visit. During the early months of school closures, training was provided to teachers so that all could hit the ground running in the summer/fall of 2020-21. As is noted in the 2020-21 Annual Update, this early work led to a large number of Bridge Visits being conducted by staff during distance learning.

The Matriculation and Orientation (MOC) staff (Action 3.3), foster youth staff, and Enrollment Center staff (Action 3.9) all worked to provide parents, families, and community members' access to information, resources, and programs. The MOC team includes district translators who work to make key information/resources available in the district's key identified languages of Spanish, Hmong, Cantonese, Vietnamese, and Russian. Foster Youth staff ensured that foster guardians received key information about enrollment rights, academic placement/standing, and the district's relevant policies and procedures. The Enrollment Center continued to serve as a key front-line resource for families, offering them information about and access to a wide range of services at the initial point of enrollment. Services and resources included the Immunization Clinic, McKinney-Vento services for families in transition, translation access, Regional Transit (RT) bus passes, family services, and support for transfers and open-enrollment programs. These actions all continued their key roles in providing families information and access, both important precursors to becoming more fully engaged.

Within Action 3.10, the African American Transition Committee initiated its work to support the planned launch of the African American Advisory Board (AAAB) in 2020-21. While these efforts were impacted by the COVID-19 shelter in place period, key steps were taken towards the ultimate launch including accessing technical support, exploring key partnerships, and capacity building through professional learning. Other parent/guardian leadership groups continued their work to represent parent/guardian voice within key program areas and collaborate with staff on ways to increase the opportunity for all family members to have voice within their school communities and districtwide. Groups continuing their work in this area included, but were not limited to, the Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), American Indian Education Program Parent Committee (AIEP PC), and LCAP Parent Advisory Committee (PAC).

Challenges

Parent/caregiver engagement and empowerment, like many other efforts of the district, was significantly challenged by the closure of schools. As discussed above, the inability to gather in groups or conduct any in-person events significantly impacted the wide range of family engagement activities being implemented across the district. Specific challenges included:

- Connecting with families to engage and empower. It has been noted that COVID exposed and exacerbated challenges and gaps that already existed in our district and system. A key example is the gap in technology access (both hardware and connectivity) for many families. While progress was made, this remains an area of need.

- The initial inability and ongoing challenges in conducting home visits and bringing families together into space was a significant barrier to existing forms of engagement. Events like the Parent Leadership Pathway Workshops, Parent Information Exchange, Academic Parent Teacher Teams, and Parent Teacher Home Visits all were rooted in bringing people together and building relationships between individuals and groups. While many aspects of these efforts were brought into the virtual space, notably the PTHV transition to Bridge Visits, it is hard to replace the effects of being together in space.

- Unrelated to COVID, but also exacerbated by the impacts of school closures, is the ongoing challenge of providing the full scope of translation and interpretation services to meet the diverse linguistic needs present in the district. This is an area in which the district recognizes the need for ongoing improvement and growth.

Actions Not Implemented

Overall, most of the actions within this goal were implemented as planned, with the shift in staff efforts after school closure discussed above. Aspects of actions that were not fully implemented included:

- The majority of funds set aside for Volunteer Fingerprinting Costs (Action 3.1) were not expended. The service was provided as planned - with the district's centralized fingerprinting services remaining open to any parent/guardian volunteers to access the service at no cost. The total funds expended were significantly less than anticipated.

- As noted, planned activities of the Parent Leadership Pathway Workshops, Parent Information Exchange, Academic Parent Teacher Teams, and Parent Teacher Home Visits were all not implemented fully due to school closures. (Actions 3.1 and 3.2)

- At the school-site level, ability to implement actions varied, with in-person activities canceled and 'rebooting' in the virtual spaces taking varying amounts of time.

Overall Effectiveness

The outcomes associated with this goal demonstrate some areas of progress while, overall, reaffirm this as an area of need moving forward.

- Through March 2020, the key actions implemented by Parent Resource Center staff (Action 3.1) continued to operate at a high efficiency, considering their reduction in staff (the Parent Resource Center in 2019-20 was staffed by 2.0 FTE Family Partnership Facilitators, down from 5.0 FTE in previous years). Staff facilitated the Parent Leadership Pathway Workshop series at 9 sites and supported teachers to implement Academic Parent Teacher Teams at 9 sites. Through 2.25.20, there were 992 net attendees at the PLPW events, with 46% of these being parents/guardians of English Learners. These numbers are broadly very favorable considering the staffing is at 40% of previous capacity and has, at the reduced levels, strived to maintain as wide a scope of service as possible.

- Staff also provided the training, support, and logistical management to complete 902 Parent Teacher Home Visits through 2.25.20. (Action 3.2) It is difficult to compare this last outcome with previous years, as during those years data was reported for total hours and not unique visits. (Each Home Visit can result in 2 hours being logged, with one hour of preparation and one of follow-up)

- The results of the family survey administered in fall 2019 as part of the district's Local Indicator reporting revealed a significant need for improvement in fully engaging families as partners. While the total number of responses was small, the respondents overwhelmingly rated the district as being in the 'Beginning Development' phase of engagement for the majority of the indicator areas. It is the district's intent to (1) improve the overall participation rate in future survey administrations, (2) improve the quality of the survey tool, and (3) continue improving the scope and quality of opportunities for families to fully engage as partners in their child(ren)'s education.

- School Site Councils (SSCs) continued their key role in serving as each school site's primary means for parents/guardians and community members to fully engage in the Cycle of Continuous Improvement within their school community. Funds allocated to school sites (including LCFF Base, LCFF Supplemental and Concentration, Title 1, and other grant funds) are used to improve student outcomes and the SSC remains a primary place for parents/guardians to engage as partners in the decision-making process informing the education of their students.

Goal 4

Maximize the leadership, structure, and processes of the organization to execute our mission as effectively and efficiently as possible.

- Institute the practice of evaluating program and resource efficacy. (Action 4.1)
- Establish a district-wide protocol for providing customer service to stakeholders. (Action 4.2)

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	SCUSD Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SCUSD Data Dashboard Usage Source: Local **19-20** Metric omitted **Baseline** Report Dashboard analytics (usage) for initial (2016-17) school year. (Baseline 2016-17: 1,606 midyear)	This metric was omitted in the previous LCAP.
Metric/Indicator On-time submission to CalPADS and Civil Rights Data Collection (CRDC) Source: Local	District confirms on-time submission of district level data to CALPADS and CRDC for 2019-20. Source: Technology Services Department

Expected	Actual
19-20 Maintain on-time submission **Baseline** On time submission of district level data to CalPADS and CRDC	
Metric/Indicator Infinite Campus (Student Information System) usage Source: Local **19-20** Increase number of Infinite Campus accounts by 10% **Baseline** Report number of students whose families have Infinite Campus accounts. (Baseline 2016-17: 5,700 midyear)	Number of Students with at least 1 parent with an Infinite Campus Account: 2017-18 Mid-Year: 5,398 2018-19 Mid-Year: 6,318 2019-20 Mid-Year: 12,651* *As of 3.13.20. Number is out of 46,187 student records, which includes all students who have been enrolled in any school for at least 1 day. Source: SCUSD Internal Analysis (Technology Services Department)
Metric/Indicator Customer service measurement tool: Complaints and resolution Source: Local **19-20** Improve by 10% annually **Baseline** Develop customer service measurement tools	

Expected	Actual
	Number of Complaints Received by the Constituent Services Office Per Quarter: **Quarter** / **2018-19** / **2019-20** July-Sep / 418 / 391 Oct – Dec / 368 / 347 Jan – Mar / 237 / 274 Apr - June / 328 / 179 Total / 1351 / 1191 **Average Time to Resolve Complaints:** Current records do not allow for a precise reporting of this metric. In the 2018-19 Annual Update it was reported that most cases take between 3-5 days to resolve. Staff report that this range is still accurate for the majority of cases. **Note:** Quarterly numbers reported represent total Constituent Services Office contacts. Contacts include official complaints and related interactions/comments. **Source:** SCUSD Student Hearing and Placement Department
Metric/Indicator Annual evaluation report Source: Local	This metric was not utilized as planned and no specific baseline or methodology was confirmed in 2019-20. District staff are engaged in development of a school and program evaluation framework based on key research questions. These have informed inclusion of attendance, discipline, and academic

Expected	Actual
19-20 Planning year **Baseline** Develop performance metrics for all program plans and contracts	outcome data for schools. As this framework continues to evolve, staff will revisit how the methodology used might apply to a broader set of performance metrics for all program plans and contracts.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 4.1 Provide dashboard database reporting, and assessment system software and tools, to support the district and school sites to analyze student work and monitor student progress. Prepare to identify how programs, staffing levels, instructional supports have impact. Illuminate Education: student licenses, grading software, item bank and pre-built assessments. Tableau Server license support: 7 user licenses.	Illuminate 5000-5999: Services And Other Operating Expenditures Suppl/Con $228,642 Tableau 5000-5999: Services And Other Operating Expenditures Suppl/Con $35,956	5000-5999: Services And Other Operating Expenditures LCFF $241,840 5000-5999: Services And Other Operating Expenditures LCFF $35,956
Action 4.2 Provide training in customer service standards; measure satisfaction level across departments	0	N/A

Goal Analysis

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

The funds allocated to actions/services in this goal area were minimal and expended as planned. No reallocations or changes in use occurred.

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

This goal, while broad in scope, had the fewest actions of SCUSD's four LCAP goals. Of the two planned actions, one was implemented fully while the other was not implemented. Action 4.1 provided staff access to the Illuminate dashboard and database reporting system. This was used both for administration of local assessments/surveys and to analyze student performance. Illuminate serves as the district's single entry point for a wide range of student data platforms/resources including the Early Identification and Intervention System (EIIS), Performance and Targeted Action Index (PTAI), Attendance, Behavior, and Course Performance (ABC) reports, reports on the Math and ELA state assessments, and School Climate Survey results. Staff at school sites and district staff use Illuminate to evaluate student, school, and district needs and to inform data-based decisions. This contributed to the achievement of Goal 4 by supporting program evaluation and the making of decisions that are as effective and efficient as possible.

Action 4.2 (districtwide training in customer service standards and the corresponding measurement of satisfaction level across departments) was not implemented as planned. This is an area in which the district's focus has diverged from the original plan for the goal and action in 2017. Customer service training is currently implemented at the department level and on an as-needed basis. The district still recognizes the value of a centralized customer service model as well as a standardized method for measuring customer satisfaction across departments. However, the prioritization of other issues has resulted in this action being identified for future consideration when the appropriate time and resources can be focused on effective implementation.

It is difficult to reach any definitive conclusions regarding the effectiveness of the stated actions/services to achieve the goal. As stated above, the implementation as planned of the Illuminate dashboard and database system supported district and site-based staff to identify needs and make data-based decisions. Broadly, this does have a positive impact on 'Maximizing the leadership, structure, and processes of the organization to execute our mission as effectively and efficiently as possible.' However, the postponement of any implementation of districtwide customer service training or development of an annual evaluation report with performance metrics for all program plans and contracts resulted in the absence of clear evidence on which to evaluate the two major sub-elements of the stated goal. These were to (1) institute a practice of evaluating program and resource efficacy and (2) establish a district-wide protocol for providing customer service to stakeholders.

The district is engaged in development of a school and program evaluation framework based on key research questions. Currently this is focused on the evaluation of school programs within targeted areas such as attendance, discipline, and selected academic outcomes. As the methodology and reporting are refined, the evaluation framework may be extended to other district program areas.

The defined metrics within this goal include on-time submission of CALPADs/CRDC data to the California Department of Education (CDE), usage of Infinite Campus (Student Information System) by families, and complaint resolution through the Constituent Services Office. And while it is a positive to report that CDE submissions were on-time, usage of Infinite Campus increased (6,318 accounts as of mid-year in 2018-19 to 12,651 in 2019-20), and quarterly complaints decreased (1351 total in 2018-19 to 1191 in 2019-20), they are not necessarily a basis for reaching broad conclusions about the districtwide program evaluation or customer service.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment (PPE) Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$293,610	$1,827,251	No
Screening Materials Additional Thermometers to screen student temperature and mitigate potential spread of COVID.	$11,866	$2,404,341	No
Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$414,623	$1,065,418	No
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	$229,798	$1,317,420	No
Portable High Efficiency (HE) Air Purification Units:	$6,167,700	$8,444,661	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Portable air purification units to be placed in classrooms, work areas, and common spaces within the districts to mitigate the spread of COVID-19. These units also mitigate wildfire smoke.			
Handwashing Stations Additional handwashing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate transmission of COVID-19. Costs for each handwashing station include rental and 4 services per week for a 6-month period.	$415,164	$89,078	No
Hydration Stations Current drinking fountains are to remain turned off during the pandemic in order to reduce the spread of COVID-19. The installation of touchless hydration stations will provide students and staff safe access to drinking water when on campus. Will include 1 station at smaller school sites and district facilities and 2 stations at larger school sites and Serna Center.	$1,200,000	$130,459	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Several of the actions in the in-person instructional offerings section of the plan exceeded the projected expenditures substantively. As the 2020-21 school progressed and plans evolved, the scope of these actions widened to reflect the additional needs identified for successfully implementing in-person instruction and addressing the demands of the COVID-19 pandemic context.

- Screening materials, initially focused on the provision of additional thermometers to screen temperature and mitigate the spread of COVID, expanded to include the costs associated with providing COVID-19 testing, contact tracing software and materials, pulse oximeters, and thermal scanners. Initially projected at $11,866 for just thermometers, the estimated actual expenditure is $2,398,083 with all additional testing, tracing, and scanning materials included.

- Personal protective equipment, projected at $293,610 and with an estimated actual of $1,088,113, expanded in scope to include plexiglass barriers in key areas such as offices, cafeterias, and libraries at all school sites and in high contact areas within the district office. Included as planned were costs associated with face coverings, soap, and hand sanitizer.

- Disinfecting materials were projected at $414,623 and have an estimated actual of $1,065,418. The implemented action included the projected spray bottles disinfectant, towels, gloves, goggles, and masks and expanded to include backpack foggers and other equipment for use by custodial staff to make disinfection processes efficient and effective.

- Visual Cues and Materials for Social Distancing were projected at $229,798 and have an estimated actual of $1,317,007. As planned, the district purchased and installed signage, stanchions, floor decals, and posters to direct traffic according to site plans. The scope of what was actually needed to effectively achieve this action grew beyond the original plan at the time of approval. Expenditures also included stickers/decals, lamination of materials to minimize replacement need, and lawn signs to support the overall safety plan at the site.

- Air Purification Unit were implemented as planned, with the estimated actual expenditure ($8,444,661) exceeding the projected expenditure ($6,167,700). Self-Contained Air Purification Units and specialized air filters were purchased to filter air in classrooms and other enclosed spaces. The actual cost of the units, replacement parts, and filters across all necessary spaces exceeded the projected expenditure.

- Hydration Stations and Handwashing Stations both have estimated actual expenditures substantially lower than the projected estimates. Hydration stations (projected at $1,200,000) were installed, but at a decreased amount with an estimated actual of $130,459 as the scope of installation was less than planned. Handwashing stations, projected at $415,164, were budgeted assuming a weekly rental cost that would last much of the school year. With in-person schooling not occurring until very late in the year, estimated actual costs ($80,078) are far less.

Analysis of In-Person Instructional Offerings

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

At the time of this draft's writing, SCUSD's planned reopening of in-person instruction for PreK-3rd grade students was scheduled for April 8, 2021. Grades 4-6 were scheduled to return on April 15, 2021 and grades 7-12 were scheduled to return on April 22, 2021.

The 2020-21 school year was one of uncertainty for many districts, SCUSD included. Balancing guidance from the federal, state, and county health agencies, the state legislature and Governor, the California Department of Education (CDE), and the interests of stakeholders, the district remained committed to reopening for in-person instruction as soon as the identified conditions of readiness were satisfied.

Early in the 2020-21 school year, the district's Conditions for Reopening Dashboard was established to provide the community regular updates on the progress within each metric defined as a critical component to reopening. The dashboard identified the key areas in

which challenges to reopening existed and the specific metrics that had to be completed prior to reopening. The key areas and some example metrics included:

- Communication: Health and Safety Plan including contact tracing procedures, Health Promotion Practices, SCUSD Dashboard on positive cases/exposures
- Site Safety: Inspection checklists, third-party inspections of sites, classroom preparation, daily disinfection schedule, Plexiglas barriers, directional signage
- Ventilation: Heating, Ventilation, and Air Conditioning (HVAC) units programmed to run continuously, replaced with appropriate filters, opened for outside air
- Hygiene: Disable hand dryers/drinking fountains, flush water lines, available hand soap, sanitizer, and facial tissue
- Preparing our Employees: Employees provided access to training
- Testing: Available testing, routine SCUSD on-site testing, process for reporting positive tests
- Screening: Health screening procedures, protocols for visitors, temperature check equipment at each site
- Face Covering: Face coverings in all classrooms/common places, face coverings required for all grade levels (except medical exemption)

These conditions were established in alignment with public health guidelines and align strongly with the Governor's Safe Schools for all Plan.

On March 16, Sacramento County entered the 'red tier' for risk level based on the rate of per 100,000 new daily case count, the overall rate of positive tests for the entire county, and the health equity positivity rate which assesses the disparity in test positivity rates between different census tracts/neighborhoods.

COVID-19 Testing

Providing testing that is widely available and has a rapid turnaround time for results was a significant challenge and required a collaborative effort across departments to implement. Leading up to the large-scale April reopening for in-person instruction, testing capacity and systems were built out through the district's Learning Hub sites and other open district offices. Testing was provided at all learning hub sites and operational district locations using self-administered PCR testing kits as well as rapid antigen tests. The turnaround time for the PCR test is 24-48 hours and the rapid antigen tests provide on-site results within 15 minutes. Testing began the week of March 8th and, through the first few weeks of testing, the SCUSD positivity rate was 0.86%. All testing is being offered free of charge and on a voluntary basis to all staff and students through a partnership with the California Department of Public Health (CDPH) and the Sacramento County Public Health (SCPH) department.

Vaccination

In addition to COVID-19 testing, SCUSD has partnered with Dignity Health and other community entities to host vaccination clinics open to staff as well as community members. All district staff members were offered the opportunity to be vaccinated. As of March 19, 2021, four clinic events had been held and over 2000 staff and community had been vaccinated. The district has continued partnering with Dignity Health to provide vaccines to community members at clinics, the Serna Center, and other school sites to support distribution of the vaccine across the Sacramento community.

School Site Safety:
Preparing physical school sites for the return of students to in-person instruction presented numerous challenges. These were addressed through the ongoing efforts of staff in Facilitates and Maintenance Services, Risk Management, Student Support & Health Services, Nutrition Services, and others. School site staff were critical in the on-site leadership and implementation of all required preparations and processes. Key challenges addressed included:

- Installation of physical barriers at points of high contact: Plexiglas barriers were installed in front office counters, Multipurpose Rooms, cafeterias, library counters, and additional office counters
- Installation of signage and directional barriers to guide movement of students: Signs have been installed to direct traffic flow and provide important reminders about health and safety practices. Stanchions, tents, directional arrows, and traffic cones have been provided to sites to ensure that students follow appropriate routes to and from class
- Site plans and maps to define entry/exit points and schedules: Guided by third-party review and support, site leadership has been provided training in how to identify and implement appropriate entry and exit procedures
- Ventilation and filtration of closed spaces: Heating, Ventilation & Air Conditioning (HVAC) filters were upgraded and, where upgrade was not possible, a portable HEPA filtration unit was installed. HVACs were programmed to flush inside air a minimum of 2 hours before and after the building is occupied. Additionally, handheld CO2 monitors were purchased to provide sites a means of assessing the air quality and ventilation.

As an additional check on readiness, an outside consultant was brought in to conduct final assessments site-walks to ensure that all requirements had been met in advance of students returning to campus.

Screening
The process for daily student screening upon entry to school sites was established early in the year as part of the district's Return to Health plan. Students and staff were provided guidance for conducting passive (self) screening at home daily. This includes monitoring for symptoms of illness and recent close contact with someone confirmed to have COVID-19. Active screening conducted at schools includes a temperature check and review of signs/symptoms of illness for all students and staff entering the site. Any student of staff with symptoms of COVID or who are required to quarantine per Centers for Disease Control (CDC) guidelines will be advised to return home. The district is currently working to provide access to an app that allows screening for signs/symptoms to be completed digitally prior to arrival. This will enable schools sites to complete on-site screenings in less time.

Face Coverings
Except in cases of medical exemption, face coverings are required for all staff, students, parents/guardians, and visitors while on campus or in district facilities. Individuals may wear a face covering of their own choosing that meets California Department of Public Health (CDPH) guidelines and SCUSD will provide a face covering to all individuals who need them.

Learning Model
A key challenge in implementing in-person learning was resolving the details of the learning model to be used. The district ultimately decided to implement a concurrent model in which teachers deliver synchronous instruction to both in-person and at-home students at the same time. Students opting to return for in-person instruction were split into two cohorts ('A' and 'B') and students choosing to remain in full-time distance learning were designated cohort C. Cohorts A and B each attended in-person instruction 2 days per week,

with the other three days being distance learning. While the concurrent model presented challenges of its own (notably the technology challenges discussed below), a key success was that it allowed students to keep their same teachers for the remainder of the year. The schedule also maintained time within the school day for teachers to continue targeted small group instruction. For secondary students, daily start times returned to those used in 2019-20 to align with bus schedules and to allow morning classes to end before lunch for health and safety practices to be completed. Staff for each grade span (PreK-3, 4-6, 7-12) were returned to campus on the Monday prior to their specific students' start date to prepare for student arrival.

Cohort Schedule:
(Hold for insertion of Image)

- Monday: Distance Learning day for all. Time for both whole-group synchronous instruction and targeted small group instruction. Collaborative Time for teachers.
- Tues-Fri: About three hours of live, synchronous instruction in the morning, with concurrent teaching of students in person and students at home. Afternoon is for targeted small group instruction.
- Students pick-up grab-and-go meals at lunchtime.
- K-6 students in Special Day Classes attend classes in-person Tuesday-Friday in a phased-in approach.

A Professional Learning Website was built and provided to staff. The site includes a curated set of resources including both national and SCUSD-produced to support teachers. Topics include technology, concurrent teaching, lesson design, and content area-targeted support. A series of live question and answer sessions were also provided for teachers leading up to the opening of school.

Technology
As noted above, a key challenge emerging from the selection of the concurrent model was the need for technology that allows a teacher to instruct in-person and at-home students simultaneously. To address this challenge, the district established a Technology Reopening Committee tasked with identifying the technology needed to reopen schools and implement the learning model. The committee visited neighboring districts and met with technology personnel to learn about their process. The committee's recommendations resulted in the following being provided for each SCUSD classroom: Two (2) teacher devices (one to monitor DL students, one to facilitate instruction), LCD monitor, LCD projector, charging needs for student chromebooks, and a Polycom Studio Bar. The Polycom Studio Bar is a device that allows for amplified sound, without the need for additional speakers or microphones. Schools are also being provided with additional power strips, multi-USB docking stations, and broadband and wireless access points as needed.

The district has sufficient devices to issue every teacher a second device/computer and also recognized that there are staff who may be in need of an upgraded computer in their classrooms. With this in mind, data was collected to determine how many additional computers were needed to ensure teachers had devices compatible with Zoom and the additional technology being placed in their classrooms. Staff were provided training videos on how to set-up and use the new technology and resources for teachers to support concurrent teaching. These will include professional learning videos and podcasts that will remain accessible over time. These resources were also shared with principals.

As of March 2021, the district had deployed approximately 31,100 Chromebooks to students who identified they needed a device. This deployment began in March 2020 and has continued throughout Distance Learning. Additional Chromebook carts, Chromebooks and chargers were provided to elementary school sites to accommodate daily needs at grades EK-3. Students in grades 4 - 12 are expected to bring their District Chromebooks from school-to-home as needed for instruction in a 1:1 model. Prior to establishing that expectation, the District, in collaboration with school sites, ensured that all students in grades 4-12 had a District issued Chromebook device. In the event a student forgets to bring their District issued Chromebook with them to school, additional Chromebook carts, Chromebooks and chargers will be available for students to use at school on any given day.

To provide direct support to staff, temporary positions of Technology Support Teachers (TSTs) were created. These TSTs were provided to sites in proportion to student enrollment and have ensure that staff have access to technical assistance including troubleshooting and demonstration of technology and applications. TSTs work in coordination with site technicians.

Athletics
Enabling students and staff to resume participation in athletics (practices and competition) involved a series of challenges that were addressed in close alignment with California Interscholastic Federation (CIF) and local San Joaquin-Section guidelines. The normal three high school sport seasons were condensed into two seasons for the 2020-21 school year, transportation arrangements to and from games was arranged, attendance was limited to parents and family members, and weekly COVID testing was implemented for specific spots (football, wrestling, water polo) as required by public health guidelines.

Learning Hubs
A key district success in providing in-person services that served as a template for addressing later challenges were the Learning Hubs implemented by the Expanded Learning team. These were implemented at 14 school sites and, after beginning with 40 students/hub, grew to the maximum capacity of 56 students each. Students attending learning hubs were provided support through their distance learning instruction and additional enrichment activities. In the transition to in-person learning available to all students, the learning hubs were expanded out to 43 additional sites beyond the initial 14. These provide academic support, tutoring, snack, physical activity, and enrichment through external partners and begin immediately after in-person instruction. Priority for all learning hubs is given to to Homeless Youth, Foster Youth, English Learners, Students with Disabilities, and disengaged students. Students who attended Learning Hubs during distance learning were provided priority to continue after in-person instruction resumed. Learning hubs provided in-person activities 5 days per week, including the three days each week that students were not in-person with their classroom teachers.

Return Survey Results
Another key challenge in implementing in-person instruction was the determination of which students would be returning. The district administered a Learning Options Form in early March 2021 to determine, for each student, whether they would remain in full distance learning or return as part of an in-person cohort. If a survey was not submitted, the student was automatically enrolled in In-person instruction with the opportunity to modify as needed. The survey was made available through multiple channels and staff engaged in extensive outreach to increase the response rate. Overall, responses were obtained for 81% of students with 53% of respondents

indicating a preference to return. This rate varied by grade span, student group, and board member area. Significant variance existed by race/ethnicity, with 33% of Asian and 71% of White students indicating a preference to return, and for fluency status, 35% of Redesignated students and 58% of English Only students, and board member area, 43% of Area 4 and 63% of Area 2.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices and Connectivity Computers made available for all students who need a device to access distance learning at home, Wi-Fi hotspots on an as needed basis, and connectivity support through Sac City Kids Connect partnership with Comcast. Sac City Kids Connect provides low cost connectivity to eligible families. Contract provides 6 months of service for 5000 accounts. This action also includes headsets for students.	$5,728,184	$14,404,671	No
Additional Technology for Students with Disabilities Assistive technology for Students with Disabilities to access distance learning instruction from home. Includes headsets for computers.	$7,047	$150,070	No
Early Childhood Education Support Instructional Supplies and computers for staff in preschool programs.	$120,577	$155,521	No
Foster Youth Services Provide remote support for Foster Youth through a case management model. Support includes regular check-ins with students and parents, monitoring of attendance/engagement and referral to services as needs are identified.	$504,349	$667,765	Yes
Multilingual Literacy Department Lead the implementation of designated/integrated English Language Development (ELD), newcomer programs, and language immersion programs. Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in a virtual context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.	$1,363,445	$1,464,307	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Counselors, Master Scheduling, and Credit Recovery Counselors will provide students academic, college, and other supports, including referral to appropriate services. Counselors will provide virtual small group and 1 on 1 college applications support. Counselors will also play a key role in the scheduling of students at the secondary level in cohorts that meet student academic needs while meeting health guidelines. This effort will be led by the Master Scheduling director, who will also lead efforts to balance enrollment across schools/programs. This will be a key aspect of effective scheduling within distance learning and in transition to hybrid and full in-person modes; particularly as staff may need to be redeployed to address health concerns and enrollment-based needs.	$7,280,609	$7,017,552	Yes
Training Specialists and Curriculum Coordinators Lead the district's distance learning program including the use of grade level scope and sequence plans, administration and use of the district's common assessments, and implementation of the skills and strategies acquired in professional learning. Facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, integration of Social Emotional Learning practices, use of the learning management system (Google Classroom), and implementation of targeted small group and 1 on 1 instruction.	$4,996,850	$4,876,890	Yes
Collaboration Time Weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will be focused on assessing and addressing learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID.	$5,558,673	$5,565,748	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Special Education Instructional Assistants and Psychologists Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	$19,623,365	$17,491,313	No
Homeless Services Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	$161,872	$156,458	No
Enrollment Center Maintain existing staffing and supports so that students are efficiently transitioned into school system and between school sites. Centralized services including an immunization clinic, family services, a summer feeding program, services for families in transition, and translators.	$247,873	$260,684	Yes
Expanded Learning Programs Provide support to students during synchronous and asynchronous learning time. In collaboration with partners, develop programs at each school site to provide supports that include home visits, outreach, referral to resources, online enrichment, small group instruction, tutoring, homework help, and credit recovery/elective courses at high schools. Pilot in-person learning hubs at elementary schools with possibility of expansion to additional expanded learning elementary sites.	$10,438,240	$8,864,001	Yes
Distance Learning Professional Development Two (2) additional days of professional learning to help prepare teachers to implement distance learning.	$2,600,000	$2,019,770	No
Distance Learning Professional Development: Electronic copies of The Distance Learning Playbook resource for staff.	$33,600	$8,460	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Materials for Distance Learning Provide instructional materials necessary for students to participate fully in instruction. Includes physical textbooks, workbooks, digital textbook licenses, school supplies, and curriculum software.	$697,554	$5,559,995	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Most of the actions for the Distance Learning Program did not have substantive differences between the planned actions and budgeted expenditures. The efforts of Counselors, Training Specialists and Curriculum Coordinators, Homeless Services staff, and other staff/programs supporting the distance learning effort all were implemented as planned.

A substantive difference between the budgeted expenditure and estimated actual expenditure was in the area of Devices and Connectivity. Projected at $5,728,184, the estimated actual for this action is $14,404,671. The planned aspects were implemented, with computers being made available for all students who needed a device and wifi/connectivity access being provided in the form of a continued partnership with Comcast and with individual hotspots. The scope of this action also includes the range of devices that have been purchases to allow for concurrent learning during the last part of the year. This includes the technology in classrooms that will allow students remaining in distance learning to participate in concurrent learning with those returning to the classroom. Technology includes devices that will capture classroom audio/video that reduces reduced ambient noise.

A second difference that was significantly higher than projected was Instructional Materials for Distance Learning. This was projected at $697,554 and has an estimated actual of $5,559,995. At the time of the expenditure projections, the costs reflected actuals and encumbrances to that point. The full scope of need was not concretely projected at that point and came to include a variety of additional digital resources and a significant number of physical texts to provide students copies of materials at home.

Other substantive differences include:

- Additional technology to assist students with disabilities in accessing distance instruction from home. At the time of the plan adoption, a small amount ($7,047) of funds had been expended for this purpose but no definitive allocation had been made beyond this. The estimated actual expenditures reflect additional needs that arose and total $150,070.
- The difference in the projected expenditure (19,623,365) and estimated actual expenditure ($17,491,313) for Special Education Instructional Assistants and Psychologists is consistent with previous years, as some positions were not filled at the outset of the year and remained unfilled for varying amounts of time.
- Expanded Learning continued to operate programs as planned, though the reduced scale and form of offerings due to school closures resulted in an estimated actual expenditure ($8,864,001) less than their projected budget of ($10,438,240).

- Estimated actuals for Distance Learning Professional Learning Materials ($8,460) were significantly under the projected expenditure ($33,600). This was due to a lower than anticipated unit cost (projected purchase price was $14.55/item and actual cost was $9.43/item) and less than anticipated demand. The Distance Learning Playbook was made available to all staff who requested a copy on a voluntary basis.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Overall, the district made efforts to implement the continuity of instruction actions as planned, though actual implementation varied across school sites and programs. A challenge impacting multiple aspects of the distance learning plan was the ongoing lack of a formal Distance Learning agreement. As noted in the updated version from 10.29.20, the district's Learning Continuity and Attendance Plan outlined the district's planned implementation of actions and services for students, families, and staff. It was further noted that the contents of the plan included some elements that had been discussed in labor-related negotiations. At the time of the plan update and this writing, formal agreement had not been reached.

The curriculum scope and sequence and identification of priority standards remain key parts of the district's ongoing plans to establish coherence and consistency across school sites and grade levels. Similarly, the focus on Google Classroom as the standard Learning Management System (LMS) is an important step in aligning the student and family experience.

Student scheduling was implemented as planned, with staff cohorting students as much as possible to prepare for the potential return to in-person instruction. As the return plans became concrete, most students were able to maintain their existing class assignments with their same teacher(s). Synchronous instruction in the mornings provided students access to daily, live instruction and asynchronous instruction in the afternoons allowed teachers to hold small group and one-on-one targeted instruction to address specific learning needs. The lack of a formal agreement for Distance Learning presented a challenge to the regular recording of all lessons for later viewing.

Copies of physical textbooks were provided to those who needed them and the district invested in a range of online instructional materials to support distance learning. A key challenge in the area of instructional materials were those unique items associated with Career and Technical Education (CTE). For many courses, students did not have the required equipment at their homes that was present in the specialized CTE classrooms. This made it difficult to implement aspects of the curriculum without the necessary equipment. Staff did work to provide students with equipment, with some solution being less than ideal. Examples of courses that have more intense materials needs include construction, automotive work, and computer science. Where providing physical equipment at home has not possible, teachers have developed virtual lessons.

Maintaining continuity in credit recovery was a challenge in the distance learning environment. Staff reported that engaging students in credit recovery during distance learning has been difficult. When in physical space, teachers are able to provide direct support to students, making rounds in the classroom and building relationships. During distance learning there has been significant online fatigue and more disconnection from staff. Students have not shown up to online sessions in the same numbers that they were prior to the pandemic, indicating a need for redoubled efforts as students return to in-person instruction.

Connecting to students in an academic planning context and providing support has also been a challenge during distance learning. The counseling team has worked to provide a range of virtual opportunities and supports for students in their academic and college planning processes. Successes included virtual essay and scholarship workshops. These focused on students who are underrepresented and/or have been targeted for additional support. With available funds, staff hired Youth Development staff to provide one-on-one support for after-school scholarship assistance, credit recovery, and other guidance. Homeless Youth Services and Foster Youth Services were provided with direct access to counseling tools to increase the collaborative monitoring of graduation and A-G status for HY and FY.

Access to Devices and Connectivity
As noted in the In-Person Instructional Offerings section, the district has deployed chromebooks to all students who needed a device. Through March 2021 this included deployment of approximately 31,100 Chromebooks, with 87.52% of SCUSD households having at least 1 district device. Efforts to ensure access to devices and connectivity began as soon as schools closed in March 2020 and have continued throughout Distance Learning. A key challenge has been the ongoing need to ensure connectivity for students and families who do not have consistent and effective internet connection/speed. The district has made wifi hotspots available by request to families who are experiencing homelessness, are unable to obtain service through the Sac City Kids Connect program (a partnership between the City of Sacramento and Comcast), have three or more students in the home (increased bandwidth needs), or have other extenuating circumstances. Additionally, the District English Language Advisory Committee (DELAC) shared contact information on how to request a hotspot and asked representatives to take this information back to their site English Learner Advisory Committees (ELACs). Support for connectivity has been centralized by the Attendance and Engagement Office with key collaboration from school site staff, Foster Youth Services, Homeless Youth Services, and the District Parent Resource Center.

Pupil Participation and Progress
During the first part of the year, the district moved forward with plan to implement the common assessment portfolio developed to establish coherence and consistency in how student learning needs are assessed across the district. As described in detail within the Pupil Learning Loss section, participation in the Math, ELA, and foundational reading assessments was less than desired and, ultimately, an arbitration decision in January 2021 confirmed that the assessments could not move forward without mutual agreement with labor partners. Available performance results were used by schools and individual staff to monitor student progress and inform instructional decisions. These results, coupled with the ongoing formative assessment practices used by individual teachers and teacher teams, enabled staff to identify specific student needs and target support. Targeted supports included small group and one-on-one meetings as well as differentiation during live and asynchronous minutes.

In alignment with state guidance (Senate Bill 98), a participation-based attendance system was implemented that provided teachers and schools multiple measures for measuring student participation. Measure included, but were not limited to, evidence of participation in online activities (Zoom, Google Classroom, Clever, etc.), completion of regular activities (assignments, surveys, check-ins, assessments), and contacts between staff and the student or family. During distance learning students were not identified as truant. However, attendance was used an important indicator for further outreach and engagement when students demonstrated significant rates of disengagement. This process is described in further detail in the Pupil and Family Engagement and Outreach section. As planned, time value of student work was determined by individual teachers for their respective classroom/courses. Implementation of the weekly engagement record forms to be completed each week was a challenge in that no formal agreement on process was reached, leaving implementation to the school site and classroom level.

Distance Learning PD
Staff have been provided ongoing access to the professional development initially launched in spring 2020 and implemented as part of the training leading into 2020-21. This included self-paced modules in Universal Design for Learning (UDL) and online professional learning for distance learning tools, including Google Classroom. UDL has remained at the heart of district instructional planning moving forward and is a key piece of the Tier 1 MTSS framework. Ongoing professional learning has been provided to teachers and leaders on UDL lesson design. Specific professional learning on UDL has been provided to support teachers in distance learning in science, math and ELA/ELD.

The first cohort of the district Multi-Tiered Systems of Support (MTSS) effort was successfully launched. Cohort 1 has progressed through a series of extensive trainings, with the twenty-five (25) participating schools' principal and leadership team engaging in professional learning on the six (6) critical components of MTSS. Year 1 is considered to be an Installation Year, with leadership team development, establishment of a problem-solving process, and data review/analysis as key goals. The second cohort of schools will enter year 1 in 2021-22. Ongoing coaching/support will be provided to schools as they progress to years 2 and 3 and they will be engaged in providing peer support and mentorship to Year 1 schools.

In addition, the Curriculum and Instruction office offered a series of content-specific professional learning opportunities framed by Universal Design for Learning. The Multilingual Literacy Office offered four sessions on meeting the needs of English Learners: (1)English Language Development (ELD) strategies during distance learning; (2)English Language Development strategies to support the English Language Proficiency Assessment for California (ELPAC); (3)Vocabulary Development; and (4)Writing Development. ELD was also built into the professional learning sessions offered for English Language Arts teachers on building foundational skills, publisher training on MyPerspectives (secondary ELA adopted materials), and on-going sessions for 12th grade teachers of Expository Reading Writing Course (ERWC). The ELD training specialists are also building their own knowledge of ELD and have joined the Sacramento County Office of Education (SCOE)/Californians Together professional learning (EL RISE) for elementary, secondary, newcomer, and administrative multi-year cohorts (along with district teachers who opted-in) to increase implementation of the California English Learner Roadmap through teaching and learning cycles.

Staff Roles and Responsibilities

The 2020-21 school year presented a few overarching challenges that influenced the roles and responsibilities of staff across multiple departments. As the year began and 2020-21 distance learning was fully launched, connectivity access and device support was a major need that shifted roles and responsibilities. Staff in Attendance and Engagement, the Family and Community Empowerment (FACE), and many other roles that provided outreach to students and families all supported the distribution of devices, support for accessing Zoom, Google classroom, and other district platforms, and addressing connectivity issues. As the year progressed and more students and families gained familiarity with the the various software and hardware in use, support for basic services came to the forefront. This resulted in staff shifting efforts to support families in obtaining food, housing assistance, access to benefits, and other basic needs. These shifts in roles and responsibilities were embraced, as staff recognized that supporting students and families with their most immediate needs was critical to addressing any other academic, social, or emotional issues. As staff prepared for the return to in-person instruction, roles and responsibilities shifted again with the need to plan for the concurrent instruction of students in-person and at home and effective implementation of safety protocols at school sites.

Supports for Pupils with Unique Needs
English Learners
The Multilingual Literacy Office has moved forward in providing more services for our English Learners. 2020-2021 brought the first year of the high school newcomer pathway. English Language Development (ELD) content-specific courses were added to the course catalog to build language and literacy, while meeting graduation and A-G requirements. This year will also see the first group of students graduate with the Assembly Bill (AB) 2121 exemption (students who entered United States schools during their junior year). This is expected to positively impact the English Learner graduation rate. In an effort to align with California Global 2030 and celebrate our students' multiliteracy, the Multilingual Office set a clear protocol that offers up to four years of world language credit for students who take a language proficiency exam. This protocol should decrease the number of ELs who are credit deficient, increase graduation rates, and promote the growth of our world language program - especially heritage/native language courses. 2020-21 also featured the highest number to date of seniors who pre-qualified to earn the State Seal of Biliteracy (More than 500). An additional 500 seniors qualified to take the Sacramento County Office of Education (SCOE) language exam to earn the Seal of Biliteracy. More than one hundred students signed up for the April testing dates.

A significant challenge was the administration of the English Language Proficiency Assessments for California (ELPAC) used for determining reclassification eligibility and providing valuable information about student progress toward fluency. As of February 2021, all 735 students requiring an Initial ELPAC had been assessed (100% participation rate).
As of April 2021, 2020-21 summative ELPAC administration was still in progress, with 30% of students having started at least one domain of the assessment. (The assessment includes the listening, speaking, reading, and writing domains) SCUSD has set a goal of completing assessments by May 31st, though the state has allowed districts to extend the testing window until July 30th.

In addition to the ELPAC, another challenge has been finding the needed data points for reclassification. Students are required to score a 4 overall on the ELPAC as well as 'Nearly Met' or above on a district-determined English Language Arts (ELA) standardized assessment. As the state assessment for ELA was not administered last school year and not all students took the ELPAC, reclassification rates have not been consistent with previous years. The Multilingual Literacy Office is working with the Assessment team to determine if the district interim can be used for reclassification.

Students with Disabilities
A major challenge during 2020-21 was the length of time required to reach an agreement with labor partners regarding special education assessments. These assessments are the foundation upon which an Individualized Education Program (IEP) is based. The assessment process collects information about a student for the purpose of determining eligibility for services (Initial Assessment) and to monitor progress (Triennial). Negotiations concerning one-to-one special education assessments for students with disabilities occurred throughout the fall and early spring of 2020-21, culminating in the successful reaching of agreement at the end of February 2021. The agreement allowed the district to conduct special education assessments in-person and, if sufficient teacher and specialist volunteers are not available, to work with outside agencies. The goal cited in the agreement is to reduce the backlog of pending assessments by 20% each month. This is consistent with corrective actions outlined by the California Department Education (CDE) in response to complaints filed in November 2020 and January 2021.

An area of success during the recent year that will be built upon moving forward has been the opportunity to partner with families in new and innovative ways. During distance learning, staff have been able to stay connected and support students with disabilities in ways not previously utilized and will use this learning to inform future efforts.

Gifted and Talented Education (GATE)
Gifted and Talented Education (GATE) services were provided by staff according to the GATE service plans in place at their school sites. A key challenge and ultimate departure from the implementation plan was the postponement of screening assessments for the 2020-21 school year. As a result of COVID-19 district-wide safety measures, it was determined by the District Assessments Committee that, for 2020-21 only, it was not possible to guarantee valid assessment results, safe assessment administration for all of SCUSD's 1st & 3rd grade students, and equitable access to engage in those assessments according to student need (i.e. accommodations per IEP or 504 Plan, or access to translated instructions). Screening assessments will resume, pending any necessary agreements, in the 2021-22 academic year. The decision to postpone screening assessments was informed by considerations of safety, validity, and equity and is consistent with decisions made by other large districts in the state. Next steps include the formation of a GATE Identification Planning Committee to review current research, best practices, and available assessment options.

Foster Youth
The distance learning context presented several challenges for Foster Youth Services staff. Staff were not able to conduct traditional events as usual for foster families and students, but successfully pivoted to provide events within the virtual context. These included a 'back to school drive through' where families had the opportunity to "drive thru" the Serna Center and pick up a school supply survival kits for eligible foster youth in their home; kits were also dropped off to students' homes while practicing proper social distancing protocols. Frequent check-ins were conducted with students, families, and teachers to assess needs and provide targeted support. Common supports included technology access, online tutoring services, and referrals to community partners and social workers. Overall, assessment of student needs has been a challenge. Particularly for Middle and High School students, staff report that students have been more likely to respond with "I'm OK" and "I don't need anything" in virtual check-ins, while participation/engagement data has indicated otherwise. The in-person context enables building of greater rapport, trust, and more

accurate assessment of needs. It has also been more difficult to keep students connected to services such as tutoring due to various barriers such as Zoom fatigue and home placement changes. When students and families missed sessions, it is harder to keep them connected. Staff have had success through increased communication and collaboration between schools, social workers, and other foster youth stakeholders to monitor student needs. During school closure, teachers and other school site staff have been very willing to connect and collaboratively develop support strategies and accommodations to help students with higher needs. Distance learning scheduling has also made teachers more accessible during the school day, allowing Foster Youth Services staff to receive more rapid responses and take follow-up steps.

Homeless Youth
A major success in the current year has been a revision of identification process for homeless youth and families. The process now uses a Declaration of Residency (DOR) that any staff member can fill out based on a conversation with a student or family to document that family's situation. Previously, the responsibility was placed on the family to turn in their own documentation. The DOR provides statement-based evidence that can be used to support the identification process. The comprehensive identification of all Homeless Youth who are eligible to receive services remains a significant challenge not just for SCUSD, but regionally and statewide. Another success has been the issuing of cell phones to all staff. Families and students can now text or call Homeless Youth Services staff directly. This has been successful in facilitating regular check-ins with students and the amount of overall contact and return calls have increased.

The Homeless Program Coordinator is the administrator of the Homeless Services Office and staff. The Coordinator monitors and ensures district-wide McKinney-Vento compliance, including identification of homeless students for McKinney-Vento rights and services (including State and Federal programs), student enrollment and attendance, dispute resolution, outreach and support services, and other duties as defined per McKinney-Vento. The Social Worker position for the Homeless Services Office is dedicated to serving Homeless Youth has been successful in providing more responsive services to students across sites including suicide-risk assessment and trauma response. The Youth and Family Mental Health Advocate has been successful in monitoring and tracking students who live in local shelters and providing enrollment and support services to the shelters, families, and students. Collaboration with the Enrollment Center has resulted in specific guidelines for enrolling Homeless Youth. An ongoing challenge is the need to provide additional training and information for staff about Homeless Youth issues. This includes support in how to take a stigma-reduction approach. There can be a great deal of stigma associated with Homelessness and guidance can help staff understand the appropriate ways to talk about rights, supports, and confidentiality of the family context. Home visits to places of residence have been very successful this year. Going out to shelters, motels, unsheltered sites, and other locations to deliver school supplies, warm weather items, hygiene supplies, and food has provided students with families with much-needed resources while also enabling staff to check-in and monitor progress. Homeless Services staff also provided distance learning support services to ensure homeless students were connected with appropriate educational services, had access to wifi, and were engaged in learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Learning Program Included a High School Credit Recovery program operated by each of the five comprehensive high schools, with access for students from smaller schools. Priority provided to seniors within 20 credits of graduation, Foster Youth and Homeless Youth in need of credit recovery, and 9th-11th graders in need of credit recovery. Also included a K-8 Summer program offered in partnership with the City of Sacramento at five elementary/K-8 schools. This program addressed learning loss for the students enrolled while also serving as a pilot opportunity for many of the program elements to be implemented in the fall with the intention of addressing learning loss for all students.	$522,418	$522,418	No
Data Dashboard and Software Tools Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard. Illuminate serves as the district's primary assessment interface, allowing for administration, analysis, and display of results. This tool will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.	$294,644	$294,644	No
Fingerprinting for College Tutors Funds pay for the cost of fingerprinting fees for California State University Sacramento (CSUS) college students who will be assigned as tutors for SCUSD students. The collaboration with CSUS will result in the deployment of 40-50 tutors that will support distance learning overall and provide targeted supports.	$4,050	$0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

This section of the plan had three associated actions, two of which do not have substantive differences between the planned actions or budgeted expenditures and what was implemented. In the case of the Summer Learning program, the action had been implemented at the time of the plan adoption. In the case of the Data Dashboard and Software Tools, they were implemented as planned. The third action projected a budget of $4,050 to pay for the fingerprinting fees for college students to serve as tutors for SCUSD students. No funds were expended for this purpose during the 2020-21 school year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

This is an area in which significant challenges were faced during the 2020-21 school year. These challenges remain and need solutions in order for the district to effectively assess and address Pupil Learning Loss moving forward.

As outlined in the plan, the district began the 2020-21 school year with assessments in Math, English Language Arts and, for early grades, foundational reading. The purpose of these assessments was to identify unfinished learning from the previous year and establish a baseline for each student. These 'beginning of the year' assessments were, in fact, the end of year assessments from the prior grade level. For example, a 2020-21 fourth grader was given the end of year third grade assessment. Participation results for these assessments were:

- Elementary: 63% for ELA, 60% for Math
- Middle School: 56% for ELA, 56% for Math
- High School: 25% for ELA, 29% for Math

Participation in the interim assessment administered in the middle of the school year did not improve upon these rates significantly and, in a few key areas, decreased sharply:

- Elementary: 56% for ELA, 67% for Math
- Middle School: 58% for ELA, 55% for Math
- High School: 26% for ELA, 14% for Math

These participation rates reveal a fundamental challenge present in the district – being able to administer the district's common assessments consistently for all students. Entering into the 2020-21 school year, agreement with labor partners had not been reached on a number of key issues. Included in these was the issue of district common assessments, leaving the actual decision to administer Math, ELA, and foundational reading assessments to the school site and classroom level. As might be expected, this has resulted in uneven administration and less than the desired level of overall participation. This was true in the previous year as well. In 2019-20, only 53% of students participated in 1 or more of the district's Math assessments and only 43% of students participated in 1 or more of the district's ELA assessments. A January arbitration decision confirmed that a November 2016 Memorandum of Understanding (MOU) specific to testing remains in effect and requires that there must be mutual agreement to administer district initiated and/or

district wide tests or assessments to monitor student progress.

While the overall participation rate for the beginning of year and interim assessments was far from ideal, the results that were obtained were able to be used by schools and individual instructors to help assess pupil learning loss and appropriately respond. Below is a representative sequence of what this can look like:

- Assessments are administered to students
- Using the assessment results, the teacher identifies the key content/concepts that students need additional support to master
- The teacher schedules and implements small-group and, as needed, one-on-one instruction to provide support that 'fills in the gaps' in student content knowledge before the grade level content is introduced in class

The administration of assessments regularly would enable staff to look forward in the established scope and sequence to determine what knowledge students need to fully access content at grade level.

Results from the mid-year assessments varied by student group and, overall, demonstrates that significant improvement is needed systemwide . Across all students, the percent of correct answers on the ELA Interim Assessment 2 was 54%, a 2 percentage point increase from the prior assessment period. Across all students, the percent of correct answers on the Math Interim Assessment 2 was 59%, an 11 percentage point increase from the prior assessment period. While improvement was achieved in both areas, 54% and 59% are still far from the desired percentage of correct answers.

Performance results on the second interim assessment varied significantly by student group for English Language Arts:

- Three student groups performed significantly below the overall rate - American Indian or Alaska Native (48%), Black or African American (44%), and Native Hawaiian or Pacific Islander (45%) – while White (65%) and Two or More Races (60%) performed well above
- English Learners (40%) performed significantly below their English Only (56%), Initially Fluent (65%) and Redesignated Fluent (61%) peers
- Students receiving special education services (41%) performed significantly below their peers who do not receive special education services (55%)
- Socioeconomically Disadvantaged students (46%) performed significantly below their peers who are not Socioeconomically Disadvantaged (65%)

Disparities in the results for the Math interim assessment mirrored those for ELA:

- Four student groups performed significantly below the overall rate - American Indian or Alaska Native (53%), Black or African American (46%), Hispanic/Latino students (54%) and Native Hawaiian or Pacific Islander (50%) – while White (72%) and Two or More Races (64%) performed well above
- English Learners (51%) performed significantly below their English Only (61%), Initially Fluent (69%) and Redesignated Fluent (57%) peers
- Students receiving special education services (49%) performed significantly below their peers who do not receive special education services (60%)
- Socioeconomically Disadvantaged students (54%) performed significantly below their peers who are not Socioeconomically Disadvantaged (71%)

Overall, the performance results support the existence of pupil learning loss and the need to accelerate growth to address that loss. In the district's plans to return to in-person instruction, maintaining time during each day for targeted small group and one-on-one instruction was a key priority. The schedule that was ultimately selected did maintain this time, with in-person cohorts attending alternating days of live synchronous instruction in the morning and afternoons focusing on targeted instruction.

The district will be implementing a summer program during June-August 2021 to decrease the effects of pandemic learning loss, increase grade level readiness, and accelerate student achievement. This program is described in further detail within the Overall Analysis section.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

As mental health and social and emotional well-being needs of students, families, and staff shifted significantly with the COVID-19 pandemic, Student Support and Health Services (SSHS) staff, the Social Emotional Learning (SEL) team, and staff across departments continued to build relationships and deliver responsive services.

A major impact to the monitoring and supporting of mental health and social and emotional well-being was the context of school closure and physical separation from students, particularly in a time when issues faced by students, families, and staff were exacerbated by the pandemic. New ways of assessing needs, connecting to individuals, and providing services were required.

The conscious acknowledgement of the rapidly changing context and proactive outreach conducted by Student Support & Health Services staff allowed SCUSD to not only maintain, but increase the number of students provided services. During the first quarter of 2020-21 (Aug-Nov), 31% more students were served relative to the same time period in 2019-20. This also represented a 61% increase over the last quarter of 2019-20, demonstrating significant improvement in the pandemic-era outreach and service-delivery. Home visitations became a key outreach strategy and these were increased by 194% over the first quarter of 2019-20.

There was a 70% increase in requests for basic needs items (food, shelter, clothing, and connection to learning), referrals to domestic violence agencies/shelters, and referrals to homeless programs. Focused prevention and early intervention efforts by staff led to increased participation in drop-in student groups (to support social/emotional development and nurture mental wellness), classroom interventions in mental wellness, and participation in LGBTQ+ supports including training, education, and support groups. Schools were supported to increase the effectiveness of their site Coordination of Service Teams (COSTs) and Multidisciplinary Teams (MDTs) to make appropriate referrals to link students to services. Requests for more intensive services such as mental health services and crisis response decreased by 40%. This data suggests the mental and emotional fallout from the pandemic has not yet surfaced, as families are focused on meeting basic needs for food, housing, clothing, health care, and connectivity to learning.

As of March 2021, staff had provided 7,544 Tier II and 1,302 Tier III mental health interventions. These included, but were not limited to:

- Check-in/Check-out (CICO)
- Psycho-educational groups
- Linkage to community-based services
- School-based mental health individual counseling (in-person and virtual) for students and caregivers
- Case management services
- Professional Learning and consultation for educators and caregivers
- Training for students, staff, and caregivers
- Suicide risk-assessment and safety planning
- Crisis intervention

- Homeless services and supports
- Foster Youth services and supports
- Student behavior and placement support and advocacy

The district's Connect Center, a central hub for mental health supports, played an important role in the delivery of the above services. Examples of specific services provided by the Connect Center included a weekly teen anxiety/depression group for 9th graders a 'Gendering the University' experience in collaboration with Sacramento State's Pride Center, and facilitation of monthly events bringing together district GSAs. Connect Center staff have also increased their efforts to deliver basic supplies, including food, and provide assistance with housing insecurity and benefits. This is an area that staff had not traditionally focused on but elevated as an important part of the work during 2020-21. Connect Center staff also continued to provide safe zone trainings for staff and parents/caregivers. These trainings provide opportunities to learn about LGBTQ+ identities, gender and sexuality, and examine prejudice, assumptions, and privilege.

In March, the district launched its first Kelvin survey to learn more about student experiences including the social-emotional needs of students and the climate and culture of schools. The survey is intended to gather information on the following:

- Student/Family Engagement: How involved are students/families with their schools
- Social-Emotional Learning: How do students perceive their development of social-emotional skills like self-management and resilience?
- School Climate: How do you see the overall social and learning climate of the school?
- Teacher/Student and Family Relationships: How strong is the social connection between teachers and students within and beyond school?

The data will provide staff with comprehensive, friendly reports to inform programming that improves school climate and culture, students' social emotional learning, and family and community engagement.

Bullying prevention efforts faced significant challenges, as overall reporting of incidents decreased greatly. Staff are aware that this does not necessarily mean that bullying has experienced a corresponding decrease and that new strategies are needed to assess needs and support reporting. Staff have also noted that the acceleration of technology use during distance learning has changed the landscape of bullying prevention and increased the importance of prevention and response to cyberbullying. Overall, staff increased their focus on administrative consultation as point of influence. In addition to the student and parent/caregiver consultations that were already a key part of staff efforts, working directly with principals allowed the Bullying Prevention Specialist to support the site in a direct manner. Moving forward, increased alignment of Social Emotional Learning and bullying prevention is needed as well as the articulation of both within the overall Multi-Tiered System of Supports (MTSS) framework.

Positive Behavioral Interventions and Supports (PBIS) implementation faced a similar challenge as bullying prevention efforts – the gathering of data during distance learning. Staff are aware that current data do not present the complete picture of needs, as there are far fewer incidents being logged in the system. It has also been more challenging for teachers to establish relationships in some cases. The barrier of distanced learning can be made even more difficult by certain circumstances like cameras being kept off during zoom. Overall, it is been harder to connect on a social-emotional basis and to address behavior issues in the digital space. In the virtual learning space, exclusion may be less visible.

PBIS successes in 2020-21 include the provision of trainings in trauma-informed care and high-leverage practices for all students, including students with disabilities and English Learners. These have all been intended to help staff be more in tune with student needs on an individual basis – not just class-wide. Second-year PBIS sites also completed their Tier I foundational planning in preparation for a full launch when students return in person. Staff also want to continue engaging with families to get feedback on how the school is serving their child and to work together to accomplish students' educational goals. The importance of family as full partners in teaching and learning has been more visible than ever during distance learning. Teachers and staff have also gained a better understanding of what students' lives look like. This has provided opportunities to build a new level of empathy as homes are 'virtually visited' every day during class. Next steps also include alignment of PBIS work within the overall MTSS framework. Staff are currently developing modules, training, and supports for all MTSS Tier I sites to implement PBIS. The modules will provide definitions of success, research-based best practices, sample resources, and guidance on what data to examine. Examples of module focus topics include development of school wide expectations, creating acknowledgment systems, defining major vs. minor behavior issues, and developing behavior management processes.

Social Emotional Learning (SEL) during distance learning has focused on the power of collective healing, with emphasis on relationships, routines, and resilience. For staff, this examines how the adults in the system show up and provides self-care and community care strategies to support adult SEL. Practices and resources for students focus on nurturing skills and conditions including identify, belonging, and agency. And support for parents/caregivers includes practices and resources for self-care and family resilience.

The SEL team has also provided guidance and support to staff use a Trauma-Sensitive Approach, implement alternative approaches to discipline, and reinforce the Distance Learning discipline protocol. Within a Trauma-Sensitive Approach, staff have reinforced the need to pause, reflect, and respond mindfully when interacting with students. Key questions within the approach include:

- What has happened?
- How can I help?
- What do you need right now?

Alternative discipline approaches include de-escalation strategies, redirecting, reteaching, use of peer mentors, restorative justice conversations, harm circles, and referrals to student support services. Key policies that will be reinforced as in-person instruction resumes include:

- No suspensions for health-related protocols (e.g. face coverings)
- Parent/student conferences and consultation with district staff required before a suspension is issued

Staff have also collaborated in the delivery of anti-racist professional development for principals and district leaders. This is being provided through a partnership with EPOCH education and engages participants in a series of modules that are focused on topics including, but not limited to:

- The Impact of Microaggressions
- Exploring Issues of Privilege and Entitlement
- What is Implicit Bias?

- Our Role in Confronting and Overcoming Systemic Oppression
- Debiasing our Thoughts and Actions
- Cultivating Cultural Competency

The training is aligned to the district's core value in that it stems from a recognition that our system is inequitable by design and aims to confront and interrupt those inequities.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Engaging and reaching out to students and families during distance learning has been a critical component of the district's ability to assess needs and provide services as described in other sections of this update. The first level of monitoring engagement is the tracking of attendance. During 100% distance learning the concept of 'attendance' has expended to include, but is not limited to, the following criteria:

- Evidence of participation in online activities (Zoom, iReady, Google Classroom, Clever, etc.)
- Completion of regular assignments, surveys, check-ins
- Completion of assessments
- Contacts between staff and the student or parents/guardian

Teachers record the level of engagement as a measure to provide more specific interventions at the classroom level. The overall attendance and chronic absenteeism rates are also monitored to assess trends and on the districtwide, schoolwide, and individual student basis. As defined by Senate Bill 98, significant disengagement (missing more than 60%) of school days, is also a monitored metric.

Through March 2021, the overall chronic absenteeism rate was 17.6%. Several student groups had rates significantly above the districtwide rate. These included Homeless Youth (63%), Foster Youth (34.2%), African American students (33.2%), Pacific Islander students (31.2%), and Students with Disabilities (23.9%). Students groups with rates significantly below the districtwide rate included Filipino students (7.9%), White students (8.9%), and Asian students (9.8%).

The overall disengagement rate (percentage of students with an attendance rate of 40% of less) was 2.1% through March 2021. Student groups with rates significantly above the districtwide level included Homeless Youth (17.6%), African American students (4.9%), and Students with Disabilities (4.1%). Students groups with rates significantly below the districtwide level included Asian students (0.9%), White students (0.8%), and Filipino students (0.5%).

To engage and reach out to students and families, the district's Attendance and Engagement office and 'Be Here' team has implemented the planned tiered reengagement strategies beginning in the summer of 2020 and ongoing throughout the year. These have included the following tiered strategies:

- Tier 1 (for engaged students): Clear communication, connectivity solutions, technology support, parent/caregiver support, home language support, and preventative outreach
- Tier 2 (for Moderately engaged students): Phone calls, texts, email for each absence, letter home on 3rd absence
- Tier 3 (for students with low engagement): Engagement support plan meeting, student support center/connect center referral, home visits
- Tier 4 (for significantly disengaged/unreachable students): Home visits, outside agencies, Community Based Organization (CBO) collaboration, School Attendance Review Board (SARB) process

Key to the implementation of these strategies are the Child Welfare and Attendance Specialists. These staff support sites with attendance improvement implementation, facilitate school site teams to make data-based decisions, and assist with ongoing progress monitoring. Sites have also been provided training to support their implementation of reengagement strategies.

The attendance and engagement team has utilized InClass Today, a supportive and informational absence reporting tool that provides direct communications to students and families who miss 5-25% of school time. Communications are provided via letters and texts, including the ability to two-way chat between staff and parents. The district attendance office has continued to conduct home visits (these are above and beyond visits conducted by school sites) and support development and data entry for Engagement Support Plan. The Attendance and Engagement Office has also played a critical role in supporting connectivity, serving as the central hub for hotspots, wifi codes, and technology distribution.

Family and Community Empowerment (FACE) department staff pivoted early in the pandemic to provide additional support in the engagement and outreach process, particularly to connect with 'unreachable' students. During 2020-21, they continued this support, making 1 on 1 phone calls and collaborating in home visits. In addition to this, FACE staff implemented a range of successful supports for families during this year. They include:

- Continued to provide trainings and weekly parent meetings in the virtual space
- Building a library of recordings that can be accessed by parents/caregivers anytime
- Holding empathy interviews to gather information on what resources would be needed in a return to in-person learning
- Training of parents/caregivers to facilitate healing circles
- Creating a virtual volunteer system that allows people to go through the required protocols online
- Deepening relationships with community partners

Challenges included the lack of access to and/or familiarity with technology for parents/caregivers. While this is certainly not solved, many parents/caregivers have acquired increased familiarity with technology and virtual platforms over the year. Over time, the key challenges that families are sharing have shifted to basic needs (food insecurity, stress, health, and other pandemic impacts).

The Parent Teacher Home Visit (PTHV) is a notable example of early and sustained success. The PTHV program pivoted early in response to the pandemic, training staff for implementation of virtual, Bridge Visits. Demand for training has increased and CARES dollars allowed for continuation of the program beyond the initial budget limitations. While it is a challenge to try and replace the experience of in-person visits, a key learning has been the fact that on-line visits provide much more flexibility to teachers and parents. Although in-person visits are still the most informative and will be continued, the successes of Bridge Visits will inform the practice of PTHVs moving forward. Through 2.25.21, 2,356 bridge visits had been conducted during the 2020-21 school year. This is almost twice

as were conducted during the entire 2018-19 school year (1260) and more than double the amount that were conducted up to the time of school closures during 2019-20 (971). Bridge visits continued to play an important role in building relationships between home and school, while also serving as a key aspect of the overall engagement and outreach to students and families. Bridge visits were often a means for staff to identify additional needs and connect families and students to resources/services.

Analysis of School Nutrition

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

Nutrition Services staff successfully maintained the systems that were implemented during the early months of the pandemic and refined in the fall. Meals were provided to all students at no cost and were distributed via a drive-thru (or walk-up) curbside pick-up process. Pick-up was available on Monday, Wednesday, and Friday, with food provided for all 5 days of distance learning each week. The curbside pick-up process was implemented according to state and county public health recommendations, with social distancing and appropriate personal protective equipment (PPE) used at all times.

In March, the district informed families about the availability of Pandemic EBT 2.0 benefits. Pandemic EBT 2.0 is a federal program that provides food benefits to help families with children who are eligible for free or reduced-price school meals. Students whose families receive Pandemic EBT 2.0 benefits are still eligible for free/reduced price school meals. SCUSD communicated with all families to ensure that their appropriate address was on file and provide instructions for how to update their address if needed. All SCUSD students who attend a school that offers universal free breakfast or lunch will automatically be eligible for Pandemic EBT 2.0. EBT funds will be retroactive for the 2020-21 school year. California Department of Social Services (CDSS) will direct mail P-EBT 2.0 to households in April 2021.

As the district prepared to resume in-person instruction, Nutrition Services staff refined and communicated the plan for meal distribution as part of the district's regular Updates to the Board and Community on the Conditions of Readiness for School Reopening. The primary challenge in providing meals during the final months of the 2020-21 school year will be distributing meals to students in Hybrid Learning (which includes in-person days) and to students who are remaining 100% in Distance Learning. Key elements of the district's plan to provide meals in both contexts include:

- Modifying the current curbside distribution schedule to offer curbside meals on Mondays only, from 11:00am – 1:00pm starting April 5th.
- Students engaged in on-campus learning will take a 'grab and go' lunch and breakfast for the next day home when they report in person each day. This will eliminate the need for monitoring meals in the classroom and allow for quick entry and exit from campus. Meals will be provided through curbside distribution on Mondays to all enrolled SCUSD students, and children present in the vehicle. Meals will cover the nutritional needs for students during their distance learning days.

- During on-campus learning, water will be made available. Secondary students will be encouraged to bring refillable bottled water from home. Elementary classrooms with sinks for water will be provided disposable drinking cups. Additional bottled water will be made available to schools as needed.
- Students engaged in 100% Distance Learning will be able to pick-up meals through curbside distribution on Mondays at any of the open meal service sites.

All students will continue to be eligible for meals each day at no cost, whether they are participating in on-campus or distance learning. Students/children not enrolled in SCUSD schools (or associated charter schools) that are present in the vehicle during curbside meal pick up on Mondays will still be eligible to receive free meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services and Supplies Additional supplies and services needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes food, additional kitchen equipment, sanitation supplies, Personal Protective Equipment, salary/benefits, and mileage.	$1,537,705	$1,020,949	No
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL) The district's SEL and PBIS team are leading multiple efforts to attend to the mental health and social emotional well-being of students, families, and staff. This includes the integration of SEL into instruction and addressing the traumatic impacts of COVID, school closures, and the systemic racism and violence in our nation, state, and community. Professional learning is being provided to increase connectedness/belonging and address trauma – both within the remote context.	$901,276	$1,000,962	Yes
Mental Health and Social and Emotional Well-Being	Nurses and Social Workers Nurses and Social Workers will play key roles in the district's efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families. The current public health crisis has come with a host of other economic and social impacts. These staff will not only maintain existing staffing and supports to provide critical health information, referrals, and	$5,278,796	$3,334,424	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	support, but lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources.			
Mental Health and Social and Emotional Well-Being	Connect Center The Connect Center is serving as a critical hub in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic. Existing staffing and supports will continue providing students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. As sites and district staff are able to identify student and family needs in the distanced context, the Connect Center will address emerging needs.	$517,681	$465,998	Yes
Stakeholder Engagement	District Parent Resource Center Family and Community Engagement staff have partnered and are continuing to work closely with the Attendance and Engagement Office to conduct home visits and other outreach to make contact with 'unreachable ' students. They are also actively developing and implementing a range of parent capacity-building workshops and making available a host of resources to support Distance Learning.	$340,708	$336,942	Yes
Stakeholder Engagement	Parent Teacher Home Visit (PTHV) Program PTHV staff pivoted early to the distance learning context, providing training over the summer to staff	$510,953	$547,895	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	to certify them for implementation during school closures. The continued implementation of Home Visits is a critical arm of the district's efforts to increasing the sense of connectedness/belonging to school, foster increased communication between home and school, and building positive relationships between staff and families.			
All	Matriculation and Orientation Center (MOC) MOC staff will support translation and interpretation across multiple departmental efforts throughout the distance learning context. To date this has included the translation of communications to families, draft plans such as the districts 'Return Together' components and the early draft of this plan, and resources to support students and parents/guardians during distance learning. MOC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language.	$767,501	$764,825	Yes
All	Additional Interpretation Services Service Agreement with Excel interpretation services to provide translation services that are currently not available through the district's Matriculation and Orientation Center.	$21,000	$57,813	Yes
Stakeholder Engagement	Family Communication Program Additional attendance and engagement support through a service agreement to establish partnership with Every Day Labs to reduce distance learning absences through improved communication with parents. Communications help	$74,026	$138,076	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	families take action to support attendance and participation in distance learning.			
All	Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely. Also includes Zoom K-12 contract for 2020-21 distance learning and remote work.	$460,697	$1,047,861	No
All	Mitigation of COVID-19 and Operational Support Additional staff time in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at sites and district facilities. This action supported efforts in Maintenance and Facilities, Technology Services, Health Services, the Enrollment Center, and school sites. Also includes asset management software.	$333,326	$2,734,297	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Substantive differences in this section of the plan are, general, the result of projections that were based on the available data at the time of writing and were not able to account for the full scope and shifting needs that would later emerge.

Estimated actual costs ($57,813) for additional interpretation were significantly higher than projected ($21,000). These costs are above and beyond the interpretation and translation provided by the Matriculation and Orientation Center (MOC). Additional interpreters were contracted as needed for various district and site events or activities.

The estimated actual costs ($138,076) for the Family Communication Program (Every Day Labs) used to provide attendance and engagement information directly to families were substantially higher than projected ($74,026). At the time projections were made, this was the initial estimate for the cost of the partnership, which later was revised.

Technology and materials for staff to work remotely, similar to other actions, reflected the known actuals and encumbrances at the time of the plan writing. There was not a specific amount projected for additional materials above and that which had been made at the time. The estimated actual costs ($1,047,861) reflect the meeting of needs that arose throughout the 2020-21 school year beyond the initial projected expenditure ($460,697). The same rationale applies to the action specific to mitigating COVID-19 (operational support). This action included overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at all sites and district facilities. As the 2020-21 school unfolded, additional need arose and were met, resulting in a total estimated actual expenditure ($2,734,297) much higher than the projected expenditure ($333,326), which was based on actual expenditures and encumbrances at the time.

The projected expenditure for Nurses and Social Workers was $5,278,796 at the time of projections. This number was later revised significantly within the district's revised budget. This, along with differences resulting from the typical time lag in filling some positions, led to a significant overall difference between the projected expenditure and estimated actual expenditure of $3,334,424. Nurses and Social Workers implemented services and specific actions in service of students as planned.

The estimated actual expenditures to provide additional support to Nutrition Services ($1,020,949) were less than the projected expenditures ($1,537,705). The estimated actual expenditures represent the additional support (beyond the existing Nutrition Services budget) to meet the emerging and evolving needs since the time of school closure. A significant amount of the expenditures supported one-time expenses that did not result in recurring costs over time. These included outdoor serving carts, units to hold hot food, and curbside technology to support meal distribution.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned from implementing distance learning and in-person programs in 2020-21 had substantial impact on the development of the goals and actions in the 2021-24 LCAP. From the inception of the LCAP era in 2013-14 through the 2019-20 LCAP, the district's LCAP goals were relatively unchanged. In developing the 2021-24 LCAP, the lessons learned from the recent year built upon the ongoing stakeholder input to inform a revised and expanded goal structure. Several of the key changes were specifically informed by the student needs and inequities that were exacerbated and/or further exposed during distance learning.

A new goal in the 2021-24 LCAP (Goal 2) focuses on coherence and consistency of program across all schools. This goal focuses on the district's 'Tier 1' program and emphasizes the importance of instructional fidelity to district programs and practices, equitable access to standards-aligned instruction, and robust, rigorous learning experiences inside and outside the classroom. The goal is based in the recognition by stakeholders for a foundational/base educational experience that ALL students can expect in SCUSD, regardless of school site, program, or classroom. The experience during distance learning significantly reinforced this need, as the

experiences of different families and students varied widely by school and classroom. Areas in which it was hoped that variation could be reduced (e.g. administration of common assessments, alignment to scope and sequence) remained variable as not formal agreement on distance learning was reached. The participation rate in District Common Assessments for Math and ELA have been incorporated as key metrics for this goal. More detailed actions for English Learners have also been incorporated to outline the specific professional learning, language acquisition, and other program in place to ensure that English Learners across all sites are accessing standards-aligned instruction and the full scope of the district's Tier 1 program. Similarly, actions specific to Students with Disabilities have been included to highlight some of the collaboration occurring with general education to provide access to standards-aligned instruction. While many of the actions within this goal are continuations from the prior LCAP, the refinement of the goal provides more clarity as to their purpose. Beyond their role in contributing to the general 'college and career readiness' of students, the actions in Goal 2 of the 2021-24 LCAP are focused on ensuring that every SCUSD student is provided a high-quality education, regardless of their zip code, neighborhood, or enrollment choices.

The new LCAP Goal specific to Integrated Supports (Goal 3) focuses on providing each student the academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs. This goal focuses on the district's Tier 2 and 3 programs to provide the additional support and services students need above and beyond the foundational, Tier 1 program provided in all schools and classrooms. During the COVID-19 pandemic, identifying student needs and providing responsive services was a tremendous challenge. As staff worked to respond to the existing and emerging needs of families and students during distance learning, gaps in many different areas were exacerbated and/or brought into clearer focus. Technology access, food insecurity, housing insecurity, language barriers, lack of safe/quiet learning spaces, access to health care, mental health issues, and more all came to the forefront. Home visits and daily access (virtually) to student homes provided further evidence of the range of needs and importance for strong Tier 2 and 3 supports and, in turn, elevate the prominence of this in the LCAP. This is also consistent with ongoing stakeholder input emphasizing the need for more wrap-around services for students and particularly for students with the highest needs.

The district's revised culture and climate goal calls for the active dismantling of inequitable and discriminatory systems affecting BIPOC students, student with disabilities, English Learners, Foster Youth, and Homeless Youth in order to create safer, more inclusive, and more culturally competent school and classroom learning environments. This is a significant expansion upon the district's former goal and aligns to the wealth of stakeholder input indicating a need to more explicitly confront and interrupt the inequities that exists in our system. As discussed above, the time of distance learning has exposed and exacerbated many of the already present inequities in the system. As SCUSD looks to the next three years and beyond, this is an area that will require explicit and consistent focus. In the current year, the district has started this work by providing all site administrators and other district leaders anti-bias/anti-racist training. The 2021-24 LCAP includes a specific action to extend this professional learning into the next three years for a broader audience. While the logistics of this are still being defined, the district is committed to the systemic change that includes the dismantling of systemic policies and practices that perpetuate disparate and disproportionate student outcomes.

The district's focus goal specific to implementation of a Multi-Tiered System of Supports (MTSS) was emergent prior to the pandemic and very much reaffirmed by the experiences during distance learning and in-person programs. As noted in the discussion of Tier 1, 2, and 3 programs, the need for a consistent and coherent instructional program with integrated supports for individual students is

urgent. The district's focus goal specific to Updating the Graduate Profile is very aligned to the lessons learned during distance learning. As the district transitioned to distance learning, a key effort included the definition of a scope and sequence of learning around which to anchor the new (at the time) distance learning program. This effort is very much aligned to the need for an updated, and universally embraced graduate profile that can act as an anchor for the district's overall instructional program. With a clear and shared sense of what we want for all students K-12, the district will be able to make more intentional decisions about programs, funding allocations, and alignment of disparate efforts. The LCAP itself will also benefit from additional alignment to this centrally held vision of what the community wants for graduates of SCUSD schools.

Overall, the lessons learned during distance learning and in-person instruction have informed some broad approaches to the LCAP that have impacted multiple goals and metrics. Key among these are the increased disaggregation of data within metrics. This includes baseline data and targets and is intended to more transparently show the gaps in outcomes and need to accelerate growth for student groups that are achieving below the rate of 'All' students and their peer student groups. This also includes the specific inclusion of named student groups in several of the LCAP goal statements. Stakeholder input has emphasized and reiterated the need for the district to be explicit in the need for specific student groups to be highlighted in goal-setting. The experiences of these student groups during distance learning in the time of school closures has led to stakeholders reaffirming and doubling-down on this need.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As discussed in the Pupil Learning Loss section above, this is an area in which the district has faced significant challenges. Specifically, the district has been unable to reach specific agreement on the administration of the District Common Assessments in Math and English Language Arts for all students. This has resulted in less-than-ideal participation rates and incomplete data across the district. SCUSD remains committed to the assessment of student learning for the purposes of identifying student learning needs and informing instruction. Implementation of the district common assessments remains a priority and the district is committed to working collaboratively to achieve this goal. Achieving full participation in the district common assessments has been identified as a priority/metric within the 2021-24 LCAP.

Beyond this in-progress work to implement common assessments, schools and staff utilize a wide range of methods to assess and address Pupil Learning Loss. This includes site-based use of programs such as i-Ready, end-of-unit assessments, and regular formative assessment during instruction. Teachers and other instructional staff also meet to review student data and hold academic conferences to assess pupil learning status and needs. While these practices do vary across sites/classrooms, they contribute to the district's overall assessment and addressing of pupil learning loss and are accounted for in the site-based actions within each school's SPSA. These actions are, in aggregate, included in the LCAP within each goal area.

The district will be implementing a summer program during June-August 2021 to decrease the effects of pandemic learning loss, increase grade level readiness, and accelerate student achievement. Programming will occur at every school site, designed by and

driven by each school's site plan and with a focus on academic and social and emotional interventions. An opt-out philosophy will be implemented, with students pre-registered based on multiple measures. Priority will be given to Foster Youth, Homeless Youth, English Learners, students with disabilities and disengaged students. Teachers will be provided professional learning that includes Integrated English Language Development, Universal Design for Learning, and Anti-racist teaching.

Instruction will focus on priority standards and be in-person, 5 days per week. Benchmark assessments will be administered to assess student learning needs and monitor progress. Two sessions of programming will be offered and will pair academics with enrichment. Academics will occur in the morning from 8:00 – 11:00 AM and Enrichment will occur from 12:00 – 3:00 PM. The district will also implement Extended School Year programming for students with Individualized Education Programs (IEPs).

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All substantive differences for actions and services have been described in the In-Person Instruction, Distance Learning Program, Pupil Learning Loss, and Additional Actions sections above.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Overall, the analysis and reflection on student outcomes from 2019-20 and 2020-21 has reaffirmed the need to focus on key elements of the prior LCAP while expanding and refining the focus of goals and metrics. As discussed above in the Overall Analysis section of the 2020-21 Annual Update, stakeholder input and staff planning has informed significant revision of the goals and corresponding structure of the 21-22 through 23-24 LCAP. However, many of the targets set in the 2019-20 LCAP were not reached and still remain relevant. For each of the goals present in the 2019-20 LCAP, significant progress is still needed to achieve the specific metrics within each as well as the broader intent.

College and Career Readiness
Present in the 2019-20 LCAP as 'Goal 1,' the primary intent of this goal has been retained in the 2021-22 LCAP Goal 1, with aspects threaded throughout goals 2 and 3. While some progress in this goal area has been made, the district is far from achieving its goal of all students graduating college and career ready. In all of the included metrics, there is significant room for improvement in outcomes for 'All students' and concerning gaps persist for a number of student groups. These student groups include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, African American students, and American Indian or Alaska Native students. This goal has been refined to focus explicitly on College and Career Readiness, with the broader educational program aligned elsewhere. A key element added to the goal statement is the specific reference to a clear postsecondary plan, this emerging from the recognition that having options alone is not sufficient. Every student must have an understanding of how to access those options and a clear plan for reaching their individual goals that is created with supportive guidance. Key metrics added in this goal area include:

- College/Career Dashboard Indicator (1C)
- Combined A-G and CTE completion (1F)
- Free Application for Federal Student Aid (FAFSA) completion (1I)
- Percentage of students with disabilities earning a Certificate of Completion (1J)
- State Seal of Biliteracy (SSB) completion (1K)
- State Seal of Civic Engagement (SSCE) completion (1L)
- International Baccalaureate (IB) Exam Performance (1M)
- Post-secondary outcomes for students with disabilities (Participation in Higher Education or Competitive Employment) (1Q)

Foundational Educational Experience for All Students
This goal area includes aspects of the 2019-20 goal one specific to Tier 1 programs and expands the scope to emphasize the importance of all students have access to a base, high-quality education that is not dependent on their individual school site or classroom. This includes access to standards-aligned instruction, fidelity to instructional programs and practices, and robust and rigorous learning experiences inside and outside the classroom. An examination of student outcomes in this area shows that

significant progress is still needed. Performance on the Math and English Language Arts state assessment remains below the state average and well below the 'Standard Met' level. Additionally, vast performance gaps persist between student groups, with English learners, Foster Youth, Homeless Youth, Low Income Students, Students with Disabilities, African American Students, American Indian or Alaska Native students, Hispanic/Latino students, and Pacific Islander students all performing well below their peers. The need for a coherent and consistent program that is standards-aligned remains. All students need support to meet the state standards, with accelerated growth for underperforming student groups urgently needed. Additional metrics added in this goal area include:

- California Science Test (CAST) performance (2C)
- Long-Term English Learners (LTELs) percentage (2F)
- Gifted and Talented Education (GATE) demographics: Identification and Overall (2J and 2K)
- District Common Assessment Participation and Performance Rates (2M, 2N, 2O, and 2P)
- Third Grade Reading Proficiency (State and District Assessments) (2Q and 2R)
- Collaboration Time data collection tool (2S)
- Percentage of Time spent in Least Restrictive Environment (LRE) (2T)

Integrated Supports

This goal area includes aspects of goals 2 and 3 from the 2019-20 LCAP. In the new LCAP, it focuses in specifically on Tier 2 and 3 supports that provide students the individual services needed to meet their identified academic, behavioral, social-emotional, and mental and physical health needs. Student outcomes for Chronic Absenteeism, Attendance, and Drop-out Rates all includes disproportionate results across student groups. The new LCAP goal statement calls specific attention to the need to support English Learners, Students with Disabilities, African American Students, Foster Youth, Homeless Youth, and other student groups whose outcomes indicate the greatest need. The new goal includes more detailed actions specific to Students with Disabilities, English Learners, American Indian or Alaska Native students, and others that represent district efforts to provide targeted support. This goal area is also one that is expected to expand in scope as the district moves further into its implementation of an effective MTSS across all schools. Metrics that have been added/refined in this goal area include:

- Attendance Rate – refined to focus on percentage of students attending school 96% of the time or more (3A)
- Provision of Responsive Services – percentage of students who meet an attendance/behavior indicator zone and are provided responsive services (3E)

Culture and Climate

The second LCAP goal from the 2019-20 LCAP is aligned to this area within the new LCAP, though the new goal is refined to more specifically embody the district's core value of confronting and interrupting inequities. While student outcomes for Suspension did show very positive growth heading into school closures, significantly inequitable outcomes persist for student groups including Foster Youth, Homeless Youth, Students with Disabilities, and African American Students. Actions including the district's Social Emotional Learning (SEL) program, Positive Behavioral Intervention and Supports (PBIS), Bullying Prevention, and more recent efforts in Anti-bias/Anti-racism Professional Learning are focused in this area on the systemic policies that have perpetuated disparate and disproportionate outcomes. This is also a goal area that is expected to evolve and grow significantly over time. A metric specific to the completion of anti-bias/anti-racist professional learning has been added to this goal area. (4D)

Stakeholder Engagement and Empowerment
This is the goal area that most closely aligns to the previous version in format and intent. It focuses on the engagement and empowerment of stakeholders as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making. A key addition is the inclusion of students along with parents, families, and community stakeholders in the list of groups to be engaged and empowered. This follows input from students that they seek to be recognized and supported as active agents in their own education. Past outcomes in this goal area, including the results of parent/guardian surveys, indicate the continued need for this area as a key LCAP goal. The course of the pandemic and increased role of parents/caregivers in the education of students has affirmed that engagement and empowerment is more relevant than ever. The role of Parent Teacher Home Visits and all other home visits during the pandemic has been critical in reengaging unengaged students, assessing student and family needs, providing direct services, and referring to outside supports. The voice of district committees and stakeholders at large has been critical in communicating priorities for distance learning, needs as in-person instruction was planned, and overall expectations for improvements to district support. Metrics that have been added/refined in this goal area include:

- Parent Teacher Home Visits (PTHV) - percentage of sites reaching 10% site participation threshold (5B)
- English Learner Advisory Committee (ELAC) operation - evidence of site activities on school websites (5D)
- Parent Leadership Pathway Workshop (PLPW) participant growth - demonstration of increased engagement as measured by pre and post-surveys (5G)
- District Committee Impact - measure of satisfaction of district committees/groups that their voice has been heard and is making impact (5H)
- Parent/Caregiver Experience - measure of how schools are helping parents understand students needs, advocate on behalf of their children, and participate in decision-making (5I)

Multi-Tiered System of Supports (MTSS)
The district's move to implement a cohort training model was in the planning stages as the pandemic began in spring 2020. As discussed above, the course of distance learning and in-person instruction, along with the inequitable outcomes across LCAP past LCAP goals/metrics, has affirmed the need for an effective MTSS. This is critical for all students and especially urgent for student groups who have not been provided full access to core content or sufficient tiered intervention.

District Graduate Profile
This focus goal was added to summarize the key actions that will be taken to revise and update the district's graduate profile that was initially developed in 2014. An effective Graduate Profile will be able to focus a district on a core set of learning goals that will lead students to develop the specific competencies that have been prioritized by the community. It is an opportunity to operationalize visions of equity and other key priorities established by the district.

Overall, the specific reflection on student outcomes in the 2019-20 Annual Update and 2020-21 Annual Update sections and more general reflection here supports the shift to 2021-22 through 2023-24 LCAP goals that:

- Specifically identify student groups in need of additional support
- Focus explicitly on the need for an effective MTSS
- Emphasize the need for coherence and consistency of program for all students, regardless of site, classroom, or program

- Communicate the importance of individual, targeted support based upon identified student need
- Call out the inequity of our system and the need to dismantle aspects of our system that perpetuate disparate and disproportionate outcomes
- Reaffirm the importance of engaging and empowering stakeholders as partners in the education of students

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	421,357,083.00	418,115,480.00
	0.00	0.00
Grant	25,728,814.00	25,569,143.00
LCFF	306,057,416.00	304,570,875.00
Suppl/Con	73,451,660.00	70,697,744.00
Suppl/Con EL	2,717,686.00	2,696,532.00
Title I	9,823,793.00	11,193,723.00
Title II	2,140,852.00	2,050,444.00
Title III	1,436,862.00	1,337,019.00

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

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	421,357,083.00	418,115,480.00
	0.00	0.00
1000-3000	46,129,097.00	42,990,218.00
1000-4000	346,939,527.00	343,421,844.00
1000-5000	1,230,852.00	10,105,537.00
1000-6000	6,022,124.00	2,417,313.00
1000-7000	83,057.00	396,441.00
2000-3000	17,566,168.00	16,850,658.00
4000-4999: Books And Supplies	802,623.00	640,680.00
5000-5999: Services And Other Operating Expenditures	2,583,635.00	1,292,789.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	421,357,083.00	418,115,480.00
		0.00	0.00
1000-3000	LCFF	25,131,298.00	23,124,261.00
1000-3000	Suppl/Con	14,782,611.00	14,998,502.00
1000-3000	Suppl/Con EL	107,249.00	0.00
1000-3000	Title I	3,843,441.00	2,975,125.00
1000-3000	Title II	1,755,190.00	1,392,399.00
1000-3000	Title III	509,308.00	499,931.00
1000-4000	Grant	23,738,715.00	23,839,248.00
1000-4000	LCFF	261,874,148.00	264,214,604.00
1000-4000	Suppl/Con	54,786,766.00	45,539,311.00
1000-4000	Suppl/Con EL	2,327,432.00	277,973.00
1000-4000	Title I	2,899,250.00	8,055,575.00
1000-4000	Title II	385,662.00	658,045.00
1000-4000	Title III	927,554.00	837,088.00
1000-5000	LCFF	372,852.00	0.00
1000-5000	Suppl/Con	858,000.00	7,946,613.00
1000-5000	Suppl/Con EL	0.00	2,158,924.00
1000-6000	Grant	1,792,254.00	1,277,462.00
1000-6000	Suppl/Con	1,315,870.00	1,139,851.00
1000-6000	Title I	2,914,000.00	0.00
1000-7000	Grant	83,057.00	396,441.00
2000-3000	Grant	114,788.00	55,992.00
2000-3000	LCFF	16,366,495.00	15,733,195.00
2000-3000	Suppl/Con	651,815.00	640,411.00
2000-3000	Suppl/Con EL	265,968.00	259,635.00
2000-3000	Title I	167,102.00	161,425.00
4000-4999: Books And Supplies	LCFF	802,623.00	640,680.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,510,000.00	858,135.00
5000-5999: Services And Other Operating Expenditures	Suppl/Con	1,056,598.00	433,056.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
5000-5999: Services And Other Operating Expenditures	Suppl/Con EL	17,037.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	1,598.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	373,038,151.00	372,597,590.00
Goal 2	45,214,457.00	42,924,913.00
Goal 3	2,839,877.00	2,315,181.00
Goal 4	264,598.00	277,796.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$8,732,761.00	$15,278,628.00
Distance Learning Program	$59,362,238.00	$68,663,205.00
Pupil Learning Loss	$821,112.00	$817,062.00
Additional Actions and Plan Requirements	$10,743,669.00	$11,450,042.00
All Expenditures in Learning Continuity and Attendance Plan	$79,659,780.00	$96,208,937.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$8,732,761.00	$15,278,628.00
Distance Learning Program	$28,972,199.00	$39,946,258.00
Pupil Learning Loss	$821,112.00	$817,062.00
Additional Actions and Plan Requirements	$2,405,754.00	$4,941,183.00
All Expenditures in Learning Continuity and Attendance Plan	$40,931,826.00	$60,983,131.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$30,390,039.00	$28,716,947.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$8,337,915.00	$6,508,859.00
All Expenditures in Learning Continuity and Attendance Plan	$38,727,954.00	$35,225,806.00

Local Control and 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
Sacramento City Unified School District	Jorge A. Aguilar, Superintendent	Superintendent@scusd.edu 916.643.7400

Plan Summary 2021-22

General Information

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

Sacramento City Unified School District is a large, urban school district situated in the central and southern part of California's capital city. SCUSD is the 13th largest district in the state and one of the oldest K-12 districts in the western United States. Established in 1854, SCUSD serves approximately 40,800 students at seventy-five schools spanning seventy square miles. These 75 schools include forty-two Elementary Schools, eight K-8 schools, six middle schools, eight high schools, two Grade 7-12 schools, one Grade 4-8 Community Day School, one Independent Study school, two Adult school locations, and five dependent charter schools. Preschool and early Kindergarten programs are offered within many of the district's elementary school sites.

The city of Sacramento is often included on lists identifying the 'most diverse cities' in the country. SCUSD's boundaries encompass most of the central and southern portions of the City of Sacramento. These areas, in particular south Sacramento, have historically been some of the most diverse in terms of race, ethnicity, culture, and language. SCUSD's 2020-21 student population is 40.8% Hispanic/Latino, 17.2% White, 17.7% Asian, 12.6% African American, 7.6% Multi-racial, 2.2% Native Hawaiian or Pacific Islander, 1.5% Filipino, and .5% American Indian or Alaska Native. Over 70% of students are identified as socioeconomically disadvantaged, including those students that are eligible for Free/Reduced Meals (71.6%), identified as Foster Youth (0.5%), and/or identified as Homeless Youth (0.7%). The student population also includes a significant percentages of English Learners (17.2%) and Students with Disabilities (15.3%). With more than 50 different languages represented, many SCUSD students speak a primary language other than English. Spanish, Hmong, Cantonese, Vietnamese, Russian, Marshallese, and Mandarin are the most frequently occurring primary languages other than English.

SCUSD is guided by its Core Value and overarching Equity, Access, and Social Justice Guiding Principle. These both address the idea that 'Every system is perfectly designed to get the results that it gets' and acknowledge the presence of fundamental inequities that must be interrupted and addressed for the district to achieve its stated goals for all students and families.

Sacramento City Unified School District 2021-22 LCAP

SCUSD Core Value:
We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.

SCUSD Guiding Principle:
All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

Performance results for SCUSD continue to demonstrate gaps in achievement for all students relative to their peers across the state and significant gaps within the district for multiple student groups. These gaps are discussed in detail within the 'Reflections' sections below and inform many of the target student outcomes set within the plan. SCUSD acknowledges that the persistent gaps in performance for Students with Disabilities, English Learners, Foster Youth, Homeless Youth, Low-Income students, African American students, Hispanic/Latino students, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students are unacceptable and that the system we have historically operated has perpetuated these outcomes. In short, the system as it is currently structured has failed to meet the needs of many students and the district has a long way to go before it realizes the vision set forth in the guiding principle. Significant systemic change is required and, as has been called for by stakeholders, the status quo needs to be disrupted. SCUSD often cites W.E. Deming who said, "*Every system is perfectly designed to get the results that it gets*." The system as it stands now (our status quo) has continued to meet the needs of some students, but not all. SCUSD as a system needs to produce a different set of results and this will require changes to the system.

The COVID-19 pandemic, closure of physical school sites, and implementation of distance learning have had profound and lasting impacts on the district. The challenges faced by families include food and housing insecurity, lack of access to technology/connectivity, unemployment, and lack of access to health care. These issues have exacerbated existing inequities and helped to shine a light on the gaps that were already present. Addressing the learning loss experienced by students during the pandemic will require intensive and focused effort at all grade levels during the coming years. As the district has resumed in-person instruction and looks ahead to 2021-22 that and beyond, there are a significant number of unknowns. The full scope of learning loss experienced by students is yet to be fully understood and the impacts of trauma and social-emotional needs of students, families, and staff will continue to reveal themselves over the summer and throughout the school year. These unknown introduce uncertainty and are themselves a potential source of anxiety within the community.

In responding to the challenges of school closures and distance learning, the district did accelerate its progress in providing technology to students and taking advantage of the opportunities available in the digital space. This growth in the use of digital resources happened in the areas of classroom instruction and for multiple types of district operations. The district intends to build upon this learning so that we can accelerate our progress forward and not return to 'business as usual' when schools fully reopen.

Prior to and throughout the pandemic, SCUSD has remained committed to applying the principles of Continuous Improvement in planning and implementation at the district, program, and site levels. The intent is to transform the district's culture to one of data-based decision-making and equity-driven resource allocation. The implementation of an effective Multi-Tiered System of Supports at all school sites is an essential part of this aim. In considering the implementation of specific actions, three key questions are asked (1) What specifically are we trying to accomplish? (2) What changes might we introduce and why? and (3) How will we know that a change is an improvement?

This continuous improvement lens is especially important as the district finds itself facing significant fiscal challenges in the current and coming years. As detailed in a December 2019 report by the California State Auditor and numerous other internal and external reports, SCUSD has a structural deficit that, if not addressed, could result in fiscal insolvency. Savings associated with the closure of schools and additional one-time funding during COVID have provided a temporary reprieve, but neither of these has addressed the underlying problems. A major concern of the district and community is that the structural deficit will not be resolved in time and could result in state receivership/takeover. District staff are currently working in partnership with staff from the Sacramento County Office of Education (SCOE) to develop and implement plans to address the deficit. Collaboration and negotiation with bargaining group colleagues is an important step in this process. Given the scope of the district's fiscal challenges and the need to interrupt inequities, SCUSD needs to carefully examine the return on investment of every dollar spent. SCUSD's commitment to equity-driven decision-making and resource allocation will be critical as the district strives to improve outcomes for all students and close the significant performance gaps between student groups.

Reflections: Successes

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

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in fall 2020. The successes and progress described in this section are based on SCUSD's 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21. Overall, there are some key areas in which SCUSD has made progress and has successes to highlight. These include decreasing trends in Suspension Rate, decreases in Chronic Absenteeism where efforts have been targeted, increases in Graduation Rate, and the launch of training to install a Multi-Tiered System of Supports (MTSS) across all school sites. In highlighting any progress, it is important to note that significant performance gaps between student groups persist for all Dashboard indicators and other local metrics.

Suspension Rates (Successes)

SCUSD's 2019 Dashboard results included several examples of progress that the district would like to build upon in the coming year and over the three-year LCAP timeline. One of these examples is the decrease in Suspension rate from the 2018 to 2019 Dashboard that continued into 2019-20. From 2017-18 to 2018-19, SCUSD's overall suspension rate decreased from 6.1% to 5.6%. More importantly, rates decreased for the student groups that were identified as having the most disproportionate suspension rates in the past. From the 2018 Dashboard (2017-18) to the 2019 Dashboard (2018-19), the suspension rate for African American students decreased significantly by 2.0 percentgae points, but at 14.6% was still significantly higher than any other student group. The rate for American Indian or Alaska Native students decreased by 1.0 to a rate of 8.0%. Similarly, Homeless Youth decreased by 3.0 to a rate of 12.2%. All of these results represent movement in the right direction while also reaffirming the need for ongoing progress. Students with Disabilities remained at 10% after a small decrease of 0.3 and Foster Youth increased by 0.7 to 21.2%. These two results served as a reminder that a decrease for 'All' is does not mean that all student groups are moving in that same direction.

Sacramento City Unified School District 2021-22 LCAP

In the period of 2019-20 prior to school closures (August 2019 to February 2020), Suspension rates for all students and every student group were lower than during the same period in 2018-19. (Note: these 2019-20 results are *mid-year*, distinct from the 2017-18 and 2018-19 *end-of-year* results discussed in the previous paragraph.) The rate for all students had decreased from 3.8% to 3.1% and similar progress was made for target student groups. The rate for African American students had decreased from 10.1% to 8.1%, the rate for students with disabilities from 7.2% to 5.6%, Foster Youth from 14.2% to 9.9%, and Homeless Youth from 8.5% to 5.2%. These decreasing rates are evidence of continued progress. However, multiple student groups still had suspension rates well above that of 'All' students and their peer student groups. With the move to distance learning and significant change in Suspension practices, data for the end of 2019-20 and 2020-21 is not comparable to that from the 2019 Dashboard and the first part of 2019-20. SCUSD looks forward to building upon the overall progress as in-person learning resumes and schools are fully reopened.

English Language Arts (ELA) Performance (Successes)

Note: The below results discuss the measure 'Distance from Standard.' This refers to the distance above or below the score for 'Standard Met' that was achieved by the given student group. For example: The lowest score to 'Meet Standard' on the fifth grade ELA assessment is 2,502. If the average of all fifth grade scores in the district is 2,492, then the 'Distance from Standard,' or DFS, would be -10 points.

Though recent results are not available, initial progress in English Language Arts (ELA) is observable on the 2019 Dashboard. Following full implementation of the ELA curriculum, an overall increase of 4.7 points to a status of -22.1 points below standard (referred to as Distance from Standard (DFS)) occurred from 2017-18 to 2018-19. Significant increases were seen for Foster Youth (16.7 point increase to -82.5 DFS), Socioeconomically Disadvantaged students (5.3 increase to -44.3 DFS), Hispanic/Latino students (6.5 increase to -40.1 DFS), White students (8.0 increase to 33.3 DFS), and Multiracial students (7.1 increase to +2.8 DFS). As in the case of Suspension rate, increases were not achieved across all student groups, revealing areas of need within the overall improvement trend. Specifically, Homeless Youth (10.9 decrease to -88.1 DFS), American Indian or Alaska Native students (9.0 decrease to -61.2 DFS) moved further from 'Standard Met' and English Learners (1.4 increase to -58) and Students with Disabilities (2.6 increase to -100.5) had smaller levels of improvement with significant overall gaps remaining.

Chronic Absenteeism (Successes)

In the area of Chronic Absenteeism, SCUSD's 2019 Dashboard results showed a 0.2 increase to a 14.8% overall rate. The 0.2 increase was well below the 1.1 increase for the state of California and, given the loss of attendance days to both the northern California fires and a labor action during the 2018-19 school year, is cause for reflection. In an examination of local data, the efforts of the Be Here program demonstrated significant success. Of the 18 schools that were the focus of the program's efforts, 11 *reduced* their Chronic Absenteeism rates in 2018-19, even with the impacts of the fires and labor action. Overall, the 18 focus schools achieved a 0.81 decrease in their collective Chronic Absenteeism rate. To achieve this, the Be Here team has supported sites to implement best practices including regular meeting of site attendance teams, establishing data-based site attendance goals, developing attendance-specific MTSS structures and systems, regular data review, individual student case management, and participation in a monthly peer learning network to share across sites. SCUSD is excited to expand the focus efforts in the coming years with the awarding of renewed grant funds for the Be Here program.

In the period of 2019-20 prior to school closures, Chronic Absenteeism rates were on track to be near or below 2018-19 rates. The rate for all students through February 2020 was 11%. Following school closures and throughout distance learning, attendance was measured differently, making any end-of-year 2019-20 rate and 2020-21 rates less comparable to prior data. However, Chronic Absenteeism during 2020-21 does indicate the need to refocus efforts in this area and continue building upon the progress made in 2018-19 and leading into school closures during 2019-20. The 2020-21 rate for all students in 2020-21 (through March 2020) was 17.8%.

Graduation Rates and UC 'A-G' Completion (Successes)

Note: The following section references University of California/California State University (UC/CSU) 'A-G' requirements. These refer to the specific course requirements in History, English, Mathematics, Science, World Language, and Visual and Performing Arts that students must complete with a letter grade of 'C' or higher to be eligible for admission.

Graduation Rates and completion of UC/CSU 'A-G' requirements demonstrate some progress, though not universally across all student groups. From 2018-19 to 2019-20, the district's graduation rate increased from 85.7% to 87.3%. Significant improvement occurred for Foster Youth (66.7% to 81.3%), Students with Disabilities (66% to 70.4%), African American students (77.1% to 82.4%), and White students (84.6% to 92.5%). However, there were also concerning decreases for English Learners (81.2% to 75.8%), Homeless Youth (75.3% to 72.9%), American Indian or Alaska Native students (81.8% to 73.3%), and Native Hawaiian or Pacific Islander students (87% to 71.9%). These results again demonstrate that, within the overall positive increase of the districtwide rate, significant needs persist for student groups. Completion of UC/CSU 'A-G' requirements, overall, demonstrated progress that is more consistent across student groups. The percentage of all graduates meeting UC 'A-G' requirements improved from 50.7% in 2018-19 to 54% in 2019-20. Almost all student groups improved from 2018-19 to 2019-20, though both Homeless Youth (24.6% to 20.9%) and American Indian or Alaska Native students (44.4% to 30%) showed concerning decreases. Overall, graduation rates and UC 'A-G' completion have improved significantly since 2016-17. This corresponds with focused counseling and academic planning supports. A key need that remains is the acceleration of progress for student groups whose outcomes remain disproportionately low relative to their peers. This will require more focused efforts in the coming years to ensure that not only can overall progress continue to be highlighted, but closure of gaps can also be celebrated.

Multi-Tiered System of Supports (MTSS)

An implementation success that is important to note is the recent launch of a multi-year effort to install and sustain an effective Multi-Tiered System of Supports (MTSS) districtwide. The urgent need for a coherent MTSS has been acknowledged for years by a range of stakeholders. During 2020-21, the district began training for the first of three cohorts of schools (the first cohort includes 25 schools) that will ultimately provide comprehensive training for all sites. Each cohort will go through three years of training with ongoing coaching and support throughout.

Examples of key professional learning topics during Year 1 of each school's training include:

- Leaders as Problem Solvers and Change Agents: Adaptive Leadership, Systems Change & Implementation Science
- Leaders as Coaches and Facilitators: Multiple Tiers & Building Capacity, Mapping Tier 1 Resources, Effective PD skills and coaching
- Leaders as Collaborators: Effective Teaming Practices, Family Engagement
- Leaders Engaging in Continuous Improvement: Data Evaluation, Tools for monitoring fidelity of problem solving
- Leaders who Build Future Leaders: Scaling up practices and planning for sustainability with school improvement context

SCUSD is committed to supporting effective MTSS implementation and sustainability for the long-term. Successes at individual school sites and groups of schools – like the Be Here! Chronic Absenteeism reduction efforts described above – represent examples of what can be achieved with an MTSS framework is effectively applied. Expanding these efforts to all school sites and across the academic, behavioral, and social-emotional domains is a critical step for the district to not only improve outcomes for all students, but also to more effectively serve students with the highest needs. A comprehensive MTSS will unify curriculum, professional development, and tiered interventions that currently exist in silos. The implementation of Universal Design for Learning (UDL) practices as a key pillar of the core program is one example of a unifying form of professional development and instructional practice. In transitioning to Distance Learning, the district took the opportunity to provide UDL training to all staff. This supported a more effective implementation of Distance Learning instruction while also laying a foundation of training to build upon in future years. Effectively implementing UDL in all classrooms is one of the critical steps to ensure that differentiated support and intervention for the highest needs students is provided in all general education settings.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall, SCUSD's performance results for all students and for specific student groups show that improvement is needed on a systemic level and that significant inequities persist. Data from the California School Dashboard, other state reporting, and local results fail to show the accelerated growth rates that will close persistent performance gaps and achieve the district's guiding principal and embody the district's core value. Community stakeholders have emphasized the extreme urgency of this situation and repeated their call for action that the district do better for all students and especially those student groups who have the highest needs. This call for action has included the demand that an equitable and inclusive educational program be provided to all students regardless of zip code, school, classroom, or program choice. The call for action has also included the critical need for intensified services for students demonstrating the highest needs and the equitable allocation of resources through data-based decision-making. This call has also emphasized the need to disrupt the status quo. A recurring theme has been, "*What we were doing before wasn't working, so we should think about how to do things differently*." It has also been emphasized that, to fully address some of the district's most urgent needs, incremental change will not be sufficient and that larger, systemic redesign will be needed.

The implementation of an effective **Multi-Tiered System of Supports (MTSS)** at all school sites was launched in the fall of 2020. The implementation and *sustainability* of an effective MTSS is a major through line that connects to the need for an equitable and inclusive program, intensified services for students with high-needs, data-based decision-making, and redesigning systems to better serve students. An effective MTSS will also serve as an overarching means of address needs in the areas of chronic absenteeism, college/career preparedness, suspension, English Language Arts (ELA), and Mathematics. As stated by Katie Novack, "We need MTSS in our school(s) so that we can minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support to address student's academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all of our students and educating them completely as a "whole" person." As the district is able to design and provide equitable, tiered, and universally designed systems of support, it is expected that a broad range of students needs can be met. This will support improved outcomes for all students and in particular those student groups who have continued to experience persistent performance gaps.

One of the core elements of SCUSD's MTSS implementation is Universal Design for Learning (UDL). UDL is a framework that improves and optimizes teaching and learning for all students based on scientific insights into how humans learn (udlguidelines.cast.org). The UDL guidelines provide strategies that can be used to ensure all learners can access and participate in meaningful and challenging learning opportunities. More specifically, there are specific guidelines for educators to provide multiple means of engagement to address the 'WHY' of learning, multiple means of representation to address the 'WHAT' of learning, and multiple means of Action & Expression to address the 'HOW' of learning. Within the overall need to implement an effective MTSS, the effective implementation of UDL in all classrooms is a critical need for improving student outcomes, and especially those students who require differentiated supports to access core content.

Sacramento City Unified School District 2021-22 LCAP

Assessment of Students Needs

A significant need on its own is the consistent implementation of common assessments for Math and ELA in all classrooms at every school site. Participation rates in 2020-21 on the beginning-of-year and interim assessments were at or near 50% for both Math and ELA. This stems from the lack of a formal agreement on administration of the assessments. Participation rates in 2019-20 were also low, with only 43% of students taking one or more district common assessments in ELA and only 53% taking one or more in Math. The consistent implementation and use of common district assessments will allow for improved identification of specific student learning needs. This will enable schools and educators to more appropriately differentiate core instruction (Tier 1) and connect students to needed interventions (Tier 2 and/or 3 support). The ongoing use of assessments will also allow for the monitoring of progress following interventions/instruction and regular refinement of the approach for individual students based upon their needs.

This regular progress monitoring to identify and meet individual student needs is a core aspect of a functional Multi-Tiered System of Supports (MTSS). Within such a system, existing resources and supports at school sites can be used in ways that are more efficient and provide the most return on investment - both time and money - for those students who demonstrate the most urgent needs. Given SCUSD's current fiscal challenges, the efficient and effective use of existing resources is critical to the district's ability to continuously improve.

The Curriculum and Instruction (C&I) team is also aligning site efforts around key instructional practices that are common to all content areas. To support improved student outcomes and focus site planning efforts, C&I is recommending that sites focus on the following instructional practices to provide universal access to all students:

1. Student academic discourse – student-to-student discourse (verbal or in writing) that is focused on the academic task and uses academic vocabulary.
2. Rigorous academic tasks – grade level appropriate tasks that are of high interest and challenge students to think, perform, and grow to a level they were not at previously.
3. Formative assessment practices – regular assessments during the course of instruction that help students to understand where they are in relation to the learning goal and help teachers adjust instruction to support student learning

An overarching focus that unifies these is Academic Language Development for all students. The C&I team has identified the need to align efforts across content areas to address the academic needs observed. This includes emphasis on reading, writing, listening, and speaking across all content areas – including Math and Science.

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in 2020. The areas of need described in this section are based on SCUSD's 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21. SCUSD's performance on the 2019 Dashboard as well as the district's outcomes on the previous dashboards (2017, 2018) demonstrate that the district needs to improve significantly across multiple dashboard indicators and for many student groups. More recent outcomes from 2019-20 and to-date in 2020-21 reaffirm these needs.

Sacramento City Unified School District 2021-22 LCAP

California School Dashboard Results

Note: The California School Dashboard uses five 'colors' to represent levels of performance. The lowest level of performance is represented by RED, followed by ORANGE, YELLOW, GREEN, and BLUE as the highest level of performance. A given color is determined based on the student group's outcomes from the most recent year and the change in outcomes from the previous year. This method acknowledges the growth being made by schools and districts for specific student groups, even if their overall outcome is not yet at a 'high' level.

Overall, SCUSD's 2019 Dashboard results demonstrate a broad need for improvement across all areas. On the 2019 Dashboard (the most recent year in which performance levels were reported) SCUSD has an 'ORANGE' performance level for All students in Chronic Absenteeism Rate and the Math Academic Indicator and 'YELLOW' for Suspension Rate, Graduation Rate, College/Career Readiness, and the English Language Arts (ELA) Academic Indicator. SCUSD did not reach the 'GREEN' or 'BLUE' level in any of the state indicators. This performance speaks to the need to improve not only within each aspect of the system, but to improve the system as a whole.

Specific instances where a student group's performance level was 'RED' (the lowest performance level) are noted below:

- Foster Youth: Suspension Rate (RED), Graduation Rate (RED), and Mathematics (RED)
- Homeless Youth: Chronic Absenteeism (RED), English Language Arts (RED), Mathematics (RED)
- Students with Disabilities: Graduation Rate (RED), English Language Arts (RED), Mathematics (RED)
- African American students: Chronic Absenteeism (RED)
- American Indian or Alaska Native students: Mathematics (RED)
- Native Hawaiian or Pacific Islander: Chronic Absenteeism (RED)

Link: California Department of Education (CDE) Dashboard Reporting Site (SCUSD Student Group Report)

When the results of the 2019 Dashboard and more recent data from 2019-20 and 2020-21 are reviewed as a whole, some clear trends emerge:

1. Seven student groups often perform below that of the 'All Students' level. Frequently this performance is significantly lower. These groups include English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students.
2. Two student groups (Socioeconomically Disadvantaged students and Hispanic/Latino students) also demonstrate performance gaps. Their performance is usually below the 'All Students' level, but generally not as disparate as the student groups listed above.
3. Four student groups (Asian students, White students, Filipino students, and students of Two or more races) consistently perform above - and often significantly above - the 'All students' performance level.

Additionally, when the academic performance of the 'English Learner' student group is disaggregated, the performance of English Learner Only students shows a very significant gap from that of Reclassified Fluent English Proficient (RFEP) students.

These trends describe a performance landscape of student groups that exist in three clusters. Most notable is the gap between the cluster that consistently and significantly underperforms across all indicators and the group that consistently - and usually significantly - outperforms across all indicators. This pattern embodies the acknowledgement made in the district's Core Value - that our system is inequitable by design - and is visible evidence of the inequities that need to be interrupted.

Sacramento City Unified School District 2021-22 LCAP

Intersectionality of Students across Student Groups

When discussing student group data, it is important to acknowledge the high degree of intersectionality that exists between groups. A student can be *both* an English Learner and have an identified disability. A student can be both Asian *and* Socioeconomically Disadvantaged. Most students are included in multiple groups and focused efforts to support one identified student group can often serve to support others. The table below provides a look at current intersectionality within specific student groups (English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities). The table should be read vertically, with the percentages indicating the proportion of the group at the top of the column that is represented by the group named in each row. For example, 23.6% of Students with Disabilities are also English Learners and 29.5% of Foster Youth are African American. *Note: This does NOT mean that 29.5% of African American students are Foster Youth.*

Student Groups	All Students	English Learners	Foster Youth	Homeless Youth	Socioeconomically Disadvantaged Students	Students with Disabilities
African American	12.8%	0.3%	29.5%	40.4%	15.2%	19.9%
American Indian or Alaska Native	0.5%	0%	1.1%	2.6%	0.5%	0.9%
Asian	18.1%	33.4%	5.5%	4.0%	19.9%	10.7%
Filipino	1.5%	0.8%	0%	0%	1.2%	0.8%
Hispanic/Latino	40.1%	56.9%	26.8%	38.2%	44.9%	42.7%
Native Hawaiian or Pacific Islander	2.2%	4.5%	2.2%	1.8%	2.6%	1.4%
White	17.2%	3.6%	25.7%	7.4%	9.5%	16.1%
Two or More Races	7.7%	0.4%	9.3%	5.5%	6.2%	7.5%
English Learners	17.0%		6.6%	4.8%	22.0%	23.6%
Foster Youth	0.5%	0.2%		1.8%	0.6%	1.2%
Homeless Youth	0.7%	0.2%	2.7%		100%	1.1%
Socioeconomically Disadvantaged	71.6%	92.4%	97.8%	100%		77.3%
Students with Disabilities	15.1%	21.0%	37.7%	23.5%	16.3%	

*Enrollment data from 2020-21 California Department of Education DataQuest enrollment report (Does not include charter schools)

This intersectionality data provides a picture of who is represented within each student group. For example, while African American students make up 12.8% of non-charter enrollment, they represent 29.5% of Foster Youth, 40.4% of Homeless Youth, 15.2% of Socioeconomically Disadvantaged students, and 19.9% of Students with Disabilities. As programs and actions are implemented for any of these groups, they should also take into account the specific needs of African American students.

Sacramento City Unified School District 2021-22 LCAP

Mathematics and English Language Arts (ELA) (Needs)

Due to the COVID-19 pandemic, state assessments in English Language Arts (ELA), Math, and Science were not administered during 2019-20. The most recent results available (from the 2019 Dashboard) show that the district needs to improve performance for all students and to address very significant performance gaps. While there was some progress made from the 2018 to 2019 Dashboard, the size of the performance gaps remains very large for multiple student groups.

Overall, SCUSD students who participated in the ELA State Assessment (Grades 3-8 and 11) achieved an average score of 21.5 points below the 'Standard Met' level. Student groups with scores significantly below this level included English Learners (-58), Foster Youth (-82.3), Homeless Youth (-88.1), Low Income students (-43.9), Students with Disabilities (-100.5), African American students (-72.5), American Indian or Alaska Native students (-61.2), Hispanic/Latino students (-39.7), Native Hawaiian or Pacific Islander students (-66.1), and English Learner Only students (-100). Note: 'English Learner Only' students represent a subset of the traditional 'English Learner' group that includes Reclassified students. The Reclassified Fluent English Proficient (RFEP) student group averaged 10.6 points *above* the 'Standard Met' level, demonstrating the vast range of performance within the 'English Learner' group.

Results for the Math State Assessment are similar in terms of performance gaps for student groups. Overall, SCUSD students (Grades 3-8 and 11) achieved an average score of -48.8 points below the 'Standard Met' level. The students groups with identified performance gaps for ELA also achieved average scores well below that of 'All' students for Math. This included English Learners (-75.1), Foster Youth (-116.4), Homeless Youth (-122.3), Low Income students (-70.5), Students with Disabilities (-129.1), African American students (-107), American Indian or Alaska Native students (-98.6), Hispanic/Latino students (-69.8), Native Hawaiian or Pacific Islander students (-91.9), and English Learner Only students (-112.5). Similar to the ELA results, the RFEP student group performed well above their English Learner Only peers, averaging 13.9 points below 'Standard Met.'

More recent results from the District Common Assessments in both Math and ELA reaffirm these as areas requiring significant improvement. On both the beginning-of-year and interim assessments administered in 2020-21, performance (average percentage of correct answers) was near 50% for both Math and ELA, with the highest being 54% on the ELA interim and lowest being 48% on the Math interim. These results, similar to the Dashboard results, included gaps in performance by student group. As discussed above, these results are based on participation rates at or near 50% across all classrooms due to a lack of formal agreement on assessment administration. Still, taken together with the dashboard results it is clear that Math and ELA performance need to be significantly improved to ensure that the district can meet the charge stated in its guiding principle – to provide students the greatest number of postsecondary options.

A critical need that has emerged as a priority across stakeholder groups and for district staff is reading proficiency by third grade. In the most recent (2018-19) state ELA assessment, only 21.5% of third grade students were above standard. Several students groups had less than 10% of their cohort perform above standards (4.2% for English Learners, 3.6% for Homeless Youth, 9.4% for Students with Disabilities, 8.6% for African American students, 7.1% for American Indian or Alaska Native students, and 7.1% for Native Hawaiian or Pacific Islander students). These results demonstrate a critical need for immediate and intense focus on Early Literacy so that all students, and especially those students who are performing below their peers, are able to accelerate progress and become proficient readers by third grade (and those who are

currently in or beyond third grade can accelerate progress towards grade-level proficiency). This need to focus on early literacy has often been discussed in tandem with the need for all students to have individualized learning plans and/or supports. This requires the consistent use of assessments and data analysis to identify student needs and determine what supports are needed. These practices are foundational parts of an effective Multi-Tiered System of Supports.

Chronic Absenteeism (Needs)

While examples of progress for Chronic Absenteeism rates were highlighted in the previous section, this is also an area in which significant improvement is needed. To ensure that students can fully engage in school and access instruction, they and their families need to be provided the supports necessary to attend school consistently.

The most recent dashboard performance color (ORANGE) for Chronic Absenteeism indicated that significant improvement was needed across the district. Significant performance gaps among student groups on the 2019 Dashboard include:

- Homeless Youth (57.9% rate and 7 increase), African American students (27.6% rate and 0.7 increase), and Native Hawaiian or Pacific Islander students (27.3% rate and 1.8 increase) all received a RED performance level on the 2019 Dashboard. Relative to All Students (14.8% rate, 0.2 increase), these groups were chronically absent at extremely disproportionate levels.
- Additionally, while Foster Youth (30.1% rate, 3.7 decrease) and American Indian or Alaska Native students (25.7% rate, 1.5 decrease) both decreased their Chronic Absenteeism rates enough to yield a YELLOW and ORANGE performance level, their rates were disproportionately high at a level similar to the three groups that were RED.
- All five of the student groups named above continued to have higher rates of chronic absenteeism in 2019-20 as measured up to the time of school closures (March 2020). This included rates that were almost double the 11% rate of all students for Foster Youth (21.4%) and African American students (20.2%) and almost four times as high for Homeless Youth (42.8%).

The effects of the pandemic and experience of students and families during distance learning has further reinforced the disparities in attendance/engagement. More focused efforts are needed to ensure that all students, and especially those students with historically disproportionate rates of chronic absenteeism, are provided the individual, wrap-around supports needed to keep them in school. The connection between attendance and academic performance is well established and improvement in this area will support other efforts to improve academic outcomes. As discussed in the previous section, the Be Here grant program has demonstrated success at those sites where support has been concentrated. Efforts include direct support to site leadership teams to review data and coordinate actions as well as supporting/facilitating improved communication between home and school. These efforts will be continued and expanded with the recent awarding of a renewed grant to fund Be Here activities. The district's implementation of MTSS will also lead to increased coordination of services across school sites, supporting improved attendance and decreased chronic absenteeism.

College/Career Preparedness

Note: This section uses the term 'college and career readiness.' The California School Dashboard classifies students as 'Prepared,' 'Approaching Prepared,' or 'Not Prepared' based on students meeting at least one of the criteria in the 'Prepared' level. Examples of criteria that allow a student to demonstrate preparedness include state Math and ELA test scores, Advanced Placement (AP) exam scores, completing college coursework during high school, earning the State Seal of Biliteracy (SSB), completing UC/CSU a-g requirements, completing a CTE Pathway, and completing Leadership/Military Science coursework. A helpful definition of college readiness might be, 'Being ready for ANY postsecondary experience,' including two- and four-year institutions, A helpful definition of career readiness might be, 'Having the skills needed to succeed in job training or education needed for a chosen career.'

This is an area in which significant improvement is needed for 'All' students and to address performance gaps for specific student groups. For this indicator, the state did publish the actual rates of preparedness for 2019-20 in the modified 2020 Dashboard, though no performance 'color' was assigned. The percentage of 'All' students that earned 'prepared' in 2019-20 was 41.7%. This was similar to levels in the previous two years and indicates a significant need for improvement given the district's goal that **All** students will graduate college and career ready. Further, unacceptable performance gaps persisted for several student groups. These included six student groups with preparedness levels near or less than half that of all students. These groups included English Learners (18.7%), Homeless Youth (12.3%), Students with Disabilities (8.1%), African American students (20.7%), American Indian or Alaska Native students (20%), and Native Hawaiian or Pacific Islander students (24.6%). Relative to their Asian (56.9%), Filipino (58.1%), White (53.5%) and multi-racial (51.7%) peers, the true gap is revealed to be even larger. The district's efforts to more closely monitor A-G progress, sustain Career and Technical Education (CTE) pathways, increase the number of students earning the State Seal of Biliteracy, and eliminate barriers to Advanced Placement (AP) enrollment and successful exam performance are all actions that seek to improve college and career readiness.

Graduation Rate (Needs)

Graduation Rate is another area noted for recent progress and identified for improvement. Despite the overall progress from 2018-19 to 2019-20 (85.7% to 87.3%), significant improvement is still needed. This is true for ALL students, as the district's goal is for EVERY student to graduate. This is also true for multiple student groups for whom performance gaps persist. In 2019-20, seven student groups had graduation rates 5 percentage points or more below that of 'All students.' These included English Learners (75.8%), Foster Youth (81.3%), Homeless Youth (72.9%), Students with Disabilities (70.4%), African American students (82.4%), American Indian or Alaska Native students (73.3%), and Native Hawaiian or Pacific Islander students (71.9%).

Providing students the necessary progress monitoring to keep them on track for graduation and support when they fall off-track are key focus areas for the district moving forward. An ongoing effort has been the implementation of centralized systems for academic counselors. This includes regular student schedule reviews using UC/CSU 'A-G' counseling benchmarks, use of standard district criteria for enrollment into mathematics and science courses, and implementing standard course placement criteria for English Learners. The Director of Master Scheduling position continues to support the improvement of staffing allocations and alignment of courses across school sites and programs. This helps to ensure that students are enrolled in schedules that not only meet their basic graduation needs, but also prepare them for college

and career. It is the district's goal that, as students pursue their UC/CSU coursework, enroll in Career Technical Education (CTE) pathways, challenge themselves with Advanced Placement (AP) coursework, receive appropriate English Language Development (ELD), and receive the specific supports defined by any Individual Education Plan (IEP) or 504 plan, they have complete and unobstructed access to the appropriate courses and a comprehensive system of supports to help them and their families make informed choices and address their individual needs.

The needs evident in graduation rates are a good example of a point in SCUSD's system where the immediate gap has much deeper roots that begin in the early grades. While it is important that students in the secondary grades continue to receive support, to truly address this issue will require systemic improvements that begin with PreK moving forward. Early literacy has been identified as a key focus area and is a key example of something that must be improved if 'downstream' indicators like graduation rate are going to significantly improve for all students.

Suspension (Needs)

While Suspension Rates were noted in the previous section for overall progress (a decreasing trend), the significant disparity in Suspension Rates across student groups still requires significant improvement. Cited in multiple iterations of the Capitol of Suspensions Report, the suspension rate for African American students has continued to be well above that of all students and other racial/ethnic groups. Students with Disabilities, Homeless Youth, and Foster Youth also have rates significantly higher than that of 'All students.' The data for 2019-20 leading up to school closures is the last reference point that is based on the 'typical' in-person school context. Suspension rates during the remaining months of 2019-20 and 2020-21 are difficult to compare to prior data given the very different environment of distance learning. Suspension rates for all students and all student groups from August 2019 through February 2020 had declined in comparison to the same time period during 2018-19. However, disparities remained for the identified student groups. 2019-20 mid-year rates for African American students (8.1%), Students with Disabilities (5.6%), Homeless Youth (5.2%), and Foster Youth (9.9%) were all well above the 3.1% rate for 'All' students.

The Capitol of Suspensions report, sponsored by the Community College Equity Assessment Lab (CCEAL) and commissioned by the Greater Sacramento National Association for the Advancement of Colored People (NAACP), has specifically called out SCUSD as a district in which African American students are suspended at rates vastly disproportionate to their peers across the state. Needs identified in the report include the development of effective disciplinary/behavior management systems that are not reliant upon suspension, implementation of training on bias and culturally responsive instruction, and implementation of trauma-informed practices.

These findings are important as they highlight the role of classroom management, instructional practices, and the overall school and classroom environment as factors that contribute to exclusionary discipline practices. The need for professional development for all staff that supports development of effective behavior management systems, creation of inclusive and restorative classroom and school environments, and implementation of anti-bias/anti-racist instructional practices is evident in the overall suspension rates of the district and the persistence of disproportionate rates for student groups.

The ongoing work to address the identified needs has included focused data review of Suspension trends including specific reports on the disproportionality of suspension for African American students. The district's Social Emotional Learning (SEL) and Positive Behavioral

Interventions and Supports (PBIS) staff have worked to support the implementation of best practices within classrooms and site-based efforts to implement Restorative Practices/Justice systems. More recently, school administrators and other district leaders have participated in anti-bias/anti-racism training and in the coming years this will be provided to all staff. The development of systems to coordinate behavioral intervention and discipline is a key aspect of MTSS implementation. An effective MTSS will include the proactive addressing of identified behavioral needs, development of common language and practices, and holistic reviews that encompass a student's behavioral, academic, social, emotional, and other needs. Site leaders are supported by district leadership to set specific goals within their school plan to improve their school's culture and climate. These goals are set following a needs assessment process and, as appropriate, can include targeted reduction of Suspension and/or Chronic Absenteeism outcomes.

Additional Supports

On the Dashboard, the performance of three student groups over time - Students with Disabilities, Foster Youth, and Homeless Youth - has resulted in the district's identification by the state for additional support. This has included annual identification for Differentiated Assistance provided by the Sacramento County Office of Education (SCOE). As a result of persistent performance issues for these students groups over several years, the district became eligible in fall 2019 for Systemic Instructional Review (SIR) support from the California Collaborative for Education Excellence (CCEE). Below is a summary of the indicators in which these three student groups have not met performance standards from 2017-2019:

Students with Disabilities
- 2017 Dashboard: ELA, Math, Graduation, and Suspension
- 2018 Dashboard: ELA, Math, Graduation, and College/Career
- 2019 Dashboard: ELA, Math, and Graduation

Foster Youth
- 2017 Dashboard: ELA, Math, Graduation, and Suspension
- 2018 Dashboard: ELA, Math, Chronic Absenteeism, Suspension, and College/Career
- 2019 Dashboard: ELA, Math, Graduation, and Suspension

Homeless Youth
- 2017 Dashboard: ELA, Math, and Suspension
- 2018 Dashboard: Chronic Absenteeism and Suspension
- 2019 Dashboard: ELA, Math, and Chronic Absenteeism

To address these persistent and significant gaps, the district will continue to implement specific supports for all three populations through the efforts of departments/programs including Foster Youth Services, Homeless Youth Services, and the Special Education Department. Equally

as important, staff will collaborate with colleagues across the system – in other departments and with general education – to break down silos and ensure that support is provided to these students broadly. This collaboration will need to include increased and improved instructional and social emotional supports for these student groups to address the significant performance gaps observed in the Dashboard data and across all indicators. A key focus of the 2020-21 Differentiated Assistance support efforts has been the increased alignment of school site and district planning to support the identified student groups. The focal point of these efforts will be the implementation of an effective MTSS at all school sites that integrates the academic, behavioral, and social-emotional instruction and intervention supports into a tiered system so that they can best be matched to student needs. This integration will be supported by a data-based decision-making process that includes regular review of student outcome data to assess needs and identification of the appropriate services and supports to meet those needs.

Implementation of an effective Multi-Tiered System of Supports will improve outcomes for ALL students - something that SCUSD does need - but will particularly benefit those students who have historically lacked the necessary supports to achieve at their highest potential. Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, and English Learners have been impacted the most by the fundamental system inequities acknowledged in our district's core value. School site and district staff will be receiving the training, tools, and supports needed to better understand, identify, and meet the individual needs of all students - and specifically those student groups who have continuously demonstrated the most critical and urgent needs. Training will build the capacity of leadership teams for systems change, teaming practices, evaluating implementation progress and impacts, and developing actions plans for school improvement. Tools will include Tier 1 resource mapping and assessment/data source mapping. Ongoing support will include regular training meetings, consistent coaching, and peer mentoring from other school sites.

Systemic Instructional Review (SIR) Findings

In the Systemic Instructional Review (SIR) findings, the California Collaborative for Education Excellence (CCEE) staff identified a range of additional needs that, when addressed, will support improved outcomes for students. Overarching areas of improvement that were noted in the summary of findings include:

- The need to nurture strong, collaborative, and productive relationships between management and labor
- Agreement on the implementation of assessment and professional development
- Increased collaboration, definition of roles/responsibilities, and performance expectations within and across departments
- Integration of continuous improvement into the daily work of individuals throughout the system
- Consistency in how data is used, decisions are made, and departments are accountable to support the vision and mission of the district
- Collective accountability for teaching and learning goals and priorities that will result in improved student outcomes

The SIR identified some key opportunities in the district that can be used to address the identified needs. These include:

- An existing vision of equity and continuous improvement provides the opportunity to create coherent understanding and implementation strategies across the district to better support the whole child/student needs
- The School Plan for Student Achievement (SPSA) process can be used to develop school goals and expectations linked to specific measures to monitor progress

- The district's implementation of the Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) provides the opportunity to create and articulate an instructional vision, framework, priorities, and goals

SCUSD recognizes that the system as it is currently operating is failing to serve many students. A significant number of students are not achieving the goal set out in the guiding principle – to graduate with the greatest number of postsecondary choices from the widest array of options. This is especially true for several student groups who have continued to demonstrate performance gaps over time. Significant improvements are needed across the system if these outcomes are going to change. As discussed at the beginning of this section, these improvements will need to include an equitable and inclusive educational program for all students regardless of zip code, school, classroom, or program choice; intensified services for students demonstrating the highest needs; the equitable allocation of resources through data-based decision-making; and disruption of the status quo.

LCAP Highlights

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

A key feature of this year's LCAP is its grounding in the district's core value and overarching Equity, Access, and Social Justice Guiding Principle. The recognition of the fundamental inequities in our system and the need to confront and interrupt inequities to level the playing field are key elements of multiple LCAP goals. The vision that all students will graduate with multiple postsecondary choices from a wide array of options is a key driver across the new LCAP goals.

The revised goal structure reflects the district's alignment to a Multi-Tiered System of Supports (MTSS) framework. Goals 2 and 3 reflect the prioritization of effective Tier 1, 2 and 3 programs and a focus goal (Goal 6) is dedicated to the capacity building/training necessary to effectively install an MTSS. Following is a brief overview of the new LCAP goals and examples of key actions and metrics that are aligned to each:

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 1: College and Career Readiness 100% of SCUSD students will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Growth in Graduation Rate and College/Career Readiness will be accelerated for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.	• Sustain and expand Career and Technical Education (CTE) pathways and programs • Provide Academic and Career Counseling • Accelerate progress toward graduation through Credit Recovery Programming (Central and site-based) • Maintain funding for AP/IB/SAT exam fees • Provide additional support for International Baccalaureate (IB) program	• Graduation Rate • College/Career Preparedness • UC/CSU 'A-G' completion • CTE Pathway enrollment/completion • Certificates of Completion earned • State Seal of Biliteracy • On-track graduation and on-track UC/CSU 'A-G' status
This goal closely aligns to the district's Equity, Access, and Social Justice Guiding Principle: *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.*		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.	• Provide Professional Development to support implementation of state standards • Expand access to Gifted and Talented Education (GATE) and Advanced Placement programs so that enrollment reflects district demographics • Maintain Early Childhood Education opportunities (preschool and Early/Transitional Kindergarten) • Provide English Learners Integrated and Designated English Language Development (ELD) and develop an English Learner Master Plan • Offer a range of Expanded Learning Programs to enhance students learning experiences inside and outside of the classroom	• State Math, English Language Arts (ELA), and Science Assessments • English Learner Progress and Reclassification Rate • GATE demographics (identification and enrollment) • Advanced Placement (AP) Enrollment and Exam Performance • District Common Assessments in Math and English Language Arts
This goal aligns to the district's commitment to implement an effective Multi-Tiered System of Supports (MTSS) framework and focuses on the provision of a coherent and consistent Tier 1 instructional program.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 3: Integrated Supports Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.	• Expand services specific to Foster and Homeless Youth • Provide individualized supports to students with disabilities (Instructional Assistants) • Provide intervention and supports for English Learners • Address the unique needs of American Indian and Alaska Native students through the American Indian Education Program • Provide direct Health Services through the efforts of School Nurses • Reduce Chronic Absenteeism through direct supports to sites (Be Here Initiative) • Provide a range of integrated supports to students and families through site-based Student Support Centers and the central Connect Center	• Attendance Rate • Chronic Absenteeism Rate • Attendance and Chronic Absenteeism interventions • Provision of responsive student support services • High School drop-out rate • Middle School drop-out rate
This goal aligns to the district's commitment to implement an effective Multi-Tiered System of Supports (MTSS) framework and focuses on the provision of Tier 2 and 3 supports to students based on assessed need.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 4: Culture and Climate - Dismantling Systems School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, Homeless Youth, and LGBTQ+ Youth.	• Integrate Social Emotional Learning (SEL) into school and classroom instruction and practices • Promote positive school climate through Positive Behavioral Intervention and Supports (PBIS) • Prevent and Address Bullying through training, intervention, and response • Build anti-racist capacity and common staff understanding of systemic racism through Anti-bias/Anti-racism training for all staff	• Suspension Rate • Expulsion Rate • Perception of safety and belongingness (School Climate Survey results)
This goals aligns to the district's Core Value and acknowledges the need to dismantle (confront and interrupt) inequitable and discriminatory systems. ***SCUSD Core Value:*** *We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.*		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 5: Engagement and Empowerment Parents, families, community stakeholders, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.	• Develop and offer capacity-building opportunities through the District Parent Resource Center • Build relationships between home and school through Parent Teacher Home Visits (PTHVs) • Provide information to parents in home languages through Translation and Interpretation services • Engage family members as partners in through Family Communication Tools • Promote student voice, advocacy, and action through the Student Advisory Council	• Number of Parent Teacher Home Visits • Participation/attendance in key district committees (DELAC, CAC) • Participation/attendance in Parent Leadership Pathway Workshops
This goal builds upon the district's former LCAP goal with the addition of students as a named group and identification of key activities that will lead to increased engagement and empowerment.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 6: Implementation of MTSS/DBDM Provide all school sites three-years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Supports (MTSS). Training will be completed and all district sites should be conducting business and serving students using an MTSS framework by 2024-25. Progress will be measured with the Self-Assessment of MTSS (SAM) Implementation tool in addition to external indicators of site fidelity including: (a) holding MTSS team meetings regularly, (b) engaging in data based practices to assess need and progress monitor and (c) providing differentiated tiered interventions as evidenced by twice-yearly report outs of challenges/successes by each site leader.	• Leadership to coordinate implementation activities • Professional learning for school site leadership teams • Ongoing support for sites to implement and sustain an effective MTSS • Peer Mentoring between training cohorts to provide site-to-site support	• Self-Assessment of MTSS (SAM) Implementation Tool • Implementation of regular MTSS team meetings • Implementation of regular use of site-determined data sources • Implementation of differentiated, tiered interventions
This goal is specific to the Multi-Tiered System of Supports (MTSS) training model that will build the capacity of site leadership teams to implement effective MTSSs at all SCUSD schools. Note: the district is using 'Data-based Decision-Making (DBDM)' as another name for the MTSS efforts in progress.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 7: Update the District Graduate Profile SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of stakeholders and adopt the updated version by the end of 2021-22. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-24.	• Revise the existing graduate profile and successfully adopt the revised version at the board level • Develop a plan to implement the revised graduate profile • Build awareness of the new graduate profile through effective communication strategies • Support secondary school sites in developing and implementing Defense of Learning practices that are fully aligned to the revised graduate profile	• Documentation of stakeholder convening • Board Adoption of Revised Graduate Profile • Awareness of Graduate Profile • Evidence of School Plan Alignment
This goal aligns with the stakeholder and district interest in establishing more coherence around a common vision of instruction and desired student outcomes. This goal will also align with the efforts of the Graduation Task Force, who provided detailed recommendations to the district in 2017-18.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 8: Basic Services and Districtwide Operations/Supports SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.	• Maintain sufficient facilities staffing and operations • Ensure access to all board-adopted instructional materials • Maintain base classroom staffing to deliver core instructional program • Provide support to new teacher so they can complete credentialing requirements	• Facilities Condition • Instructional Materials Sufficiency • Teacher Credentialing and Assignment
This goal identifies the core services necessary for maintaining basic learning conditions. The actions within this goal are foundational to the district's ability to achieve all other LCAP goals.		

Another area of this year's LCAP to highlight is the increased disaggregation of data. Baseline data and target outcomes have been disaggregated so that the district can clearly articulate the expectation that performance gaps close over time. Transparently showing the gaps that exist is an important part of acknowledging the inequities in the district's current system. Following this acknowledgement, the district has committed to targets that require accelerated growth to close the gaps.

This year's LCAP also includes more detailed actions specific to English Learners and Students with Disabilities. This is part of an ongoing effort to more fully articulate the efforts occurring in the district on behalf of these student groups. This effort will continue in the years ahead and additional alignment will occur as the English Learner Master Plan is updated and ongoing collaboration with Special Education occurs.

The Stakeholder Engagement section highlights the major recommendations that emerged across stakeholders groups. It also includes links to additional documents that provide expanded detail beyond what is included within this plan document. The impact of stakeholder engagement on the 2021-22 LCAP has been substantial, with input playing a major role in driving goal development and reframing multiple metrics. Overarching themes and specific recommendations by LCAP goal area are discussed in more detail within the stakeholder engagement section of this plan.

SCUSD is also committed to maintaining the level of fiscal transparency valued by the district's stakeholders. This includes continuing the practice of specifically reporting the allocations by action within the Supplemental and Concentration grant funding resource. The SCUSD stakeholder community has a particular interest in this level of detail. While the state's focus on how actions are increasing/improving services for unduplicated pupils (regardless of resource) is acknowledged, the district will continue to provide Supplemental and Concentration grant details in addition to the reporting required by the Expenditure Summary Tables in the new LCAP template.

Sacramento City Unified School District 2021-22 LCAP

Overall, SCUSD's 2021-22 LCAP outlines the target outcomes, projected expenditures, and actions/services to be implemented in order to achieve the stated goals. A brief summary of the alignment of SCUSD's LCAP goals to the LCFF State Priorities is provided below:

- State Priority 1 (Basic Conditions): LCAP Goal 8
- State Priority 2 (Common Core State Standards Implementation): LCAP Goals, 2, 6, and 7
- State Priority 3 (Parent Engagement): LCAP Goals 5, 6, and 7
- State Priority 4 (Pupil Achievement): LCAP Goals 2, 3, 6, and 7
- State Priority 5 (Pupil Engagement): LCAP Goals 1, 2, 3, 6, and 7
- State Priority 6 (School Climate): LCAP Goals 4, 6, and 7
- State Priority 7 (Course Access): LCAP Goals 1, 2, 6, and 7
- State Priority 8 (Pupil Outcomes): LCAP Goals 1, 6, and 7

Alignment between Goals 6 (MTSS Implementation) and 7 (District Graduate Profile) is shown for most of the state priorities as these goals represent major systemic efforts that will impact a wide range of outcomes.

This LCAP represents the district's vision for the next three years to continue its efforts to level the playing field and provide opportunities for all students to learn, grow, and reach their greatness so that they can graduate with the greatest number of postsecondary choices from the widest array of options. To make progress towards this vision laid out in the core value and guiding principle, the district is committed to the deep and complex work of changing systems. The most important example of systems change that will occur over the next three years is the implementation of a Multi-Tiered System of Supports (MTSS) mentioned throughout this plan summary. MTSS is featured prominently in this LCAP because it is the foundation of the district's efforts to improve outcomes for all students, disrupt inequities between schools and across the district, and address significantly disproportionate performance gaps for student groups. The improvements in data-based decision making and resource allocation within an effective MTSS will also help the district continue to improve student outcomes as it navigates a path through fiscal challenges. And a cohesive, consistent approach to providing tiered supports based upon assessed needs will allow the district to measure and address learning loss in the years following the COVID-19 pandemic and time of school closures.

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.

The schools in SCUSD that were identified for Comprehensive Support and Improvement (CSI) based upon their performance on the 2019 Dashboard are listed below. Due to the COVID-19 pandemic and lack of performance results on the 2020 Dashboard, schools maintained their eligibility as determined by the 2019 Dashboard.

Graduation Rate average is less than 68% over two years

- American Legion High School
- Capital City Independent Study

Low-Performing Criteria

- A.M. Winn Waldorf-Inspired (Five or more indicators where the majority are RED)
- Caroline Wenzel Elementary (Five or more indicators where the majority are RED)
- Ethel I. Baker Elementary (All RED and ORANGE indicators)
- Hiram Johnson High School (Five or more indicators where the majority are RED)
- Isador Cohen Elementary (All RED and ORANGE indicators)
- John Bidwell Elementary (All RED and ORANGE indicators)
- John Morse Therapeutic Center (All RED Indicators)
- Pacific Elementary (All RED and ORANGE indicators)
- Rosa Parks K-8 (All RED and ORANGE indicators)
- Will C. Wood Middle School (All RED and ORANGE indicators)

Support for Identified Schools

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

SCUSD provides multiple layers of support for school sites to engage in a Cycle of Continuous Improvement (CCI). These include tools that scaffold the needs assessment, goal setting, implementation, and resource allocation processes. Instructional Assistant Superintendents incorporate significant time to support these processes in monthly principal meetings and in their one-on-one support to site leadership. Additional district staff provide support through review of school plan content and through individual consultations with leaders on an as-needed basis.

In past years, principals have utilized an online Continuous Improvement tool to guide their CSI (and overall School Plan for Student Achievement (SPSA)) process. This tool engaged leaders in a scaffolded process to build capacity in the following areas. Assistance for these elements remains available through the support provided by Instructional Assistant Superintendents and Continuous Improvement and Accountability staff. This includes support from the Research and Strategy team to conduct data analysis using the districts various reporting systems.

- Causal System Analysis/Needs Assessment – Identification of specific gaps in achievement/outcomes, discussion of rationale for selecting specific areas of focus.
- Problem Statement Formation – Definition of problem to be addressed including target student group(s) and measurable outcome with baseline data
- Use of Fishbone Diagrams – Articulation of Root Causes, contributing factors, and selection of the highest priority root cause. This is a key step in which resource inequities can be identified and placed in the larger context of the problem statement. These resource inequities can then be articulated into the subsequent driver diagram and specific actions to address them included as change ideas.
- Development of Driver Diagram – Documentation of change ideas/interventions, secondary drivers, primary drivers, and articulation of an aim statement. Aim statement answers the questions: What will improve? By how much will it improve? For whom will it improve? By when will it improve?
- Plan to Operationalize the Highest Priority Change Idea – Outline of specific actions to be taken in order to implement the change idea(s), responsible parties, target completion date, and milestones towards completion
- Identification of Measurable Outcomes – Specific articulation of metrics to be used to evaluate effectiveness, baseline status, and expected outcomes

Sites are encouraged to review their overall performance by dashboard area (Chronic Absenteeism, Suspension Rate, ELA/Math, English Learner Progress, Graduation Rate, and College/Career) and select those areas of greatest need. With the absence of 2020 Dashboard data, sites were provided with support to consider what other state and local data they might consider in their needs assessment and goal-setting processes.

Sites were also provided with additional resources to support their planning:

- Crosswalk of alignment between required CSI elements and the district SPSA template
- Example responses for CSI-specific prompts

- List of questions to support reflection and identification of resource inequities (adapted from LACOE tool)

Upon confirmation of eligibility, sites were notified and provided a detailed overview of the process, requirements, eligibility, allowable expenditures, and exemplar content.

To provide additional and more individualized support, district staff hosted a series of office hours specific to supporting the CSI and aligned School Plan for Student Achievement (SPSA) process. These occurred over three weeks in the spring and offered sites the opportunity to engage with peers and staff in the following:

- Review CSI requirements and eligibility criteria
- Requirements for SPSA planning and LCAP alignment
- Support for needs assessment and resource inequity identification
- Identification of effective strategies and supports
- Support for goal setting and identification of appropriate measurable outcomes
- Assistance with funding allocations and appropriate use of targeted funding resources
- Guidance for engaging stakeholders and requirements for plan approval

Site principals have ongoing access to support from their Instructional Assistant Superintendents through regular principal professional learning sessions, one-on-one check-ins, and additional individual support as needed. Site principals also have ongoing access to support from the Continuous Improvement and Accountability team, which includes State and Federal Programs and Research and Strategy, departmental staff from Academics, Student Support and Health Services, and more.

The School Site Council (SSC) is the body primarily responsible for developing their respective site's CSI plan. This group, with the guidance of the principal with the support of district staff works to conduct a needs assessment, identify resource inequities, and determine what evidence-based interventions to implement. This process is supported by broader stakeholder feedback at the district level that involve students, staff, and parents/guardians. Examples include the annual School Climate Survey, student engagement surveys, the annual Local Control and Accountability Plan engagement process, and targeted surveys. These sources of stakeholder feedback help sites to better understand the specific needs of their community. The School Climate Survey provides sites an overall and disaggregated view of their community's sense of belongingness/connectedness and safety. Student engagement surveys help sites to understand the overall level of engagement of their students while also identifying and responding to specific student needs. Results such as these allow sites to identify specific areas in which all students need additional support as well as instances in which significant gaps are indicated in student experiences and/or performance. This informs more targeted planning and implementation of actions/services to improve the performance of the student group(s) for which the site has been identified for CSI.

Monitoring and Evaluating Effectiveness

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

In the 2020-21 school year, SCUSD continued to use a SPSA Mid-Year review tool to support sites in monitoring and evaluating the effectiveness of their site plans. The required reflection upon student outcome data, identified successes, revealed gaps, and implementation challenges will all support the ongoing development and refinement of CSI plans.

In the Mid-Year review, schools are required to:

1. Describe the overall implementation of the strategies/activities and the overall effectiveness to achieve the articulated goal
- Restate the expected outcome of the strategy in terms of student achievement
- Detail the specific actions taken to date
- Describe current progress in achieving the expected outcomes as a result of implementing the strategy
- Detail how identified student groups were impacted by the strategy

2. Describe the level of implementation
- Detail any major differences between the intended implementation and/or the budgeted expenditures to achieve the articulated goal

3. Describe any changes that will be made to the annual outcomes, metrics, or strategies/activities to achieve the goal as a result of the mid-year reflection

Guidance provided to principals/school sites at the outset of the year includes the expectation that sites are regularly monitoring the plans outlined in the SPSA. This includes specific review of their goals, strategies, and outcomes as part of the mid-year review process as well as continued monitoring to inform any revisions based on identified needs. Guidance also includes direction to review their plan for alignment to district LCAP goals.

Staff from the Continuous Improvement and Accountability department will continue to work in partnership with Instructional Assistant Superintendents and the Academic Office to directly support, monitor, and evaluate the plans of CSI schools. Quality SPSA goal setting and plan implementation is a key focus of the district and is viewed as a key lever to improving outcomes for all students, and in particular those students who have historically performed disproportionately below their peers.

Stakeholder Engagement

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

The annual and ongoing engagement of stakeholders is a key part of SCUSD's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. The stakeholder engagement process for the 2021-22 to 2023-24 LCAP was unique in terms of timeline and scope as it built upon the engagement process for the 2020-21 Learning Continuity and Attendance Plan. As detailed in SCUSD's adopted Learning Continuity and Attendance Plan, a range of stakeholder engagement activities occurred throughout June-September 2020. These included listening sessions, meetings with district committees/groups, district surveys, a virtual town hall, public comment on the posted draft, and public comment at the public hearing and related board presentations. The engagement during this process was foundational to the 2021-22 LCAP as many of the priorities and recommendations raised during that process translated directly or supported stakeholder input during the remainder of the 2020-21 year.

Extending from the Learning Continuity and Attendance Plan engagement process, stakeholder engagement for the 2021-22 LCAP continued throughout 2020-21. The process included engagement with district committees/groups in their established meetings and special meetings, engagement with the board, stakeholder surveys, community listening sessions, meetings with district staff, opportunity to comment on the draft, and a public hearing. A key feature of engagement during 2020-21 was the sharing of key stakeholder recommendations earlier in the year to inform board and staff planning. During 2019-20 engagement, the LCAP Parent Advisory Committee (PAC) set an internal goal to advance initial recommendations earlier in the school year. This goal was achieved as the PAC provided initial recommendations to the board in December 2020 in the form of a Board Communication. The LCAP PAC later had the opportunity to present these recommendations to the board in February 2021. At this same meeting, members of the Student Advisory Council (SAC) presented their key recommendations to the board. To provide adequate time for consideration, the board scheduled a special meeting on 3.11.21 to engage directly with members of the PAC and SAC. This meeting also included a presentation by a representative from the California School Boards Association (CSBA) to discuss the role of the board with regard to the LCAP.

Building upon this priority to share stakeholder recommendations earlier, a summary of recommendations across key stakeholder committees/groups was provided to district leadership in early April. These were shared with executive cabinet, departmental leadership, and the representative stakeholder groups. As in previous years, a summary of stakeholder input was presented to the board in late May.

The district's key stakeholder groups play a critical role in representing different parts of the SCUSD community. Key activities of groups during this year's engagement process included:

- African American Advisory Board (AAAB): The AAAB meets monthly to advise the board, superintendent, and relevant district staff regarding accountability of services, programs, policies, and resources that directly impact the district/school culture and climate of classrooms and the academic, social/emotional, and personal outcomes for Black/African American students. The AAAB also reviews, monitors and evaluates the continuous improvement of the district's implementation of the board-adopted Black/African American Task Force recommendations. LCAP-specific meetings were held with the AAAB on 12.2.20, 3.17.21, and 5.12.21.

- American Indian Education Program Parent Committee (AIEP PC): The AIEP PC meets monthly to advise, advocate for, and approve programs allocated for American Indian and Alaska Native students and families. An LCAP-specific session was held with the AIEP PC on 3.25.21.
- Community Advisory Committee (CAC): The CAC meets monthly and acts in an advisory capacity to the Special Education Local Plan Area (SELPA) and supports individuals with exceptional needs and their families. LCAP-specific meetings were held with the CAC on 9.15.20, 12.2.20, and 3.2.21.
- District English Learner Advisory Committee (DELAC): The DELAC meets regularly to advise district officials on English Learner programs and services with the overall goal of helping English Learners attain English proficiency and achieve academic success. LCAP-specific meetings were held with the full DELAC on 10.6.20, 2.24.21, and 4.14.21. Additional input was provided by DELAC leadership in meetings on 3.19.21 and 3.25.21.
- LCAP Parent Advisory Committee (PAC): The LCAP PAC meets monthly to provide input and feedback on LCAP actions, services, and expenditures to support LCAP development. This includes review and analysis of district data and other stakeholder input to gain a deeper understanding of student needs and how those needs can be addressed to improve outcomes for all students. The LCAP met monthly throughout 2020-21 beginning on 8.3.20 with an additional full meeting in both August 2020 and April 2021. Beginning in October 2020, the LCAP also held 'small group meetings' between each full meeting to debrief the previous meeting and plan for the following meeting. There were 1-2 of these small group meetings held between each full meeting. Additional meetings were held to prepare for board presentations and during the summer to allow members to provide individual input.
- Student Advisory Council (SAC): SAC meets weekly to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented. LCAP-specific meetings were held with SAC on 11.18.20, 2.3.21, and 2.10.21.

Additionally, student in the Sacramento Area Youth Speaks (SAYS) program at Luther Burbank High School developed a set of recommendations for the 2021-24 LCAP.

Presentations to the board that provided opportunities for board member input and public comment included:
- LCAP Mid-Year Update and Initial Presentation of LCAP PAC and SAC recommendations (2.18.21)
- Follow-up Presentation of LCAP PAC and SAC recommendations (3.4.21)
- Special Board Meeting to discuss stakeholder recommendations (3.11.21)
- Presentation of LCAP Draft (5.6.21)
- Summary of Stakeholder Input (5.20.21)
- LCAP Public Hearing (6.10.21)

Several surveys were administered throughout the year to gather additional input from stakeholders. These included:
- Fall 2020 School Climate Survey (Students only)
- Spring 2021 School Climate Survey in March-April 2021 (Students, Staff, and Families)

- LCAP Stakeholder Survey in April-May 2021 (Students, Staff, Families, and Community Members) – also included questions specific to the Expanded Learning Opportunities process. Surveys were available in Spanish, Hmong, Chinese, and Vietnamese. Participants were able to complete the survey online (google forms) or via a hard copy picked up from their school site or the district office.

Additionally, members of the board of education partnered with the Parent Institute for Quality Education (PIQE) to administer a survey to parents and caregivers in support of the Expanded Learning Opportunities Grant planning process. Feedback from this survey affirmed many of the priorities and recommendations that emerged across LCAP engagement.

A series of five listening sessions were held in April and May 2021 and were open to all students, staff, parents/caregivers, and community members. These included a brief overview of the LCAP and provided attendees the opportunity to share their input on how to best support students with the highest needs. Participants were invited to share what they thought was working and should be continued/expanded, what was missing, where improvements were needed, and what they felt was needed most with regard to learning recovery in the summer of 2021 and 2020-21 school year. Simultaneous interpretation was provided in Spanish, Hmong, Chinese, Vietnamese, and Russian. All sessions were held via zoom and were open to the public.

LCAP draft materials and resources were provided to bargaining group leadership via Human Resources staff along with an invitation to schedule specific engagement meetings.

Draft materials for public review were posted on the website following March and May board meetings. In June 2021, an updated draft of the LCAP was made available for public comment.

A summary of the feedback provided by specific stakeholder groups.

Overall, the feedback provided by stakeholder groups reaffirmed and built upon many of the key priorities communicated in past input and the more recent Learning Continuity and Attendance Plan process. The following summary outlines the overarching themes that emerged across various input strands, specific recommendations and priorities that emerged within LCAP goal areas, and provides links to additional and more detailed stakeholder feedback documents.

Overarching Themes

Effective Implementation of a Multi-tiered System of Supports (MTSS)
A leading theme that echoed across stakeholder input was the importance of implementing and sustaining an effective Multi-Tiered System of Supports (MTSS) districtwide and at each school site. This input area strongly informs many, if not most, of the other overarching themes and key recommendations. Key aspects of MTSS include a coherent and consistent Tier 1 (foundational) program, providing responsive services to students based on identified need (including individualized supports and reading supports), implementing systems that improve the culture and climate of schools and classrooms, equitable allocation of resources using data-based decision making, and monitoring the effectiveness of actions to determine what is working and what needs to be changed.

Individualized Supports Based on Identified Student Needs
A theme across stakeholder group input was the need for more individualized supports for students with a particular focus on those students with the highest needs. A recurring recommendation was that individualized learning plans be developed for unduplicated students (English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students), African American students, and other student groups with demonstrated needs. Related recommendations include the assignment of specific liaisons to provide a 1 to 1 source of support and advisory periods to provide each student a 1 to 1 teacher/staff connection for social and emotional as well as academic support. Stakeholders emphasized the importance of effective assessment systems to ensure that student needs can be appropriately identified.

Focus on Early Literacy and Developing a Strong Foundation
A focus on early literacy as a foundational requirement for later academic success was also a recurring theme. Specific stakeholder feedback pointed to the need for a focus on reading proficiency by the 3rd grade as a key indicator for the district and expected deliverable for every single student as a fundamental educational right. Similarly, feedback reiterated the importance of supporting English Learners to make clear progress towards fluency and ultimate reclassification in the early grades. Stakeholders also emphasized the need for clear progress monitoring and responsive intervention/supports in early elementary to address any gaps as soon as they are identified. Additional feedback specified the importance of curriculum and instruction for dyslexia intervention, students with learning disabilities in reading, and all struggling readers. Feedback also emphasized the need for a strategic focus on college and career readiness efforts at the elementary grade level. Stakeholders affirmed the need for families and students to have an understanding of PreK-College pathways early on and to have support in developing a clear plan for PreK-12 and beyond, including defined postsecondary goals.

Increased Mental Health Supports
While this theme was present in previous LCAP input processes, it was significantly amplified during the input provided through the Learning Continuity Plan process, current LCAP engagement, and in recent input supporting learning recovery planning. Stakeholders have emphasized the need for more awareness, regular check-ins and monitoring of student needs, and provision of tiered supports to address mental health. Specific feedback examples include the call for more social workers, mental health counseling at school sites, student support centers at all school sites, and the development of courses/curricula to provide students direct access to education about their own mental health. Stakeholders have reiterated the importance of addressing mental health (including the effects of trauma) so that students can fully access any academic supports to be provided and fully engage in the process of learning.

Improvement of School and Classroom Culture and Climate
Across stakeholder groups, the importance of improving school and classroom culture and climate emerged as a theme. This manifested in recommendations for multiple types of professional development including Social Emotional Learning, anti-bias and anti-racist training. Stakeholders reiterated the need for a continued focus on disproportionate suspension rates, in particular the disproportionate rates of suspension for African American students, Students with Disabilities, Foster Youth, and Homeless Youth. Also noted in feedback was the impact of curriculum on culture and climate. Specific examples included the stated need for curricular materials that are reflective of the Black/African American experience, expand awareness of and increase partnership with tribal educators to provide instruction about the

American Indian and Alaska Native experience, provision of materials that support and value home languages, and consistency in providing instruction that is culturally relevant and historically accurate.

Coherence and Consistency in Providing an Equitable and Inclusive Educational Program in all Classrooms and Schools
An overarching theme that overlaps with many other priorities was stakeholders' call for coherence and consistency in the district's Tier 1 program. This call reaffirmed the demand that all students have equitable access to a quality education. Stakeholders emphasized the fact that it should not matter where a student lives, whether they have opted into a program of choice, or which classroom they are assigned to – they should be able to expect the same high-quality, standards-aligned, and enriching program inside and outside of the classroom everywhere in SCUSD. This includes access to high-quality arts and sports programs, regardless of zip code or choice of school. This strand of feedback encompassed the urgency communicated by stakeholders regarding implementation of the District Common Assessments, the differentiation of instruction in all classrooms, the implementation of Universal Design for Learning (UDL) practices, and the provision of effective Designated and Integrated English Language Development (ELD).

Equitable Allocation of Resources
A wide range of stakeholder feedback connected to the common theme of providing more resources to the students, families, programs, and schools that demonstrate the highest needs. This included consistent emphasis that targeted funding be utilized effectively to address the needs of the students who generate that funding. Related feedback included the need to further disaggregate data reporting and target outcomes and maintaining the transparency of how targeted funds are used.

Implementation Accountability
Another theme that connects to a broad range of stakeholder interests is the importance of building in accountability measures for district initiatives and plans. A key aspect of this feedback strand is accountability to implement professional learning with fidelity. Stakeholders identified the current 'opt-in' culture of the district as a limiting factor in effectively implementing programs and feedback emphasized the need to monitor how training is being provided and whether it is effective in meeting the stated goal(s). Stakeholders also reiterated the importance of linking specific metrics to planned actions to enable more effective monitoring of progress and return on investment. Related to the above theme of coherence and consistency, stakeholder feedback specified the need to implement assessment practices with fidelity so other initiatives such as the Multi-Tiered System of Supports (MTSS) efforts can be successful.

Disruption of the Status Quo
Stakeholders expressed this theme in many ways, with 'disruption of the status quo' summarizing the general interest in taking the recent year as an opportunity for radical changes to programs and practices. This included feedback pointing to the opportunity to build upon key lessons from the distance learning experience and provide new instructional opportunities for students in the future. Also recurring as a theme in feedback was the idea that 'what we were doing before wasn't working, so we should think about how to do things differently.' As noted in the plan summary, stakeholders have emphasized that incremental change alone will not be sufficient to address the needs present in the system.

In addition to the overarching themes that emerged across stakeholder input strands, there were specific priorities and recommendations that recurred during stakeholder engagement. These have been organized below by LCAP goal area.

College and Career Readiness:

- The district needs to provide an equitable, coherent, and consistent educational experience that ensure all students, regardless of school, program choice, or classroom, have access to standards-aligned instruction and robust and rigorous educational experiences.
- Students need increased access to effective counseling – academic, college advising, and mental health. Counselors need to provide targeted supports to meet the needs of specific student groups and the number of bilingual counselors should be increased.
- College and career readiness needs to begin in the early elementary grades and all students need to have a clear plan that includes postsecondary goals and an understanding of the steps needed to achieve them
- Career Technical Education (CTE) pathways are critical for many student groups and overall awareness/support for trades/vocational programs need to be increased. More robust CTE offerings need to be provided at all school sites, including dual enrollment options.
- Reduce the stigma associated with career/trades options
- Make scholarship opportunities more accessible
- More school-to-college and school-to-career experiences need to be provided, including targeted opportunities that are specific to student groups (e.g. inviting Black/African American college faculty to visit high schools, mentorship programs for American Indian and Alaska Native students)
- Support counselors to provide guidance for neurodiverse students in planning for colleges that have intensive supports
- Align course scheduling and placement to ensure appropriate course offerings by English Learner profile and develop master schedule that allows English Learners to take electives and ELD in addition to their core curriculum.
- Implement regular academic check-ins and progress monitoring to ensure that students stay on-track for graduation and college eligibility
- Support students in awareness and mindset specific to college-going – increase their belief that they can go to college

Foundational Educational Experience (Tier 1)

- Core academic instruction in an MTSS framework with differentiation of instruction in all classrooms
- Mandatory training with clear identification of which staff are required to complete and effectiveness of training measured by continuous improvement science
- Develop and implement an English Learner Master Plan and effectively provide designated and integrated ELD
- Increase access for all to sports, music, arts, and after-school programs
- Integrate reading, writing and arithmetic across the curriculum – incorporate Math and ELA strategies into social science, Physical Education, science, and other electives.
- Implement district curriculum and programs with fidelity, including district common assessments. Implement additional assessments to provide data necessary to support students.
- Provide training and support to effectively implement Universal Design for Learning (UDL)
- Recruit and retain highly qualified staff with an emphasis on multilingual staff and staff that reflect our district's demographics.

- Develop more metrics that enable progress monitoring of district initiatives/actions (e.g. impact of professional learning, coaching, and other strategic actions)
- Increased access to GATE testing, training/certification, and instruction/programming
- Increase professional development and staffing to create more inclusive General Education classrooms in all grades and subjects and decrease the amount of time students with disabilities spend in SDC or 'tracked' classrooms.

Integrated Supports (Tier 2 and 3)

- Prioritize mental health and wellness – implement regular mental health checks for students and explore integration of mental health training for staff and curriculum for students
- Individual student progress monitoring and support for students with high needs – examples of recommendations include liaisons/case managers, individualized student success plans, and advisory periods
- Increase the number of secondary ELD specialists and bilingual staff that serve English Learners
- Provide clear guidance and support to schools for the ongoing monitoring of reclassified students
- Support language maintenance – invest in heritage programs, provide professional learning to staff, provide enrichment opportunities in home language
- Professional development for instructional aids, RSP teachers, and General Education teachers in instructional methods for dyslexia/learning disabilities
- Improve/address transition planning for older students with disabilities
- Dyslexia Intervention curriculum implemented for students with learning disabilities in reading
- Increased availability of academic supports to accelerate progress for students with learning gaps
- Increase the number of schools with student support centers that provide wrap-around services including access to a social worker and counselor
- Expand the capacity of AIEP to support youth and families – provide resources to enable staff to serve more American Indian and Alaska Native youth and also to support more accurate identification and completion of documentation to access services
- Professional development for staff across a range of areas including SEL, trauma-informed practices, and mental health

Culture and Climate

- Provide focused support for Ethnic Studies – use curriculum developed by SCUSD teachers and focus on Ethnic Studies as more than just a graduation requirement
- Professional development for staff across a range of areas including culturally responsive teaching, anti-bias/anti-racist instruction, gender issues, and anti-bullying
- Eliminate disproportionate suspension rates and practices
- Implement restorative practices and alternative behavioral intervention programs

Engagement and Empowerment

- Provide resources and capacity building opportunities for parents/caregivers to support learning at home
- Increased opportunities for students to provide authentic input. Opportunities for students to provide constructive feedback to staff.
- Engage students as primary agents in charge of their own education – implement a gradual release model. Students should receive all communications sent to parents/caregivers and, over time, become the primary recipient.
- Increase and improve translation and interpretation for families and students
- Include parents/caregivers in site and district decision-making processes

In addition to the overarching themes and summary of priorities and recommendations above, following are links to documents that include formal stakeholder recommendations and summaries of input:

- Summary of Stakeholder Recommendations from District Committees and Groups for the 2021-24 LCAP
- Recommendations developed by the African American Achievement Task Force (AAATF) / African American Advisory Board (AAAB)
- District English Learner Advisory Committee (DELAC) Recommendations for the 2021-24 LCAP
- LCAP Parent Advisory Committee Recommendations for the 2021-24 LCAP
- Student Advisory Council Recommendations for the 2021-24 LCAP
- Sacramento Area Youth Speaks (SAYS) Luther Burbank High School 2021-24 LCAP Recommendations
- Graduation Task Force Recommendations (2017-18)

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

Stakeholder input influenced the development of this LCAP significantly. With the transition to a new three-year plan coming after a one-year delay and building upon the experiences of school closures and distance learning, the voice of stakeholders shaped many aspects of the LCAP from the high-level plan goals to specific metrics.

Goal Statements

The evolution of goals from the prior LCAP to the goals in the 2021-22 LCAP is primarily due to stakeholder input. Building upon the input from 2019-20 and the Learning Continuity and Attendance Plan process, the 2021-22 goals reflect key priorities voiced by stakeholders and align to the overarching themes discussed in the previous section.

Goal 1: Originally closer in form to the 2019-20 college and career readiness goal, stakeholders emphasized the need to (1) explicitly state that **100%** of students will meet the outcomes as an 'audacious' goal, (2) name the student groups who have the most disproportionate outcomes and require accelerated growth, and (3) specify that students will have a clear postsecondary plan as part of their college and career readiness. These suggestions have in turn influenced the way staff are working. Efforts are already underway by college readiness and counseling staff to implement a new course planning tools, provide additional college advising supports through partnerships with youth

mentors, and increase collaboration with colleagues in departments such as Homeless Youth Services and Foster Youth Services to provide targeted supports.

Goal 2: This goal stems directly from the stakeholder call for more equity, inclusion, coherence and consistency across the district's Tier 1, or foundational, educational program. Stakeholders identified standards-alignment, fidelity to district programs and practices (as opposed to the 'opt in' culture cited), and robust and rigorous experiences inside and outside of the classroom as critical factors. This goal has established a key linkage to the district's efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all school sites, also a priority voiced by stakeholders.

Goal 3: The need for integrated supports at the Tier 2 and 3 levels has been a strong strand of feedback through the distance learning and the current LCAP input process. Stakeholders have reaffirmed the importance of each student being provided the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs. Feedback also emphasized the need to establish a 'why', leading to the inclusion of student engagement in school and ability to access core instruction as identified purposes for providing targeted and integrated supports.

Goal 4: This goal statement evolved significantly beyond the previous goal based on specific stakeholder feedback. Stakeholders indicated the need to (1) call out the inequity present in our system (consistent with the district's core value statement), (2) identify student groups most affected by inequitable and discriminatory systems, (3) state that active dismantling of systems will be required, and (4) emphasize inclusivity and cultural competence as elements of schools and classrooms that we are striving towards.

Goal 5: This goal builds directly upon the prior version, with some key changes following stakeholder feedback. The incorporation of students as one of the named groups to be engaged and empowered was made following stakeholder feedback that students need more support in becoming the primary agent in charge of their own learning. Communication, capacity building, and collaborative decision-making were also themes throughout stakeholder feedback as key elements of successful engagement and empowerment.

Goal 6: Implementation of an effective Multi-Tiered System of Supports (MTSS) has been a through line in key stakeholder feedback and ties together many other strands of input. The call for effective systems to review data, identify student needs, and provide responsive services specific to those needs fully aligned to staff efforts to develop and implement a multi-year training effort to install and sustain an MTSS at each school site. The resulting goal focuses on this capacity-building aspect of the implementation efforts.

Metrics/Desired Outcomes

A number of metrics were modified or incorporated into the LCAP based upon stakeholder feedback. These included:

- **State Seal of Biliteracy (SSB):** This metric was added based upon stakeholder feedback emphasizing the need for aspects of the LCAP to demonstrate the value of multilingualism. (Metric 1K)
- **State Seal of Civic Engagement (SSCE):** This metric was added following engagement of the board and stakeholders in a special meeting. Results for this metric will become available when the district completes its first cycle of awarding the SSCE. (Metric 1L)
- **Certificate of Completion:** This metric was incorporated based on stakeholder feedback emphasizing the need to make visible the achievement and outcomes of all students, and not just those receiving a traditional high school diploma. (Metric 1J)
- **GATE Identification and Demographics:** These metrics were established and fully realize the intent in the previous LCAP to incorporate a metric focused on the representativity within the GATE population. (Metrics 2J and 2K)
- **District Common Assessments:** Metrics for District Math and ELA assessment participation and performance were incorporated in alignment with significant stakeholder feedback regarding the critical need to implement these assessments with fidelity. While the ultimate path to implementation will require negotiation with labor partners, the metric will establish the district's goal of implementing the assessments districtwide to have a consistent and reliable means of assessing student needs. (Metrics 2M, 2N, 2O, and 2P)
- **Third Grade Reading Proficiency:** Stakeholder feedback emphasized the need to focus on third grade reading as a critical indicator of future academic success. Two related metrics have been incorporated; one aligned to the state English Language Arts assessment and the other to the District's local assessments. 2021-22 work will include alignment of assessment items within the local assessment to allow for reading-specific performance results. (Metrics 2Q and 2R)
- **Staff Collaboration Time Reporting:** Stakeholder feedback has been clear in the desire for establishing a clearer connection between staff collaboration time and improvement of outcomes for target student groups. A new metric has been incorporated that will collect data on how collaboration time is used at sites and report the percentage of sites that can confirm time is being used explicitly to improve outcomes for unduplicated students. A data collection tool will be developed and implemented in 2021-22. (Metric 2S)
- **Anti-bias/Anti-racist Professional Development Implementation:** Stakeholders have repeatedly prioritized more transparency and accountability for how professional development is provided. This metric will track the percentage of teachers, administrators, and support staff who have completed the identified anti-bias/anti-racist professional development. (Metric 4D)
- **Provision of Responsive Services:** Stakeholder feedback has emphasized the need to create more alignment between actions and metrics. This metric is a measure of the Student Support and Health Services department's overall reach in terms of providing responsive services to individual students. This metric is used by SS&HS staff as an internal measure of their own impact and will be incorporated into the LCAP for stakeholders to use as well. (Metric 3E)
- **Parent Teacher Home Visit Threshold:** Stakeholder feedback regarding Parent Teacher Home Visits (PTHVs) has been very supportive and, in general, identifies the need for more visits. In response to this emphasis, staff developed a metric that has set the goal of all participating sites to have at least 10% of students participate. The PTHV program has demonstrated that a 10% threshold at a site can have positive impacts beyond just the students who participated. (Metric 5B)

- **English Learner Advisory Council (ELAC) operation:** DELAC stakeholder feedback encouraged the need for a metric that shifted focus from the district level to the site level to encourage improvements in ELAC functioning and representation. This resulted in the development of a metric specific to the demonstrated outcomes of ELACs across sites. (Metric 5D)
- **Parent Leadership Pathway Workshop (PLPW) Participant Growth** and **District Committee Impact:** Stakeholders emphasized the need for metrics that allowed for measurement of impact/outcomes of capacity-building activities, and not just attendance or numbers of individuals reached. This resulted in the inclusion of an additional PLPW metric that, using pre and post surveys (to be developed), will assess increased engagement for those individuals who participate in the workshops. Also to be developed in the coming year is a tool that will assess the impact of capacity-building with district committees, measuring their satisfaction that their voice is being heard and is making impact. (Metrics 5H and 5I)

Disaggregation of Data

Stakeholder feedback has consistently emphasized the need for more transparency with regard to performance gaps across student groups and more intentional target setting. To meet this interest, baseline data and target outcomes have been disaggregated by student group throughout the LCAP. This includes data, where available, for English Learners, Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged students, and by race/ethnicity. This has already supported follow-up feedback and discussions with staff regarding how to best set targets that reflect accelerated growth for target student groups and how to use these targets to drive equitable allocation of resources.

Actions and Services

Stakeholder feedback influenced both the incorporation of additional actions as well as expansion of continued action descriptions to more fully describe efforts to improve student outcomes. Examples of actions influenced by stakeholder feedback include:

- **Language Acquisition Programs for English Learners, Professional Learning specific to instruction for English Learners, Pathways to Multiliteracy, and Interventions specific to English Learners:** Formerly a single action that bundled all of the Multilingual Literacy department's efforts into a single action, staff have outlined several focus strands for the coming years. (Actions 2.5, 2.6, 2.7, 3.6, and 3.7)
- **Student Support: Central Connect Center and Site-based Student Support Centers:** This action aligns the collective efforts of Student Support & Health Services to provide wrap-around and integrated supports for students. (Action 3.10)
- **American Indian Education Program (AIEP):** An important program in the district for many years, this action elevates the visibility of the AIEP in the LCAP. (Action 3.14)
- **Anti-bias and Anti-racism Professional Learning:** Initiated in the current year with site leaders and key district leaders, this action seeks to expand the scope of training, ultimately reaching all SCUSD staff. (Action 4.4)
- **Student Advisory Council (SAC):** An ongoing program, inclusion of this action makes visible a key district effort to amplify student voice. (Action 5.7)

- **Multisensory Reading Intervention Curriculum and Training:** Stakeholder feedback has called for specific actions focusing on provision of multisensory reading instruction to address the needs of the students with disabilities and all students who are struggling with reading. (Action 2.4)
- **Transition Planning for Students with Disabilities** and **Data Practices for Students with Disabilities:** Stakeholder input has encouraged the inclusion of actions that reflect activities that are specifically in support of students with disabilities. These actions represent two of the targeted efforts by the Special Education department to support students with disabilities. (Actions 1.10 and 3.17)

Additionally, several actions were separated out for more transparency, following feedback from stakeholders requesting that targeted funding be easily identifiable and distinct actions not be bundled together. These included:

- Social Emotional Learning (SEL) programs and Positive Behavioral Intervention and Supports (PBIS) are now distinct actions. (Actions 4.1 and 4.2)
- Counselors have been split into base and supplemental components to clearly communicate the funding streams. (Actions 1.2 and 1.3)
- The former LCAP action 1.1, which included base classroom staffing, class size reduction, targeted school assistance, collaboration time, and restructuring of the salary schedule have been separated out into their distinct components. (Actions 2.8, 2.9, 2.10, and 2.11)
- Credit recovery options are now a distinct action. This action was previously blended into the counseling and master schedule action. (Action 1.5)
- Preschool programs and Transitional Kindergarten have been separated out as distinct actions. (2.12 and 2.13)
- Tobacco Use Prevention Education (TUPE) programming has been made into a distinct action. It was previously blended into the Foster Youth Services action. (Action 3.15)

Maintenance of LCFF Supplemental and Concentration Grant Transparency

As noted previously, stakeholders placed a priority on maintaining and increasing transparency with regard to targeted funding in the LCAP. With the new LCAP's template not differentiating LCFF Base and LCFF Supplemental and Concentration grant funding in the expenditure tables, SCUSD is committed to providing that breakout of projected expenditures and will do so in an appendix.

Affirmation of Existing Prioritized Actions

Across the breadth of stakeholder feedback, many of the district's continuing actions were reaffirmed and their importance underscored. Within this affirmation, stakeholders emphasized the need for programs/actions to improve through mandatory professional development and more equitable distribution of resources and programs to high-needs schools and students. Examples of continuing actions that were specifically affirmed by recent stakeholder feedback (detailed in the previous section) include:

- Health Services: School Nurses and Immunization Clinic (3.8)

- Student Support: Connect Center and Student Support Centers (3.10)
- Social Emotional Learning (SEL) programs (4.1)
- Positive Behavioral Intervention and Supports (PBIS) (4.2)
- Bullying Prevention Training, Intervention, and Response (4.3)
- District Parent Resource Center (5.1)
- Parent Teacher Home Visits (PTHV) (5.2)
- Translation and Interpretation Services (5.4)
- Career and Technical Education (CTE) Pathways and Programs (1.1)
- Academic and Career Counseling (1.2 and 1.3)
- Exam Fee Support (1.6)
- Early Childhood Education: Preschool and Transitional Kindergarten (2.12 and 2.13)
- Foster Youth Services (3.1)
- Homeless Youth Services (3.2)
- Be Here! Program to address Chronic Absenteeism (3.9)

Goals and Actions

Goal

Goal #	Description
1	100% of SCUSD students will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Growth in Graduation Rate and College/Career Readiness will be accelerated for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.

An explanation of why the LEA has developed this goal.

Analysis of student data from the past three California State Dashboards (2017-18 through 2019-20) shows that almost 60% of SCUSD graduates are not placing in the 'prepared' level for the College and Career Indicator. Data from the California Department of Education (CDE) shows that almost half of SCUSD graduates are not completing UC 'a-g' requirements and more than one third do not enroll in college at any point during the 12 months after graduating. Significant performance gaps between student groups exist in all three of these outcomes, with results for English Learners, Foster Youth, Homeless Youth, Students with Disabilities, African American students, American Indian or Alaska Native students, Hispanic/Latino students, and Native Hawaiian or Pacific Islander students of particular concern.

SCUSD's guiding principle states that *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options*. Stakeholder input has informed the evolution from the prior LCAP Goal focused on college and career to this new version. Key input has included the following:

- Inequitable outcomes have persisted and student groups with the highest needs should be called out explicitly. Increasing the percentage of students who are graduating college and career ready cannot just be a result of improving outcomes for those groups who are already achieving at a higher level.
- It is not sufficient to state that the percent of students who are on-track to graduate college and career ready will increase. The district's goal should state that 100% of students will graduate college and career ready.
- It is important to acknowledge the importance of college AND career readiness as viable pathways to postsecondary success. Students need more support to understand and, as desired, pursue Career and Technical Education (CTE) and dual enrollment as part of their studies and technical program/trades as postsecondary options.
- Students need to have an individualized learning plan and clear postsecondary plan in addition to a wide array of options. Readiness includes a defined multi-year plan and understanding of the steps and processes necessary to reach one's goals

Providing students '*the greatest number of postsecondary choices from the widest array of options*' connects to the definitions of college and career readiness shared in the plan summary. ALL SCUSD students must graduate prepared for ANY post-secondary educational experience and have the skills needed for job training/education. Our charge as a school district is to prepare each every student so that all possible post-secondary options are open and accessible. While not all students may take the same path following their graduation from SCUSD, they should have the choice of any path. As a broad goal, no specific date is set for the ultimate realization of the 100% target. The desired outcome for 2023-24 below projects a rate of growth that closes that gap by 10% each year for 'All students' and each student group. As systems and supports are improved, in particular the implementation of an effective Multi-Tiered System of Supports (MTSS), it is expected that rates for secondary grade outcomes, including graduation rate and college and career readiness, can increase at higher rates. This will be due not only to improvements at the secondary level, but result from students entering high school having received more effective supports and preparation in the elementary and middle grades.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A **Graduation Rate** Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade **Source:** California School Dashboard Note: Results do not include Charter Schools	See table below	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	See table below

	18-19	19-20
ALL	85.7	87.3
EL	81.2	75.8
FY	66.7	81.3
HY	75.3	72.9
SED	84.7	86.1
SWD	66	70.4
AA	77.1	82.4
AI/AN	81.8	73.3
A	93.7	93.5
F	100	95.2
H/L	84.2	84.6
PI	87	71.9
W	84.6	92.5
TOM	88.1	87.8

	23-24
ALL	91
EL	82
FY	86
HY	80
SED	90
SWD	78
AA	87
AI/AN	81
A	95
F	97
H/L	89
PI	80
W	95
TOM	91

Sacramento City Unified School District 2021-22 LCAP

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On-Track Graduation Status
Percentage of 9th-12th grade students on track for graduation considering course completion and current course enrollment
Source: SCUSD Internal Dashboard
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College/Career Indicator
Percentage of graduates who are placed in the ‘Prepared’ Level on the Dashboard
Source: California School Dashboard

Note: Results do not include Charter Schools</td>
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A-G Completion
Percentage of graduating cohort who met UC/CSU Requirements
Source: CDE Dataquest Reporting

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On-Track A-G Status
Percentage of 9th-12th grade students on track for A-G considering course completion (does not include courses in progress)
Source: SCUSD Internal Dashboard
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A-G AND CTE Completion
Percentage of graduating cohort completing UC/CSU Requirements AND completing a Career Technical Education (CTE) Pathway
Source: CALPADS Reporting (District Analysis)</td>
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CTE Pathway Completion
Percentage of graduating cohort completing a Career Technical Education (CTE) Pathway
Source: CDE Dataquest Reporting

Note: Results do not include Charter Schools</td>
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<tr><td>W</td><td>8.5</td><td>9</td></tr>
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CTE Pathway Enrollment
Percentage of students in grades 10-12 enrolled in a Career Technical Education (CTE) Pathway
Source: CALPADS Reporting (District Analysis)</td>
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FAFSA Completion
Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA)
Source: Internal District Reporting</td>
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<td>1J
Certificate of Completion
Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) and Certificate of Completion (CC)
Source: CDE Dataquest Reporting
Note: Results do not include Charter Schools</td>
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<tr><td>SWD+SED</td><td>66.3</td><td>12.6</td></tr>
<tr><td>SWD+AA</td><td>67.6</td><td>11.8</td></tr>
<tr><td>SWD+AI</td><td>*</td><td>*</td></tr>
<tr><td>SWD+A</td><td>70.3</td><td>21.6</td></tr>
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<tr><td>SWD+W</td><td>68.9</td><td>15.6</td></tr>
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*Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.
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<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>The district’s goal is to increase the percentage of student with disabilities who earn a diploma AND for 100% of students to earn a diploma OR certificate of completion.

Note:
As the percentage of students who earn a diploma increases, the percentage of students who are able to earn a certificate of completion will decrease (a student cannot receive both).</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr>
<td>1K
State Seal of Biliteracy (SSB)
Percentage of graduates earning the State Seal of Biliteracy (SSB)

Source: CDE Dataquest Reporting
Note: Results do not include Charter Schools</td>
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<tr><td>FY</td><td>5.9</td><td>0</td></tr>
<tr><td>HY</td><td>1.6</td><td>4.7</td></tr>
<tr><td>SED</td><td>12</td><td>13.8</td></tr>
<tr><td>SWD</td><td>1.4</td><td>0</td></tr>
<tr><td>AA</td><td>2.8</td><td>3</td></tr>
<tr><td>AI/AN</td><td>0</td><td>20</td></tr>
<tr><td>A</td><td>15.5</td><td>14.5</td></tr>
<tr><td>F</td><td>12.8</td><td>26.7</td></tr>
<tr><td>H/L</td><td>16.8</td><td>17</td></tr>
<tr><td>PI</td><td>2.4</td><td>2.5</td></tr>
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<tr><td>W</td><td>30</td></tr>
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<td>1L
State Seal of Civic Engagement (SSCE)
Percentage of graduates earning the State Seal of Civic Engagement (SSCE)
Source: TBD
Note: SSCE criteria were adopted by the State Board of Education in 20-21. SCUSD will begin awarding the SSCE in 2021-22.</td>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1M **IB Exam Performance** Percentage of all International Baccalaureate (IB) Exams taken that are passed with a score of 4+ (out of a total possible score of 7) **Source:** School Site Reporting	<table><tr><th></th><th>18-19</th><th>19-20</th></tr><tr><td>ALL</td><td>15.4</td><td>23.8</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><th></th><th>23-24</th></tr><tr><td>ALL</td><td>36</td></tr></table>
1N **IB Diploma Completion** Percentage of Diploma Programme candidates that complete the full International Baccalaureate (IB) Diploma **Source:** School Site Reporting	<table><tr><th></th><th>18-19</th><th>19-20</th></tr><tr><td>ALL</td><td>3.3</td><td>7.5</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><th></th><th>23-24</th></tr><tr><td>ALL</td><td>24</td></tr></table>

Sacramento City Unified School District 2021-22 LCAP

<table>
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ELA Early Assessment Program (EAP)
Percentage of 11th grade students Exceeding Standard on the English Language Arts (ELA) State Assessment
Source: CAASPP Reporting
Note: Results do not include Charter Schools</td>
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<tr><td>HY</td><td>27</td></tr>
<tr><td>SED</td><td>38</td></tr>
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Math Early Assessment Program (EAP)
Percentage of 11th grade students Exceeding Standard on the Mathematics State Assessment
Source: CAASPP Reporting
Note: Results do not include Charter Schools</td>
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<tr><td>SWD</td><td>28</td></tr>
<tr><td>AA</td><td>28</td></tr>
<tr><td>AI</td><td>27</td></tr>
<tr><td>A</td><td>38</td></tr>
<tr><td>F</td><td>36</td></tr>
<tr><td>HL</td><td>31</td></tr>
<tr><td>PI</td><td>27</td></tr>
<tr><td>W</td><td>42</td></tr>
<tr><td>TOM</td><td>39</td></tr>
</table>
</td>
</tr>
</table>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1Q **Post-secondary outcomes for Students with Disabilities** Percentage of students reporting participation in Higher Education or competitive employment following graduation/ matriculation from SCUSD. **Source:** Direct outreach to students by Special Education department	2018-19: 37.3%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 75%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Career and Technical Education (CTE) Pathways and Programs (Continuing)	Prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study. CTE offerings include, but are not limited to, courses in Engineering & Design, Building Trades & Construction, Health & Medical Sciences, and Information Technology. Build a CTE pipeline at the middle school level beginning with a pilot program at Rosa Parks that articulate to Luther Burbank. Expanded efforts will include the implementation of Linked Learning at all high schools and the implementation of a 'Defense of Learning' assessment process in CTE pathways. Partnership with Youth Development Support Services will continue to provide college mentors and after-school staff support to implement the California College Guidance Initiative (CCGI) modules. These support students in their postsecondary preparation activities. Additional college mentors will be hired to provide targeted support to CTE students to strengthen engagement and develop post-secondary transition plans.	$5,368,287	Y
1.2	Academic and Career Counseling (Base) (Modified)	Maintain base academic and career counseling supports for students including scheduling guidance, mental health support/crisis intervention, suicide awareness, assistance with college applications, FAFSA support, and planning for credit recovery. Staff will collaborate with the technology department to develop an electronic student-facing four-year plan. This tool will be interactive and provide students and families the opportunity to see their course plan and co-construct goals with their academic counselor. Includes 25.4 FTE for 2021-22 school year.	$3,852,052	N

Action #	Title	Description	Total Funds	Contributing
1.3	Academic and Career Counseling (Supplemental) (Modified)	Continue providing additional counseling supports to principally benefit unduplicated students including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, scholarship assistance, and prioritization of Homeless Youth and Foster Youth in registration and credit recovery. Includes 23.9 FTE for the 2021-22 school year.	$3,321,917	Y
1.4	Central support for aligned master scheduling (Continuing)	Coordinate districtwide scheduling and direct support to school sites to determine appropriate staffing needs, eliminate unnecessary course titles that lead to tracking, support pre-registration, and maximize overall scheduling efficiency. Implemented by 1.0 FTE Director of Master Scheduling.	$155,714	Y
1.5	Credit Recovery Options (Continuing)	Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status. Programs include targeted access at individual high schools sites as well as the central Sacramento Accelerated Academy (SAA) credit recovery site. Housed with the district's enrollment center, SAA provides students with assistance from teachers both on-site and remotely to complete coursework. Includes 9.25 FTE for the 2021-22 school year. Staff have and will continue to collaborate with Homeless Youth Services, Foster Youth Services, and staff supporting English Learners to monitor progress and prioritize these student groups in providing credit recovery options.	$1,594,056	Y
1.6	Exam Fee Support (Continuing)	Provide students access to Advanced Placement, International Baccalaureate (IB), PSAT, and SAT exams to ensure that no financial barriers prevent full participation.	$499,165	Y

Action #	Title	Description	Total Funds	Contributing
1.7	International Baccalaureate (IB) Program Support (Continuing)	Continue providing expanded access to the International Baccalaureate (IB) program at target schools, particularly for low-income students, English Learners, and underrepresented students. Coursework in IB is designed to foster critical thinking, international mindedness, intellectual curiosity, and a love of learning. The rigor of the IB program also prepares students for post-secondary studies. This allocation funds 3.0 FTE, 1.0 at each of the IB sites (Kit Carson International Academy, Luther Burbank High School, and Caleb Greenwood Elementary) professional learning, and supplemental instructional materials.	$459,625	Y
1.8	Site-determined, SPSA-based actions to support Goal 1 (Modified)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$1,049,872	Y
1.9	Department-level data-based decision-making (Continuing)	Use student data to provide interventions for struggling students in order to maintain on-track status for graduation and a-g course completion, especially for low-income students and English Learners. Funding provide stipends to department heads at district high schools to support their leadership of data use.	$461,753	Y
1.10	Transition Planning for Students with Disabilities (New)	Provide adult professional learning regarding individual transition planning for special education instructional staff and school site administration to support development of transition planning at key milestones including, but not limited to: • Preschool to Elementary School • Elementary to Middle School • Middle to High School • High School to Post- Secondary activities • Change in special education placement Improve post-secondary tracking of students with disabilities and the student response rate following their graduation/matriculation from SCUSD to inform transition strategic planning.	TBD	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
2	Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.

An explanation of why the LEA has developed this goal.

Analysis of student data from the most recent state assessments (2018-19) show that only 43% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is only 33%. Results from the Dashboard show that on average, students scored 21.5 points below the 'Standard Met' level in ELA and 48.8 points below the 'Standard Met' level in Math. Significant performance gaps exist for multiple student groups including English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, American Indian or Alaska Native students, Hispanic/Latino students, and Native Hawaiian or Pacific Islander students.

Stakeholder input has emphasized the need for equity, inclusion, coherence and consistency across the district and the expectation that all students, regardless of school site, program participation, or classroom, should have equitable access to a high-quality educational experience. This includes fidelity to district programs and practices. A particular emphasis in stakeholder input has been the consistent implementation of district common assessments. This is currently an issue being discussed with labor partners. Participation rates in the beginning of year and interim assessments during 2020-21 for both Math and ELA have been near 50% districtwide.

This goal also aligns to the district's current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to the provision of a high-quality Tier 1 instructional program for all students. This is the foundation upon which an effective MTSS is built. With a strong and effective Tier 1 program in place, the district will be able to more accurately assess the full range of needs that exist.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr>
<td>2A
ELA State Assessment
Average Distance from ‘Standard Met’ on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-8 and 11
Source: California School Dashboard
Note: Results do not include Charter Schools</td>
<td>
<table>
<tr><th></th><th>18-19</th></tr>
<tr><td>ALL</td><td>-21.5</td></tr>
<tr><td>EL</td><td>-58</td></tr>
<tr><td>ELO</td><td>-100</td></tr>
<tr><td>RFEP</td><td>10.6</td></tr>
<tr><td>FY</td><td>-82.3</td></tr>
<tr><td>HY</td><td>-88.1</td></tr>
<tr><td>SED</td><td>-43.9</td></tr>
<tr><td>SWD</td><td>-100.5</td></tr>
<tr><td>AA</td><td>-72.5</td></tr>
<tr><td>AI</td><td>-61.2</td></tr>
<tr><td>A</td><td>-5.4</td></tr>
<tr><td>F</td><td>22.6</td></tr>
<tr><td>HL</td><td>-39.7</td></tr>
<tr><td>PI</td><td>-66.1</td></tr>
<tr><td>W</td><td>34.1</td></tr>
<tr><td>TOM</td><td>3.3</td></tr>
</table>
</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>
<table>
<tr><th></th><th>23-24</th></tr>
<tr><td>ALL</td><td>-15.6</td></tr>
<tr><td>EL</td><td>-42.3</td></tr>
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<tr><td>RFEP</td><td>16.6</td></tr>
<tr><td>FY</td><td>-60</td></tr>
<tr><td>HY</td><td>-64.2</td></tr>
<tr><td>SED</td><td>-32</td></tr>
<tr><td>SWD</td><td>-73.3</td></tr>
<tr><td>AA</td><td>-52.9</td></tr>
<tr><td>AI</td><td>-44.6</td></tr>
<tr><td>A</td><td>-3.9</td></tr>
<tr><td>F</td><td>28.6</td></tr>
<tr><td>HL</td><td>-28.9</td></tr>
<tr><td>PI</td><td>-48.2</td></tr>
<tr><td>W</td><td>40.1</td></tr>
<tr><td>TOM</td><td>9.3</td></tr>
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</tr>
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<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr>
<td>2B
Math State Assessment
Average Distance from ‘Standard Met’ on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11
Source: California School Dashboard
Note: Results do not include Charter Schools</td>
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<table>
<tr><th></th><th>18-19</th></tr>
<tr><td>ALL</td><td>-48.8</td></tr>
<tr><td>EL</td><td>-75.1</td></tr>
<tr><td>ELO</td><td>-112.5</td></tr>
<tr><td>RFEP</td><td>-13.9</td></tr>
<tr><td>FY</td><td>-116.4</td></tr>
<tr><td>HY</td><td>-122.3</td></tr>
<tr><td>SED</td><td>-70.5</td></tr>
<tr><td>SWD</td><td>-129.1</td></tr>
<tr><td>AA</td><td>-107</td></tr>
<tr><td>AI</td><td>-98.6</td></tr>
<tr><td>A</td><td>-19.8</td></tr>
<tr><td>F</td><td>-3.2</td></tr>
<tr><td>HL</td><td>-69.8</td></tr>
<tr><td>PI</td><td>-91.9</td></tr>
<tr><td>W</td><td>5.1</td></tr>
<tr><td>TOM</td><td>-21.4</td></tr>
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<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>
<table>
<tr><th></th><th>23-24</th></tr>
<tr><td>ALL</td><td>-35.6</td></tr>
<tr><td>EL</td><td>-54.7</td></tr>
<tr><td>ELO</td><td>-82</td></tr>
<tr><td>RFEP</td><td>-10.1</td></tr>
<tr><td>FY</td><td>-84.9</td></tr>
<tr><td>HY</td><td>-89.2</td></tr>
<tr><td>SED</td><td>-51.4</td></tr>
<tr><td>SWD</td><td>-94.1</td></tr>
<tr><td>AA</td><td>-78</td></tr>
<tr><td>AI</td><td>-71.9</td></tr>
<tr><td>A</td><td>-14.4</td></tr>
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<tr><td>PI</td><td>-67</td></tr>
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<tr><td>TOM</td><td>-15.6</td></tr>
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<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr>
<td>2C
California Science Test (CAST)
Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12)
Source: CDE Dataquest Reporting
Note: Results do not include Charter Schools</td>
<td>
<table>
<tr><th></th><th>18-19</th></tr>
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<tr><td>EL</td><td>1.5</td></tr>
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<tr><td>HY</td><td>8.5</td></tr>
<tr><td>SED</td><td>17.7</td></tr>
<tr><td>SWD</td><td>6.5</td></tr>
<tr><td>AA</td><td>9.4</td></tr>
<tr><td>AI</td><td>20</td></tr>
<tr><td>A</td><td>31.4</td></tr>
<tr><td>F</td><td>36.2</td></tr>
<tr><td>HL</td><td>16.6</td></tr>
<tr><td>PI</td><td>10.9</td></tr>
<tr><td>W</td><td>45.6</td></tr>
<tr><td>TOM</td><td>35.5</td></tr>
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<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>
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<tr><th></th><th>23-24</th></tr>
<tr><td>ALL</td><td>45</td></tr>
<tr><td>EL</td><td>28</td></tr>
<tr><td>FY</td><td>33</td></tr>
<tr><td>HY</td><td>33</td></tr>
<tr><td>SED</td><td>40</td></tr>
<tr><td>SWD</td><td>32</td></tr>
<tr><td>AA</td><td>34</td></tr>
<tr><td>AI</td><td>42</td></tr>
<tr><td>A</td><td>50</td></tr>
<tr><td>F</td><td>53</td></tr>
<tr><td>HL</td><td>39</td></tr>
<tr><td>PI</td><td>35</td></tr>
<tr><td>W</td><td>60</td></tr>
<tr><td>TOM</td><td>53</td></tr>
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</td>
</tr>
<tr>
<td>2D
English Learner Progress Indicator (ELPI)
Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)
Source: California School Dashboard
Note: Results do not include Charter Schools</td>
<td>
<table>
<tr><th></th><th>19-20</th></tr>
<tr><td>% of ELs decreasing at least 1 ELPI level</td><td>18.5</td></tr>
<tr><td>% of ELs who maintained ELPI Level of 1-3</td><td>37.4</td></tr>
<tr><td>% of ELs who maintained ELPI Level 4</td><td>3.4</td></tr>
<tr><td>% of ELs who progressed at least 1 ELPI Level</td><td>40.6</td></tr>
<tr><td>% Making Progress</td><td>44.1</td></tr>
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</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>55.6% of ELs will progress at least 1 ELPI Level

AND

59.1% of ELs overall will make progress</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr><td>2E
Reclassification Rate
Percentage of English Learners reclassified to Fluent English Proficient (RFEP)
Source: CDE Dataquest Reporting
Note: Results do not include Charter Schools</td><td>2018-19: 9.73%

2019-20: 10.3%</td><td>To be reported in 2021-22</td><td>To be reported in 2022-23</td><td>To be reported in 2023-24</td><td>Reclassification rate will be within .5% of the state reclassification average

Rate will be at least 13.3% based on 2019-20 state rate of 13.8%</td></tr>
<tr><td>2F
Long-Term English Learners (LTELs)
Percentage of English Learners that have been classified as ELs for 6+ years
Source: CDE Dataquest Reporting
Note: Results do not include Charter Schools</td><td><table><tr><th>Grade</th><th>19-20</th></tr><tr><td>6th</td><td>26</td></tr><tr><td>7th</td><td>22</td></tr><tr><td>8th</td><td>21</td></tr><tr><td>9th</td><td>17</td></tr><tr><td>10th</td><td>19</td></tr><tr><td>11th</td><td>15</td></tr><tr><td>12th</td><td>28</td></tr></table></td><td>To be reported in 2021-22</td><td>To be reported in 2022-23</td><td>To be reported in 2023-24</td><td><table><tr><th>Grade</th><th>19-20</th></tr><tr><td>6th</td><td>18</td></tr><tr><td>7th</td><td>17</td></tr><tr><td>8th</td><td>15</td></tr><tr><td>9th</td><td>13</td></tr><tr><td>10th</td><td>15</td></tr><tr><td>11th</td><td>11</td></tr><tr><td>12th</td><td>14</td></tr></table></td></tr>
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Sacramento City Unified School District 2021-22 LCAP

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr>
<td>2G
Advanced Placement (AP) Pass Rate 1
Percentage of students in grades 10-12 that passed at least 1 AP Exam with a score of 3 or more
Source: CALPADS Reporting (District Analysis)
Note: Spring 2020 AP Exams were modified and administered online due to COVID-19</td>
<td>
<table>
<tr><th></th><th>18-19</th><th>19-20</th></tr>
<tr><td>ALL</td><td>10.6</td><td>5.7</td></tr>
<tr><td>EL</td><td>4.4</td><td>2.1</td></tr>
<tr><td>FY</td><td>0</td><td>0.0</td></tr>
<tr><td>HY</td><td>1.4</td><td>0.0</td></tr>
<tr><td>SED</td><td>8</td><td>4.2</td></tr>
<tr><td>SWD</td><td>0.4</td><td>0.7</td></tr>
<tr><td>AA</td><td>2.4</td><td>1.6</td></tr>
<tr><td>AI</td><td>1.5</td><td>0.0</td></tr>
<tr><td>A</td><td>16.8</td><td>9.3</td></tr>
<tr><td>F</td><td>17.6</td><td>8.7</td></tr>
<tr><td>HL</td><td>8.9</td><td>4.4</td></tr>
<tr><td>PI</td><td>1.8</td><td>1.6</td></tr>
<tr><td>W</td><td>15.7</td><td>8.3</td></tr>
<tr><td>TOM</td><td>15.1</td><td>6.9</td></tr>
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</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>
<table>
<tr><th></th><th>23-24</th></tr>
<tr><td>ALL</td><td>20</td></tr>
<tr><td>EL</td><td>8</td></tr>
<tr><td>FY</td><td>2</td></tr>
<tr><td>HY</td><td>3</td></tr>
<tr><td>SED</td><td>16</td></tr>
<tr><td>SWD</td><td>5</td></tr>
<tr><td>AA</td><td>5</td></tr>
<tr><td>AI</td><td>3</td></tr>
<tr><td>A</td><td>20</td></tr>
<tr><td>F</td><td>20</td></tr>
<tr><td>HL</td><td>15</td></tr>
<tr><td>PI</td><td>3</td></tr>
<tr><td>W</td><td>20</td></tr>
<tr><td>TOM</td><td>20</td></tr>
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</tr>
<tr>
<td>2H
Advanced Placement (AP) Pass Rate 2
Percentage of ALL Advanced Placement (AP) Exams taken by students in grades 10-12 that were passed with a score of 3 or more
Source: CDE Dataquest Reporting</td>
<td>2018-19: 43.4%

2019-20: 49.9%*

*Note: Spring 2020 AP Exams were modified and administered online due to COVID-19</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>2023-24: 67%</td>
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<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr>
<td>2I
Advanced Placement (AP) Enrollment
Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes
Source: CALPADS Reporting (District Analysis)</td>
<td>
<table>
<tr><th></th><th>19-20</th><th>20-21</th></tr>
<tr><td>ALL</td><td>25.5</td><td>25.4</td></tr>
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<tr><td>FY</td><td>3.4</td><td>2.5</td></tr>
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<tr><td>SWD</td><td>2.7</td><td>2.7</td></tr>
<tr><td>AA</td><td>12.4</td><td>12.9</td></tr>
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<td>
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<tr><th></th><th>23-24</th></tr>
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<tr><td>FY</td><td>5</td></tr>
<tr><td>HY</td><td>10</td></tr>
<tr><td>SED</td><td>30</td></tr>
<tr><td>SWD</td><td>5</td></tr>
<tr><td>AA</td><td>20</td></tr>
<tr><td>AI</td><td>20</td></tr>
<tr><td>A</td><td>40</td></tr>
<tr><td>F</td><td>40</td></tr>
<tr><td>HL</td><td>25</td></tr>
<tr><td>PI</td><td>15</td></tr>
<tr><td>W</td><td>40</td></tr>
<tr><td>TOM</td><td>40</td></tr>
</table>
</td>
</tr>
<tr>
<td>2J
GATE Identification
Percentage of first grade students identified for Gifted and Talented Education (GATE) program relative to overall 1st grade by student group
Source: SCUSD Advanced Learning Department</td>
<td>
<table>
<tr><th rowspan="2">1st Grade</th><th colspan="2">18-19</th></tr>
<tr><th>All</th><th>GATE</th></tr>
<tr><td>ALL</td><td>N/A</td><td>12.6</td></tr>
<tr><td>EL</td><td>21.2</td><td>11.2</td></tr>
<tr><td>FY</td><td>0.3</td><td>0.0</td></tr>
<tr><td>HY</td><td>0.7</td><td>0.0</td></tr>
<tr><td>SED</td><td>69.0</td><td>43.2</td></tr>
<tr><td>SWD</td><td>14.3</td><td>6.8</td></tr>
<tr><td>AA</td><td>13.8</td><td>2.9</td></tr>
<tr><td>AI</td><td>0.7</td><td>0.7</td></tr>
<tr><td>A</td><td>18.7</td><td>23.1</td></tr>
<tr><td>HL</td><td>39.9</td><td>24.7</td></tr>
<tr><td>PI</td><td>2.1</td><td>1.1</td></tr>
<tr><td>W</td><td>17.3</td><td>34.1</td></tr>
<tr><td>TOM</td><td>7.6</td><td>13.4</td></tr>
</table>
</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>Percentage of students newly identified as GATE during the 1st grade will be comparable to each group’s proportion of the overall 1st grade population.</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr>
<td>2K
GATE Demographics
Percentage of students in grades 2-12 identified for Gifted and Talented Education (GATE) program relative to overall grade 2-12 student population by student group
Source: Advanced Learning Department</td>
<td>
<table>
<tr><th rowspan="2">Grades 2-12</th><th colspan="2">18-19</th></tr>
<tr><th>All</th><th>GATE</th></tr>
<tr><td>ALL</td><td>N/A</td><td>15.0</td></tr>
<tr><td>EL</td><td>18.0</td><td>4.0</td></tr>
<tr><td>SED</td><td>60.3</td><td>8.0</td></tr>
<tr><td>SWD</td><td>15.6</td><td>5.0</td></tr>
<tr><td>AA</td><td>13.2</td><td>4.7</td></tr>
<tr><td>AI</td><td>0.5</td><td>7.6</td></tr>
<tr><td>A</td><td>19.2</td><td>18.4</td></tr>
<tr><td>HL</td><td>40.7</td><td>9.4</td></tr>
<tr><td>PI</td><td>2.2</td><td>5.6</td></tr>
<tr><td>W</td><td>16.7</td><td>29.9</td></tr>
<tr><td>TOM</td><td>7.4</td><td>23.7</td></tr>
</table>
</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>Percentage of students within each student group who are identified as GATE will be comparable to each group’s proportion of the overall student population (grades 2-12).</td>
</tr>
<tr>
<td>2L
State Standards Implementation Survey
Percentage of respondents indicating ‘Fully Implementing’ or ‘Fully Implementing with Sustainability’ by survey domain
Source: Local Survey of Administrators</td>
<td>
<table>
<tr><th></th><th>20-21</th></tr>
<tr><td>Providing Professional Learning</td><td>28</td></tr>
<tr><td>Identifying Professional Learning Needs</td><td>20</td></tr>
<tr><td>Providing Standards-Aligned Materials</td><td>45</td></tr>
<tr><td>Implementing Standards</td><td>19</td></tr>
<tr><td>Implementing Policies or Programs to help staff identify areas of improvement</td><td>3</td></tr>
</table>
</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>
<table>
<tr><th></th><th>23-24</th></tr>
<tr><td>Providing Professional Learning</td><td>100</td></tr>
<tr><td>Identifying Professional Learning Needs</td><td>100</td></tr>
<tr><td>Providing Standards-Aligned Materials</td><td>100</td></tr>
<tr><td>Implementing Standards</td><td>100</td></tr>
<tr><td>Implementing Policies or Programs to help staff identify areas of improvement</td><td>100</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr>
<td>2M
District Common Assessment Participation Rate (Math)
Percentage of students completing the second Interim District Common Assessment in Math
Source: District Analysis
Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</td>
<td>
<table>
<tr><th></th><th>20-21</th></tr>
<tr><td>ALL</td><td>24</td></tr>
<tr><td>EL</td><td>30</td></tr>
<tr><td>FY</td><td>TBD</td></tr>
<tr><td>HY</td><td>TBD</td></tr>
<tr><td>SED</td><td>24</td></tr>
<tr><td>SWD</td><td>18</td></tr>
<tr><td>AA</td><td>17</td></tr>
<tr><td>AI</td><td>18</td></tr>
<tr><td>A</td><td>31</td></tr>
<tr><td>HL</td><td>23</td></tr>
<tr><td>PI</td><td>22</td></tr>
<tr><td>W</td><td>23</td></tr>
<tr><td>TOM</td><td>23</td></tr>
</table>
</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>
<table>
<tr><th></th><th>23-24</th></tr>
<tr><td>ALL</td><td>95</td></tr>
<tr><td>EL</td><td>95</td></tr>
<tr><td>FY</td><td>95</td></tr>
<tr><td>HY</td><td>95</td></tr>
<tr><td>SED</td><td>95</td></tr>
<tr><td>SWD</td><td>95</td></tr>
<tr><td>AA</td><td>95</td></tr>
<tr><td>AI</td><td>95</td></tr>
<tr><td>A</td><td>95</td></tr>
<tr><td>HL</td><td>95</td></tr>
<tr><td>PI</td><td>95</td></tr>
<tr><td>W</td><td>95</td></tr>
<tr><td>TOM</td><td>95</td></tr>
</table>
</td>
</tr>
<tr>
<td>2N
District Common Assessment Participation Rate (ELA)
Percentage of students completing the second Interim District Common Assessment in ELA
Source: District Analysis
Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</td>
<td>
<table>
<tr><th></th><th>20-21</th></tr>
<tr><td>ALL</td><td>49</td></tr>
<tr><td>EL</td><td>49</td></tr>
<tr><td>FY</td><td>36</td></tr>
<tr><td>HY</td><td>31</td></tr>
<tr><td>SED</td><td>46</td></tr>
<tr><td>SWD</td><td>40</td></tr>
<tr><td>AA</td><td>41</td></tr>
<tr><td>AI</td><td>42</td></tr>
<tr><td>A</td><td>56</td></tr>
<tr><td>HL</td><td>47</td></tr>
<tr><td>PI</td><td>43</td></tr>
<tr><td>W</td><td>52</td></tr>
<tr><td>TOM</td><td>50</td></tr>
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</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>
<table>
<tr><th></th><th>23-24</th></tr>
<tr><td>ALL</td><td>95</td></tr>
<tr><td>EL</td><td>95</td></tr>
<tr><td>FY</td><td>95</td></tr>
<tr><td>HY</td><td>95</td></tr>
<tr><td>SED</td><td>95</td></tr>
<tr><td>SWD</td><td>95</td></tr>
<tr><td>AA</td><td>95</td></tr>
<tr><td>AI</td><td>95</td></tr>
<tr><td>A</td><td>95</td></tr>
<tr><td>HL</td><td>95</td></tr>
<tr><td>PI</td><td>95</td></tr>
<tr><td>W</td><td>95</td></tr>
<tr><td>TOM</td><td>95</td></tr>
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</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr>
<td>2O
District Common Assessment Performance (Math)
Percentage of correct responses on the second Interim District Common Assessment (Math)
Source: District Analysis
Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</td>
<td>
<table>
<tr><th></th><th>20-21</th></tr>
<tr><td>ALL</td><td>59</td></tr>
<tr><td>EL</td><td>51</td></tr>
<tr><td>SED</td><td>54</td></tr>
<tr><td>SWD</td><td>49</td></tr>
<tr><td>AA</td><td>46</td></tr>
<tr><td>AI</td><td>53</td></tr>
<tr><td>A</td><td>61</td></tr>
<tr><td>HL</td><td>54</td></tr>
<tr><td>PI</td><td>50</td></tr>
<tr><td>W</td><td>72</td></tr>
<tr><td>TOM</td><td>64</td></tr>
</table>
</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>
<table>
<tr><th></th><th>23-24</th></tr>
<tr><td>ALL</td><td>70</td></tr>
<tr><td>EL</td><td>64</td></tr>
<tr><td>SED</td><td>66</td></tr>
<tr><td>SWD</td><td>63</td></tr>
<tr><td>AA</td><td>61</td></tr>
<tr><td>AI</td><td>66</td></tr>
<tr><td>A</td><td>72</td></tr>
<tr><td>HL</td><td>66</td></tr>
<tr><td>PI</td><td>64</td></tr>
<tr><td>W</td><td>80</td></tr>
<tr><td>TOM</td><td>74</td></tr>
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</td>
</tr>
<tr>
<td>2P
District Common Assessment Performance (ELA)
Percentage of correct responses on the second Interim District Common Assessment for English Language Arts (ELA)
Source: District Analysis
Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</td>
<td>
<table>
<tr><th></th><th>20-21</th></tr>
<tr><td>ALL</td><td>54</td></tr>
<tr><td>EL</td><td>40</td></tr>
<tr><td>FY</td><td>40</td></tr>
<tr><td>HY</td><td>39</td></tr>
<tr><td>SED</td><td>48</td></tr>
<tr><td>SWD</td><td>41</td></tr>
<tr><td>AA</td><td>44</td></tr>
<tr><td>AI</td><td>48</td></tr>
<tr><td>A</td><td>56</td></tr>
<tr><td>HL</td><td>49</td></tr>
<tr><td>PI</td><td>45</td></tr>
<tr><td>W</td><td>65</td></tr>
<tr><td>TOM</td><td>60</td></tr>
</table>
</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>
<table>
<tr><th></th><th>23-24</th></tr>
<tr><td>ALL</td><td>66</td></tr>
<tr><td>EL</td><td>56</td></tr>
<tr><td>FY</td><td>56</td></tr>
<tr><td>HY</td><td>56</td></tr>
<tr><td>SED</td><td>62</td></tr>
<tr><td>SWD</td><td>57</td></tr>
<tr><td>AA</td><td>59</td></tr>
<tr><td>AI</td><td>62</td></tr>
<tr><td>A</td><td>68</td></tr>
<tr><td>HL</td><td>63</td></tr>
<tr><td>PI</td><td>60</td></tr>
<tr><td>W</td><td>74</td></tr>
<tr><td>TOM</td><td>71</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr><td>2Q
Third Grade Reading Proficiency (State Assessment)
Percentage of third grade students above standard on the Reading-specific domain of the state’s ELA assessment
Source: California Assessment of Student Performance and Progress (CAASPP)
Note: Results do not include Charter Schools</td><td><table><tr><th></th><th>18-19</th></tr><tr><td>ALL</td><td>21.5</td></tr><tr><td>EL</td><td>4.2</td></tr><tr><td>RFEP</td><td>29.7</td></tr><tr><td>HY</td><td>3.6</td></tr><tr><td>SED</td><td>13.5</td></tr><tr><td>SWD</td><td>9.4</td></tr><tr><td>AA</td><td>8.6</td></tr><tr><td>AI</td><td>7.1</td></tr><tr><td>A</td><td>21.7</td></tr><tr><td>F</td><td>37.5</td></tr><tr><td>HL</td><td>14.8</td></tr><tr><td>PI</td><td>7.1</td></tr><tr><td>W</td><td>43.1</td></tr><tr><td>TOM</td><td>33.9</td></tr></table></td><td>To be reported in 2021-22</td><td>To be reported in 2022-23</td><td>To be reported in 2023-24</td><td>The district’s desired outcome for this metric is that 100% of all students and all student groups will exceed the standard on the reading-specific domain of the state’s ELA assessment.</td></tr>
<tr><td>2R
Third Grade Reading Proficiency (District Assessment)
Percentage of students achieving proficiency on the Reading-specific domain of the district’s local ELA assessment
Source: District Common Assessments</td><td>Currently, district benchmark assessments measure overall performance in English Language Arts and Math. In 2021-22, staff will develop specific question groups within the ELA assessments to enable specific measurement of reading proficiency. This will allow a baseline to be established for SCUSD’s local assessments in 2021-22.

Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</td><td>To be reported in 2021-22</td><td>To be reported in 2022-23</td><td>To be reported in 2023-24</td><td>The district’s desired outcome for this metric is that 100% of all students and all student groups will achieve proficiency on the reading-specific domain of the district’s local ELA assessment.</td></tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr><td>2S

Collaboration Time

Percentage of school sites completing the collaboration time data collection tool and percentage of school sites confirming explicit use of time to focus on improved outcomes for unduplicated students.

Source: Site Administrator Responses</td><td>Data collection tool to be developed and implemented in 2021-22. Tool will ask sites to describe how collaboration time is used, including how efforts are focused on improved outcomes for unduplicated students.

2020-21 Baseline for response rate: 0%

2020-21 Baseline for confirmation of explicit use rate: 0%</td><td>To be reported in 2021-22</td><td>To be reported in 2022-23</td><td>To be reported in 2023-24</td><td>Response rate: 100%

Confirmation of explicit use rate: 100%</td></tr>
<tr><td>2T

Least Restrictive Environment

Rate of students with disabilities in Regular Class more than 80% of the time and less than 40% of the time.

Source: SpED Annual Performance Report (APR)</td><td>2018-19:<table><tr><th>Time in Regular Class</th><th>% of Students</th></tr><tr><td>More than 80% of the time</td><td>57.7</td></tr><tr><td>Less than 40% of the time</td><td>23.8</td></tr></table></td><td>To be reported in 2021-22</td><td>To be reported in 2022-23</td><td>To be reported in 2023-24</td><td>2023-24:<table><tr><th>Time in Regular Class</th><th>% of Students</th></tr><tr><td>More than 80% of the time</td><td>61</td></tr><tr><td>Less than 40% of the time</td><td>20</td></tr></table></td></tr>
</table>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development to support implementation of state standards (Continuing)	Curriculum Coordinators and Training Specialists in the Curriculum and Instruction department will provide teachers and other instructional staff professional development and a wide range of supports for implementation of state standards. Professional Learning will include guidance for the use of grade level scope and sequence plans, administration and analysis of the district's common assessments, and on-site coaching for effective delivery of research-based, standards-aligned instruction. Professional development is anchored in the district's commitment to the practices of Universal Design for Learning (UDL). Staffing includes 25.1 total FTE for the 2021-22 school year.	$3,655,438	Y
2.2	Advanced Learning Programs (Continuing)	Central coordination, support, and professional development to implement Gifted and Talented Education (GATE) instruction and Advanced Placement (AP) course options. Includes the coordination and management of GATE assessment and identification. Staffing includes 1.8 FTE (1 Coordinator, 0.8 Resource Teacher).	$288,665	Y
2.3	Expanded Learning Programs (Continuing)	Youth Development Support Services (YDSS) provides expanded learning programs at 60 school sites. Programs include before school, after school, summer, and intersession learning. Implemented in collaboration with community partners and external providers, staff develop programs at each school site that provide supports including home visits, outreach, referral to resources, online enrichment, small group instruction, tutoring, homework help, and credit recovery/elective courses at high schools. Examples of providers include the Sacramento Chinese Community Services Center and the Boys and Girls Club.	$13,460,300	N
2.4	Multisensory Reading Intervention: Curriculum and Training (New)	Expand the accessibility to Sonday reading curriculum and training to all special education instructional staff (including Special Day Class (SDC) teachers and Resource Specialist Program (RSP) teachers) and Curriculum & Instruction coaches. Action includes the coordination of ongoing implementation support.	TBD	N

Action #	Title	Description	Total Funds	Contributing
2.5	Language Acquisition Programs for English Learners (New)	Implement programs to support language acquisition for English Learners. For the 2021-2022 school year, a training specialist will be assigned to work with all of SCUSD's dual immersion programs. Specific activities will include coordination of grant efforts, the bilingual teacher's network, county meetings, and all immersion site-specific needs and professional learning. The specialist will also work with the Multilingual Office to develop the vertical articulation necessary to create middle school immersion programs and heritage language courses. Over the next three years, new ELD content-area classes and Long-Term EL intervention classes will be added to build Pathways to Multiliteracy, increase the reclassification rate, and improve graduation rates, Staff will seek approval of courses in A-G Pathways, with potential courses including ELD Math II, ELD Geography, ELD Ethnic Studies, Ethnic Studies and Literature. The Multilingual Literacy Department includes 8.8 FTE in certificated and classified staffing for the 2021-22 school year.	$1,683,599	Y
2.6	Professional Learning specific to instruction for English Learners (New)	Provide professional learning to build capacity of the Curriculum and Instruction Office educators by completing the two-year training of LETRS (Language Essentials for Teachers of Reading and Spelling) in 2022, a three-year training of EL Rise in 2023, and on-going training on the ERWC (Expository Reading and Writing Curriculum from the California Status University System) in order to promote full implementation of the ELD standards (including foundational skills found in Part III of the standards) across the grade-levels and content areas. In 2021-22 and 2022-23, an additional ELD Specialist will be added at the secondary level to expand the capacity of Multilingual Literacy to provide professional learning and direct support to school sites. A bilingual aide will be assigned to work at the two elementary sites that have the highest number of identified migrant students. This bilingual aide will be paid by the DSA with Butte County.	Projected expenditures for this action are included in the total amount shown in Action 2.5.	Y

Action #	Title	Description	Total Funds	Contributing
2.7	Pathways to Multiliteracy (New)	For the 2021-2022 school year, the Multilingual Office will roll out its process of awarding world language credit to students who are multiliterate. The Avant World Language Placement Exam will be offered to eligible incoming 9th grade students (who speak a language other than English at home) in order to receive world language credit and ensure appropriate placement, as well as newly enrolled high school students who completed 6th grade in a country whose instruction was in a language other than English. This process will increase the number of students who receive the State Seal of Biliteracy (a CA School Dashboard Indicator), are on-track for graduation and UC/CSU A-G eligibility. Additionally, this process should build world language and heritage language programs (sections and FTE) by appropriately placing our multiliterate students in Advanced Placement (AP) world language courses. The increase in AP enrollment and testing will help to increase college and career readiness for English Learners.	Projected expenditures for this action are included in the total amount shown in Action 2.5.	Y
2.8	Class Size Reduction (K-3) (Continuing)	Maintain reduction of class size to 24:1 for all classrooms Kindergarten through third grade. Includes 20.5 teacher FTE for the 2021-22 school year.	$2,607,600	Y
2.9	Additional staffing for high-needs sites (Continuing)	Provide additional staffing (FTE) to high-needs sites across the district to reduce class size and expand access to programs. Includes 146.5 teacher FTE for the 2021-22 school year.	$18,535,037	Y
2.10	Weekly Collaboration Time for certificated staff (Continuing)	Provide one hour of time per week for teachers to collaborate with peers on approaches to improving student achievement. Activities during collaborative time include review of student data, assessment of student work, and planning of instruction to meet student needs, in particular the needs of unduplicated students and other target student groups.	$6,219,696	Y
2.11	Restructured Salary Schedule (Continuing)	Maintain a competitive salary and benefit package for certificated staff to increase the district's ability to recruit highly qualified candidates, retain experienced teachers, and reduce overall turnover.	$14,203,819	Y

Action #	Title	Description	Total Funds	Contributing
2.12	Early Childhood Education: Preschool Programs (Continuing)	Provide access to early childhood education for eligible students and families to build a strong foundation for success in elementary school and beyond. Operation of 42 classrooms across the district with approximately 1120 spaces available. Offerings include a combination of state-funded and Head Start-funded programs. Program eligibility is income-based and the location of programs are prioritized to Title 1-designated sites. Includes 109.3 certificated and classified FTE for the 2021-22 school year.	$12,740,638	N
2.13	Early Childhood Education: Early/Transitional Kindergarten (Continuing)	Provide early access to Kindergarten for students who meet the state-defined age eligibility. Students enroll in a full year of Early/Transitional Kindergarten programming to build a strong foundation for success in Kindergarten and beyond. Early Kindergarten classrooms will be offered at 10 schools sites for a total of 240 students. Includes small materials budget. Includes 8.0 teacher FTE for the 2021-22 school year.	$1,165,505	N
2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	Provide students instruction and learning opportunities in research, information literacy, and project-based learning. Ensure coherent programming across sites so all students at targeted grade levels have access to library resources and supports. Includes 11.1 teacher FTE for the 2021-22 school year.	$1,612,731	Y
2.15	Expansion of Theater Arts/Social Emotional Learning Pilot Program (New)	Expand offerings of a pilot that previously served 1696 students across 72 classrooms in an integrated Theater Arts/Social Emotional Learning program. Implementation includes professional development for teachers and course offerings for students. Expansion is being funded through the Expanded Learning Opportunities (ELO) Grant and will enable the district to serve 140 classrooms, doubling the number of participating students from the previous scope of the pilot.	$600,000	N

Action #	Title	Description	Total Funds	Contributing
2.16	Visual and Performing Arts Opportunities (Continuing)	Provide instrumental music instructors for 7-8th grade students in our comprehensive middle schools and larger K-8 schools and ensure that students are provided access to instruments, needed supplies, and sheet music through a music library. Provide arts assemblies and residencies through the Any Given Child Program, as well as 3rd and 4th grade recorder instruction through the Kennedy Center's Link-Up! Program. Includes 4.8 teacher FTE for the 2021-22 school year.	$785,444	Y
2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Modified)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$1,390,325	Y
2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to ELA) (Modified)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$1,197,943	Y
2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Modified)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$552,264	Y
2.20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Modified)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$3,401,365	Y

Action #	Title	Description	Total Funds	Contributing
2.21	Extra and co-curricular opportunities (Continuing)	Providing increased access for students to College Visits, Field Trips, and other experiential learning opportunities including elementary athletics. These increased opportunities are intended to primarily benefit unduplicated students, in particular low-income students, who may not have the same access to such opportunities outside of school.	$711,571	Y
2.22	Building Teacher Capacity to Teach Reading Districtwide	Implement a six-year improvement of literacy plan. Provide LETRS (Language Essentials for Teachers of Reading and Spelling) training for all elementary principals and staff. Training was initiated in 2020-21 for ELA/ELD Teacher Specialists, Inclusion Coaches, and ELA/ELD Coordinators. From 2021-22 through 2024-25, three successive cohorts will go through training, with each cohort receiving two years of training. Training in year 6 and beyond will ensure that newly hired staff are included. Student outcomes will be measured using district common assessments.	TBD	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
3	Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.

An explanation of why the LEA has developed this goal.

Analysis of student data from the Dashboard (2019) shows that almost 15% of students were chronically absent during the 2018-19 school year. Data from the 2019-20 school year prior to school closures was comparable, with 11% of students chronically absent through February of 2020. Significant performance gaps exist for multiple student groups including Foster Youth, Homeless Youth, Students with Disabilities, African American Students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students.

The need for targeted services and supports in SCUSD is high and has been increased during the time of school closures and distance learning. In the first part of 2020-21, Student Support and Health Services staff recorded a 31% increase in the number of students served, a 194% increase in home visits, and a 44% increase in the provision of basic needs/services relative to the same time in 2019-20. These services are critical for ensuring that students can remain fully engaged in school both in terms of attendance and receiving the social, emotional, and health supports they need to focus on their academics. Targeted academic supports are critical for ensuring that students are able to fully access core instruction. Where assessments reveal gaps in content or conceptual understanding, targeted intervention can be provided that addresses the need as soon as possible with ongoing monitoring to measure progress.

Stakeholders input has emphasized the importance of providing wrap-around services for students at the individual level, with particular focus on students groups with the highest needs. As with other goals, input has specified that student groups with the highest needs should be called out in the goal. Input has also informed the specific inclusion of multiple forms of support in the goal, with mental and physical health being a key priority across stakeholder groups.

This goal also aligns to the district's current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to the provision of effective Tier 2 and 3 supports that are specific to identified student needs. Doing this well is one of the primary reasons the district has used the term 'Data-based decision-making' to describe its MTSS efforts. Effectively using data to identify specific student needs and connecting them to the appropriate resources/services is necessary to ensure their access to standards-aligned instruction (Goal 2) and support them in becoming college and career ready (Goal 1).

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A **Attendance Rate** Percentage of students who attended school 96% of the time or more **Source:** District Attendance, Behavior, and Course Performance (ABC) Reports *Note: Rates are to 2.4.20 for 2019-20 and to 2.25.21 for 2020-21.*	See table below	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	See table below

	19-20	20-21
ALL	60	67
EL	64	62
FY	41	46
HY	N/A	17
SED	57	61
SWD	52	59
AA	48	47
AI	54	55
A	76	78
F	69	83
HL	56	63
PI	46	45
W	63	82
TOM	59	71

	23-24
ALL	76
EL	72
FY	61
HY	39
SED	72
SWD	70
AA	61
AI	67
A	84
F	88
HL	73
PI	60
W	87
TOM	79

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr>
<td>3B
Chronic Absenteeism Rate
Percentage of students in grades K-8 who were absent for 10% of more of the total instructional days
Source: California School Dashboard
Note: 18-19 data is from the 2019 Dashboard. 19-20 and 20-21 data are internal analyses. 2019-20 is to 2.28.20. 2020-21 is to 4.5.21.</td>
<td>
<table>
<tr><th></th><th>18-19</th><th>19-20</th><th>20-21</th></tr>
<tr><td>ALL</td><td>14.8</td><td>11</td><td>17.8</td></tr>
<tr><td>EL</td><td>11.2</td><td>8.3</td><td>20.4</td></tr>
<tr><td>FY</td><td>30.1</td><td>21.4</td><td>33.8</td></tr>
<tr><td>HY</td><td>57.9</td><td>42.8</td><td>63.6</td></tr>
<tr><td>SED</td><td>18.1</td><td>12.4</td><td>22.6</td></tr>
<tr><td>SWD</td><td>19.8</td><td>12.8</td><td>24</td></tr>
<tr><td>AA</td><td>27.6</td><td>20.2</td><td>33.5</td></tr>
<tr><td>AI</td><td>25.7</td><td>16.3</td><td>25.9</td></tr>
<tr><td>A</td><td>5.5</td><td>4.1</td><td>9.9</td></tr>
<tr><td>F</td><td>7.8</td><td>6</td><td>8</td></tr>
<tr><td>HL</td><td>16.5</td><td>11.8</td><td>19.5</td></tr>
<tr><td>PI</td><td>27.3</td><td>18.4</td><td>31.3</td></tr>
<tr><td>W</td><td>8.3</td><td>7.9</td><td>9</td></tr>
<tr><td>TOM</td><td>14.9</td><td>11.1</td><td>16.3</td></tr>
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<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
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<tr><td>EL</td><td>6.1</td></tr>
<tr><td>FY</td><td>15.6</td></tr>
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<tr><td>AI</td><td>11.9</td></tr>
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<tr><td>F</td><td>4.4</td></tr>
<tr><td>HL</td><td>8.6</td></tr>
<tr><td>PI</td><td>13.4</td></tr>
<tr><td>W</td><td>5.8</td></tr>
<tr><td>TOM</td><td>8.1</td></tr>
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</td>
</tr>
<tr>
<td>3C
Chronic Absenteeism Interventions
Percentage of students who are at-risk of being chronically absent and received two or more attendance interventions
Source: SCUSD Performance Targeted Academic Index (PTAI)</td>
<td>
<table>
<tr><th>Grade Span</th><th>19-20</th><th>20-21</th></tr>
<tr><td>ES (K-6)</td><td>58.6</td><td>38.8</td></tr>
<tr><td>MS (7-8)</td><td>52.5</td><td>40.7</td></tr>
<tr><td>HS (9-12)</td><td>48.2</td><td>37.3</td></tr>
</table>
Note: 2020-21 results are to 3.10.21
</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>
<table>
<tr><th>Grade Span</th><th>23-24</th></tr>
<tr><td>ES (K-6)</td><td>55</td></tr>
<tr><td>MS (7-8)</td><td>57</td></tr>
<tr><td>HS (9-12)</td><td>54</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr><td>3D
Attendance Interventions
Percentage of students who had less than 95.9% attendance, received interventions, and had improved attendance by January 31
Source: SCUSD Performance Targeted Academic Index (PTAI)</td><td><table><tr><th>Grade Span</th><th>19-20</th><th>20-21</th></tr><tr><td>ES (K-6)</td><td>21.4</td><td>23.8</td></tr><tr><td>MS (7-8)</td><td>25.5</td><td>26.5</td></tr><tr><td>HS (9-12)</td><td>30</td><td>19.8</td></tr></table></td><td>To be reported in 2021-22</td><td>To be reported in 2022-23</td><td>To be reported in 2023-24</td><td><table><tr><th>Grade Span</th><th>23-24</th></tr><tr><td>ES (K-6)</td><td>44</td></tr><tr><td>MS (7-8)</td><td>46</td></tr><tr><td>HS (9-12)</td><td>42</td></tr></table></td></tr>
<tr><td>3E
Provision of Responsive Services
Percentage of students who met an Attendance/Behavior indicator zone in the Early Identification and Intervention System (EIIS) and had response services
Source: SCUSD EIIS (Indicator 14620)
Note: 2020-21 data is to 4.5.21</td><td><table><tr><th></th><th>19-20</th><th>20-21</th></tr><tr><td>ALL</td><td>35.7</td><td>29.6</td></tr><tr><td>EL</td><td>51.6</td><td>42.6</td></tr><tr><td>FY</td><td>86.6</td><td>94.3</td></tr><tr><td>HY</td><td>74.1</td><td>95.2</td></tr><tr><td>SED</td><td>42.7</td><td>36.8</td></tr><tr><td>SWD</td><td>37.9</td><td>34.3</td></tr><tr><td>AA</td><td>42.9</td><td>39.4</td></tr><tr><td>AI</td><td>43.8</td><td>38.5</td></tr><tr><td>A</td><td>41.7</td><td>31</td></tr><tr><td>F</td><td>25.3</td><td>19.9</td></tr><tr><td>HL</td><td>40.5</td><td>33.8</td></tr><tr><td>PI</td><td>48.5</td><td>45.4</td></tr><tr><td>W</td><td>15.8</td><td>12.1</td></tr><tr><td>TOM</td><td>25</td><td>20.2</td></tr></table></td><td>To be reported in 2021-22</td><td>To be reported in 2022-23</td><td>To be reported in 2023-24</td><td>For 2023-24, 100% of identified HY and FY will be provided responsive services.

For all other groups, increases in support are dependent on staffing capacity. If current staffing levels are unchanged, service rates will be maintained, with the goal of increasing the level of service for those student groups with the most students in the ‘purple’ zone. If staffing levels are increased, targets will be established reflecting the increased staffing capacity.</td></tr>
</table>

Sacramento City Unified School District 2021-22 LCAP

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr>
<td>3F
High School Drop-out Rate
Percentage of students in the 4-year adjusted cohort who drop out of high school
Source: CDE Dataquest Reporting

Note: Results do not include Charter Schools</td>
<td>
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<tr><td>EL</td><td>10</td><td>13</td></tr>
<tr><td>FY</td><td>37.5</td><td>16.7</td></tr>
<tr><td>HY</td><td>22.8</td><td>22.1</td></tr>
<tr><td>SED</td><td>8.4</td><td>6.9</td></tr>
<tr><td>SWD</td><td>10.3</td><td>7.8</td></tr>
<tr><td>AA</td><td>14.6</td><td>9.7</td></tr>
<tr><td>AI</td><td>9.1</td><td>12.5</td></tr>
<tr><td>A</td><td>4.4</td><td>2.5</td></tr>
<tr><td>F</td><td>0</td><td>0</td></tr>
<tr><td>HL</td><td>7.4</td><td>7.6</td></tr>
<tr><td>PI</td><td>4.3</td><td>14.3</td></tr>
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<tr><td>TOM</td><td>8.6</td><td>8.4</td></tr>
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<tr><td>EL</td><td>9.5</td></tr>
<tr><td>FY</td><td>12.2</td></tr>
<tr><td>HY</td><td>16.1</td></tr>
<tr><td>SED</td><td>5</td></tr>
<tr><td>SWD</td><td>5.7</td></tr>
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<tr><td>A</td><td>1.8</td></tr>
<tr><td>F</td><td>0</td></tr>
<tr><td>HL</td><td>5.5</td></tr>
<tr><td>PI</td><td>10.4</td></tr>
<tr><td>W</td><td>1.9</td></tr>
<tr><td>TOM</td><td>6.1</td></tr>
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<tr>
<td>3G
Middle School Drop-out Rate
Percentage of students in grades 7 and 8 who dropped out of school

Source: CALPADS Reporting (District Analysis)</td>
<td>
<table>
<tr><th></th><th>18-19</th><th>19-20</th></tr>
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<tr><td>EL</td><td>0.1</td><td>0</td></tr>
<tr><td>FY</td><td>0</td><td>0</td></tr>
<tr><td>HY</td><td>0</td><td>2.5</td></tr>
<tr><td>SED</td><td>0.04</td><td>0.08</td></tr>
<tr><td>SWD</td><td>0.1</td><td>0</td></tr>
<tr><td>AA</td><td>0.1</td><td>0.11</td></tr>
<tr><td>AI</td><td>0</td><td>0</td></tr>
<tr><td>A</td><td>0.1</td><td>0</td></tr>
<tr><td>F</td><td>0.9</td><td>0</td></tr>
<tr><td>HL</td><td>0.1</td><td>0.07</td></tr>
<tr><td>PI</td><td>0</td><td>0</td></tr>
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<tr><td>TOM</td><td>0.2</td><td>0</td></tr>
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<tr><td>AI</td><td>0</td></tr>
<tr><td>A</td><td>0</td></tr>
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<tr><td>HL</td><td>0</td></tr>
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<tr><td>W</td><td>0</td></tr>
<tr><td>TOM</td><td>0</td></tr>
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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Foster Youth Services (Continuing)	Foster Youth Services (FYS) staff provide an array of supports for Foster Youth and families through a case management model. Support includes regular check-ins in students, connection to academic supports including tutoring, monitoring of attendance/engagement, referral to social, emotional, and other health services, and empowerment of student voice. Staffing includes 8.0 FTE (1 Coordinator, 5 Program Associates (2 Elementary, 1 Middle, and 1 High School), 1 case manager/community school liaison, and 1 clerk).	$826,954	Y
3.2	Homeless Youth Services (Continuing)	Homeless Services staff provide direct support for Homeless Youth and families in compliance with state and federal requirements. This includes identification and documentation for eligible services; enrollment and attendance support; referrals for eligible services including free meals, transportation, Title 1, and other district, state, and federal programs; referrals to social, emotional, and health services; intervention and outreach; referrals to community services; dispute resolution; and training/support for staff. Staff strive to facilitate a systemic approach by developing collective ownership and effective collaboration across the district in service of Homeless Youth and families. Staffing includes 1 Homeless Program Coordinator, 2 Social Workers, 2 Youth and Family Mental Health Advocates, and 1 Clerk. This reflects the addition in 2021 of 1 social worker, 2 Youth and Family Mental Health Advocates, and 1 Clerk to increase supports to students and families. The increase will decrease caseload ratios, enable more school site coverage, and provide more intervention services for students.	$639,666	N
3.3	School Psychologists (Continuing)	School psychologists conduct special education assessments, serve as a member of Student Success Team (SST) to support the recommendation of appropriate academic and social emotional interventions and accommodations needed for students to fully access instruction and achieve learning goals. Includes 48.6 FTE for the 2021-22 school year.	$7,179,443	Y

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Action #	Title	Description	Total Funds	Contributing
3.4	Instructional Assistants (Continuing)	Provide students with disabilities specific supports as identified in their Individualized Education Program (IEP). Includes 40.3 FTE for the 2021-22 school year.	$2,711,808	N
3.5	Social Workers specific to Special Education (Modified)	Social Workers to address the needs of students with disabilities. Includes 8.0 FTE for the 2021-22 school year.	$1,193,336	N
3.6	Review and Approve A New English Learner Master Plan (New)	The English Learner Master Plan is currently being revised. Members of the ELD and ELA training specialists cohort are working together to complete revisions by the end of June 2021. The New English Learner Master Plan will be approved by the Board in the 2021-2022 school year.	Projected expenditures for this action are included in the total amount shown in Action 2.5.	Y

Action #	Title	Description	Total Funds	Contributing
3.7	Intervention and Supports specific to English Learners (New)	The Multilingual Literacy Office will develop student videos in our top five languages (at the elementary and secondary level) to welcome students to our district, affirm the assets of being multilingual, provide an overview of reclassification, and provide an introduction to the ELPAC assessment. This series will be housed on the district and Multilingual Literacy website by the 2022-2023 school year. Tutoring specific to Migrant Students will be provided by certificated staff. These staff members will be paid by the DSA with Butte County. Summer School programs and services are being prioritized for specific student groups, including English Learners. Staffing and materials will be funded through one-time CARES funding. Beginning in Summer 2022, the Multilingual office will support one high school to become a dual-immersion summer site where English Learners will receive target instruction on language acquisition. If successful, this summer program will be expanded to other sites or grade levels. Materials used in this summer program will include Language Launch, which mirrors the ELPAC assessment domains, providing further practice for our English Learners and support our Long-Term English Learner (LTEL) population. Within this program, there are also specific resources to support our newcomer students. Materials licensing, which will end in 2021-2022, will be reevaluated for funding. A summer program specific to English Learners with support for language development and academic skills will be planned for summer of 2022. Secondary Newcomer intervention will include USA Learns and In the USA workbook by National Geographic Cengage. Primary Newcomer student curriculum is embedded within Benchmark Advance, SIPPS, Heggerty and LETRS training in collaboration with ELA department. World languages have recently been incorporated into the Multilingual Department. This includes responsibility for presenting professional learning in the new state standards, Universal Design for Learning, addressing the Federal Program Monitoring findings for administrative and site teams, on-going coaching and teacher professional learning.	Projected expenditures for this action are included in the total amount shown in Action 2.5.	Y

Action #	Title	Description	Total Funds	Contributing
3.8	Health Services: School Nurses and Immunization Clinic (Modified)	Nurses are key components of the district's wrap-around health services for students. In addition to responding to the immediate health needs of individual students, they lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources. Nurses also engage in outreach to provide important health information and education to students and families. Services will be provided by 1 Health Services Coordinator and 26 school nurses (24.1 FTE). School nurses include a lead school nurse, a vision and hearing team (2 FTE), a Special Education Preschool Assessment Team (2 FTE), and an Adult Education nurse.	$3,471,036	Y
3.9	Attendance and Engagement Strategies (Continuing)	Support school sites in focused efforts to reduce chronic absenteeism. Best practices that are supported include the regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network. SCUSD was awarded 3 years of funding as part of Cohort 4 of the Learning Communities for School Success Program (LCSSP) state grant. With this funding, the goal is to scale Be Here! Efforts up to all SCUSD schools. The Attendance and Engagement Office staffing includes: 1 student Services Supervisor who oversees truancy, a restorative School Attendance Review Board (SARB) process, and support for connectivity including hotspots and chromebooks. 1 Student Family and support specialist who oversees the home check-in program, creates and delivers professional development, and collaborates closely with the Connect Center, Homeless Youth Services, and Special Education to ensure cohesive programming for target student groups. 7 Child Welfare and Attendance (CWA) specialists directly supports sites leadership teams to address attendance and engagement within the MTSS framework. This includes coaching to review data, conduct outreach, and develop and implement interventions.	$345,703	N

Action #	Title	Description	Total Funds	Contributing
3.10	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	The Connect Center serves as a critical hub in the districtwide effort to monitor and address mental health needs. Staff provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, and attendance interventions. The Connect Center staffing includes 6.0 FTE (1 Coordinator, 3 Social Workers, 1 Student/Family Support Specialist, and 1 Family Youth Advocate). 29 schools have site-specific Student Support Centers. These are grant and site-funded and serve as local hubs to coordinate a range of services. The Connect Center primarily supports those school sites without Student Support Centers. Note: Some schools sites fund additional resources for site-based Student Support Centers through their SPSA-based allocations.	$1,816,390	Y
3.11	Enrollment Center (Continuing)	The Enrollment Center provides a centralized gateway for families and students transitioning into the district or between school sites. In additional to enrollment support, available services include the immunization clinic, translation, family services, a summer feeding program, and referral to supports to families in transition. Includes 15.0 total FTE for the 2021-22 school year.	$1,658,031	Y

Action #	Title	Description	Total Funds	Contributing
3.12	Summer programming to address learning loss (Modified)	Summer Matters @SCUSD is a summer learning program to accelerate classroom learning, giving students opportunities to reconnect with the learning communities that will be critical to their own healing and academic success. Activities will be offered five days a week for five weeks from June 28 through July 30, 2021. Tentatively 28 elementary, five middle and all 15 SCUSD high schools will host summer programs. The final number of sites will depend on CBO capacity, availability of staff, and interest from families. During the morning hours, students will participate in academics and physical education. Enrichment activities such as art, dance, music, and STEM programming will be held in the afternoon hours. Each day will open with a social and emotional (SEL) welcoming, a daily skill-builder following a weekly theme. Staff from Community-Based Organizations will provide classroom instruction while Credentialed teachers pull out groups of three to four students for high-dosage tutoring sessions of 45 minutes. The day will end with an SEL closing. High School juniors and seniors will have the opportunity to work as paid interns (Summer Ambassadors/Peer Mentors) to support programs at elementary and middle school sites. Online credit recovery will be available at every SCUSD high with both in-person and distance options will available for students. In-person programming at every high school during the same time period may also include 9th and 10th grade Bridge Programs and Math and AP Success Camps, depending on the site needs and capacity.	$7,763,837	N
3.13	Grade Level Readiness Intervention (Modified)	Additional staffing to provide intervention at Title 1 schools for students who are low income and other students demonstrating high needs. Intervention is intended to accelerate progress towards grade level readiness, particularly for those students who demonstrate gaps in grade level proficiency.	$914,344	N

Action #	Title	Description	Total Funds	Contributing
3.14	American Indian Education Program (AIEP) (New)	This program addresses the unique cultural, language, and educationally-related academic needs of American Indian and Alaska Native students. The services provided are tutoring, reading groups and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy, and milestone celebrations. The AIEP serves students in grades K-12 throughout the district. 2021-22 will include an expansion of capacity for the AIEP to serve additional students. This will include increased staffing capacity to provide supports directly to students and families.	$53,638	N
3.15	Tobacco Use Prevention Education (TUPE) Program (Modified)	Educate students on the dangers of tobacco use and the impact on themselves and their community. Students have the opportunity to participate in meaningful, social gatherings with peers to actively engage and give feedback on school site initiatives around tobacco, drug, and alcohol usage. Services include prevention programs, intervention, and cessation support.	$382,424	N
3.16	Site-determined, SPSA-based actions to support Goal 3 (Modified)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$291,959	Y
3.17	Data practices for Students with Disabilities (New)	In 2021-22 improvements to district data systems will be made specific to the availability of data for students with disabilities. The District's Early Identification and Intervention System (EIIS) dashboard system will display school site indicators that align the District's special education compliance monitoring processes. The District will improve the accuracy of data within the Special Education Information System (SEIS) to better inform implementation of systems which monitor and support providing compliant Special Education services and supports. SCUSD's SPSA processes will integrate a review of student metrics in alignment with the District's Special Education compliance monitoring processes.	Costs for this action are addressed within existing department budgets.	N

Action #	Title	Description	Total Funds	Contributing
3.18	Site Assistance to improve supports for Foster and Homeless Youth (New)	District staff will provide assistance to sites to improve their ability to support Foster and Homeless Youth. This will result in monthly reviews of multiple data sources for homeless and foster youth to analyze the effectiveness of interventions and supports. Staff will also provide a webinar training for school sites that provides professional learning on how to support, care for, and identify families experiencing homelessness and foster youth using healing-centered engagement strategies. A policies and procedures handbook will also be developed to define assessment, case management, and intervention processes and timelines. Student Support Staff will continue to participate on District MTSS and Leadership Teams to ensure needs of foster students and students with unstable housing are addressed, with emphasis on their academic and social emotional needs	Costs for this action are addressed in the budgets for actions 3.1 and 3.2.	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
4	School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, Homeless Youth, and LGBTQ+ Youth.

An explanation of why the LEA has developed this goal.

Analysis of student data shows that SCUSD's Suspension Rate (5.6% on the 2019 Dashboard) is above the state average (3.4%) and that disproportionately high rates persist for multiple student groups including Foster Youth, Homeless Youth, Students with Disabilities, African American Students, and American Indian or Alaska Native students. Results from the district's fall 2020 School Climate Survey shows that about 70% of students answered positively for questions assessing perception of safety and belongingness.

This goal closely aligns to the district's stated Core Value: *We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.*

The need to confront and interrupt inequitable and discriminatory systems has also been emphasized over time through stakeholder input. Stakeholders have more recently indicated that beyond confronting and interrupting inequities, aspects of the system that are inequitable and/or discriminatory must be dismantled. As with other goals, stakeholders have prioritized the specific identification of student groups most affected.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr>
<td>4A
Suspension Rate
Percentage of students suspended 1 or more times during the school year
Source: California School Dashboard
Note: 2018-19 data reflects the 2019 Dashboard. 2019-20 data is from CDE Dataquest reporting.</td>
<td>
<table>
<tr><th></th><th>18-19</th><th>19-20</th></tr>
<tr><td>ALL</td><td>5.6</td><td>3.7</td></tr>
<tr><td>EL</td><td>3.7</td><td>2.3</td></tr>
<tr><td>FY</td><td>21.2</td><td>13.5</td></tr>
<tr><td>HY</td><td>12.2</td><td>6.4</td></tr>
<tr><td>SED</td><td>6.8</td><td>4.5</td></tr>
<tr><td>SWD</td><td>10</td><td>6.7</td></tr>
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<tr><td>AI</td><td>8</td><td>3.0</td></tr>
<tr><td>A</td><td>1.6</td><td>1.0</td></tr>
<tr><td>F</td><td>3</td><td>1.3</td></tr>
<tr><td>HL</td><td>5.4</td><td>3.3</td></tr>
<tr><td>PI</td><td>6.4</td><td>3.8</td></tr>
<tr><td>W</td><td>2.9</td><td>2.1</td></tr>
<tr><td>TOM</td><td>4.9</td><td>4.2</td></tr>
</table>
</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>
<table>
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<tr><td>FY</td><td>9.8</td></tr>
<tr><td>HY</td><td>4.7</td></tr>
<tr><td>SED</td><td>3.3</td></tr>
<tr><td>SWD</td><td>4.9</td></tr>
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<tr><td>F</td><td>0.9</td></tr>
<tr><td>HL</td><td>2.4</td></tr>
<tr><td>PI</td><td>2.8</td></tr>
<tr><td>W</td><td>1.5</td></tr>
<tr><td>TOM</td><td>3.1</td></tr>
</table>
</td>
</tr>
<tr>
<td>4B
Suspension Disproportionality
Percentage of students with 1 or more suspension whose student groups are disproportionately represented* among all suspended students.
Source: CDE Dataquest
*Includes AA and AI students.</td>
<td>
<table>
<tr><th>Grade</th><th>% of Suspended Students</th></tr>
<tr><td>All</td><td>39.2</td></tr>
<tr><td>K-3</td><td>51.5</td></tr>
<tr><td>4-6</td><td>37.7</td></tr>
<tr><td>7-8</td><td>35</td></tr>
<tr><td>9-12</td><td>40.1</td></tr>
</table>
<table>
<tr><th>Grade</th><th>% of Total Enrollment</th></tr>
<tr><td>All</td><td>14.7</td></tr>
<tr><td>K-3</td><td>13.4</td></tr>
<tr><td>4-6</td><td>14.9</td></tr>
<tr><td>7-8</td><td>14.4</td></tr>
<tr><td>9-12</td><td>16</td></tr>
</table>
</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>The desired outcome for this metric is to eliminate all disproportionality in suspension. This would result in African American and American Indian or Alaska Native students making up a percentage of all suspended students that is reflective of their proportional representation in the total student population.</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr>
<td>4C
Expulsion Rate
Percentage of students expelled at any time during the school year
Source: CDE Dataquest</td>
<td>
<table>
<tr><th></th><th>18-19</th><th>19-20</th></tr>
<tr><td>ALL</td><td>0.04</td><td>0.01</td></tr>
<tr><td>EL</td><td>0.01</td><td>0.01</td></tr>
<tr><td>FY</td><td>0.56</td><td>0</td></tr>
<tr><td>HY</td><td>0.19</td><td>0</td></tr>
<tr><td>SED</td><td>0.04</td><td>0.02</td></tr>
<tr><td>SWD</td><td>0.06</td><td>0.01</td></tr>
<tr><td>AA</td><td>0.12</td><td>0.03</td></tr>
<tr><td>AI</td><td>0</td><td>0.42</td></tr>
<tr><td>A</td><td>0</td><td>0.03</td></tr>
<tr><td>F</td><td>0</td><td>0</td></tr>
<tr><td>HL</td><td>0.04</td><td>0.01</td></tr>
<tr><td>PI</td><td>0</td><td>0</td></tr>
<tr><td>W</td><td>0.04</td><td>0</td></tr>
<tr><td>TOM</td><td>0</td><td>0</td></tr>
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</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>
<table>
<tr><th></th><th>23-24</th></tr>
<tr><td>ALL</td><td>0</td></tr>
<tr><td>EL</td><td>0</td></tr>
<tr><td>FY</td><td>0</td></tr>
<tr><td>HY</td><td>0</td></tr>
<tr><td>SED</td><td>0</td></tr>
<tr><td>SWD</td><td>0</td></tr>
<tr><td>AA</td><td>0</td></tr>
<tr><td>AI</td><td>0</td></tr>
<tr><td>A</td><td>0</td></tr>
<tr><td>F</td><td>0</td></tr>
<tr><td>HL</td><td>0</td></tr>
<tr><td>PI</td><td>0</td></tr>
<tr><td>W</td><td>0</td></tr>
<tr><td>TOM</td><td>0</td></tr>
</table>
</td>
</tr>
<tr>
<td>4D
Anti-bias/Anti-racist Professional Learning for staff
Percentage of staff who have completed identified anti-bias/anti-racist (including implicit bias) professional learning components.
Source: Curriculum & Instruction department</td>
<td>2020-21

Leadership (Site and Central): 95%

Teachers: 0%

Support Staff: 0%</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>2023-24:

Leadership (Site and Central): 100%

Teachers: 100%

Support Staff: 100%</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr>
<td>4E
School Climate Survey
Percentage of positive responses in the areas of ‘safety’ and ‘connectedness’ (Belonging)
Source: Local Climate Survey</td>
<td>
<table>
<tr><th></th><th colspan="2">2020-21</th></tr>
<tr><th></th><th>Safety</th><th>Connect</th></tr>
<tr><td>ALL</td><td>73</td><td>72</td></tr>
<tr><td>EL</td><td>66</td><td>65</td></tr>
<tr><td>FY</td><td>75</td><td>74</td></tr>
<tr><td>HY</td><td>64</td><td>64</td></tr>
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<tr><td>AA</td><td>68</td><td>68</td></tr>
<tr><td>AI</td><td>74</td><td>69</td></tr>
<tr><td>A</td><td>71</td><td>68</td></tr>
<tr><td>F</td><td>73</td><td>74</td></tr>
<tr><td>HL</td><td>73</td><td>71</td></tr>
<tr><td>PI</td><td>71</td><td>68</td></tr>
<tr><td>W</td><td>79</td><td>78</td></tr>
<tr><td>TOM</td><td>75</td><td>75</td></tr>
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<tr><td>MS</td><td>77</td><td>76</td></tr>
<tr><td>LG HS</td><td>69</td><td>65</td></tr>
<tr><td>SM HS</td><td>75</td><td>73</td></tr>
<tr><td>Teachers</td><td>63</td><td>78</td></tr>
<tr><td>Family</td><td>92</td><td>90</td></tr>
</table>
</td>
<td>To be reported in 2021-22</td>
<td>To be reported in 2022-23</td>
<td>To be reported in 2023-24</td>
<td>
<table>
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<tr><th></th><th>Safety</th><th>Connect</th></tr>
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<tr><td>EL</td><td>75</td><td>74</td></tr>
<tr><td>FY</td><td>82</td><td>81</td></tr>
<tr><td>HY</td><td>74</td><td>74</td></tr>
<tr><td>SED</td><td>79</td><td>77</td></tr>
<tr><td>SWD</td><td>76</td><td>77</td></tr>
<tr><td>AA</td><td>77</td><td>77</td></tr>
<tr><td>AI</td><td>81</td><td>77</td></tr>
<tr><td>A</td><td>79</td><td>77</td></tr>
<tr><td>F</td><td>80</td><td>81</td></tr>
<tr><td>HL</td><td>80</td><td>79</td></tr>
<tr><td>PI</td><td>79</td><td>77</td></tr>
<tr><td>W</td><td>85</td><td>84</td></tr>
<tr><td>TOM</td><td>82</td><td>82</td></tr>
<tr><td>K-6</td><td>81</td><td>83</td></tr>
<tr><td>K-8</td><td>83</td><td>84</td></tr>
<tr><td>MS</td><td>83</td><td>83</td></tr>
<tr><td>LG HS</td><td>77</td><td>74</td></tr>
<tr><td>SM HS</td><td>82</td><td>80</td></tr>
<tr><td>Teachers</td><td>73</td><td>84</td></tr>
<tr><td>Family</td><td>94</td><td>93</td></tr>
</table>
</td>
</tr>
</table>

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social Emotional Learning (SEL) integration (Modified)	Support students and staff to integrate Social Emotional Learning (SEL) into schools and classrooms. Build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset to help staff and students engage in learning communities that are safe positive, inclusive, and welcoming. One (1) SEL Director and five (5) Training Specialists (6.0 total FTE for the 2021-22 school year) provide professional learning opportunities to school sites, coaching support to the site leadership team, and direct support for implementation of SEL programs integrated into academics and climate goals. SEL is aligned to the Multi-Tiered System of Supports (MTSS) framework and foundational to the Universal Tier (Tier 1) of support for ALL students.	$889,228	Y
4.2	Positive Behavioral Intervention and Supports (PBIS) implementation (Modified)	Promote positive school climate by encouraging positive student behaviors. Support for schools to effectively implement a PBIS framework focused on proactively intervening with an emphasis on prevention and instruction rather than punitive discipline. Efforts are aligned to the district's overall MTSS framework implementation and implemented by a 1.0 FTE PBIS Coach.	$978,911	N
4.3	Bullying Prevention Training, Intervention, and Response (Continuing)	Develop and deliver training to school sites, provide direct response and intervention for bullying incidents, and collaborate with constituent services and the Student Hearing and Placement Department. Staffing includes a 1.0 FTE Position (Bullying Prevention Specialist) that works closely with Constituent Services and Student Support and Health Services to align with Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) efforts.	$153,262	N

Action #	Title	Description	Total Funds	Contributing
4.4	Anti-bias/Anti-racism Professional Learning (New)	To actualize equity, access, and social justice for all students, especially those who are most marginalized and impacted by systemic racism, the district aims to provide on-going professional learning opportunities for all staff. Professional learning that deepens self-awareness and anti-racist capacity will ensure that there is common district messaging, understanding, and approach to dismantling systemic policies and practices that perpetuate disparate and disproportionate student outcomes. Anti-bias/Anti-racism professional learning to include, but not be limited to the following topics: Racial/cultural identities & stereotypes, implicit bias, microaggressions, dynamics of privilege & power, cultural competency and cultural humility, dismantling systems of oppression and racism, and restorative justice principles & practices. Learning will leverage existing Social Emotional Learning (SEL) skills (empathy, perspective-taking, respect for diversity, and growth mindset) & restorative practices (community and relationship-building) as a grounding for entering brave spaces of sustained discomfort and allowing professional learning on Anti-bias/Anti-racism to go much deeper and serve as a catalyst for systemic change.	TBD	N
4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Modified)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$1,475,626	Y
4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Modified)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$168,869	Y

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
5	Parents, families, community stakeholders, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.

An explanation of why the LEA has developed this goal.

Analysis of data shows that this goal remains very relevant for the next three years and beyond. Results from the parent involvement survey that were reported on the 2019 dashboard indicated significant need for improvement across all domains (Building relationships between school staff and families, Building partnerships for student outcomes, and Seeking input for decision-making). On all elements within each of the three domains, the average response was 1 (Exploration and Research Phase) or 2 (Beginning Development) out of a possible 5. The district's goal is to reach Full Implementation and Sustainability (5) in each of these areas.

This goal builds upon the district's previous goal focused on stakeholder engagement. Stakeholder input has continued to reaffirm the importance of engaging and empowering community members as partners in teaching and learning. Specific input in the recent year led to the incorporation of 'students' into the list of key groups to be engaged as partners. Students emphasized the need for more explicit support to become empowered as agents in charge of their own learning. The goal statement also was expanded to include communication, capacity building, and collaborative decision-making as specific areas that can support increased engagement and empowerment. While these priorities existed prior to the pandemic, the experience of stakeholders during school closures further highlighted their importance. The importance of regular and clear communication (including translation and interpretation where needed), structured opportunities for stakeholders to build capacity, and authentic opportunities to provide input and engage in the decision-making process was more evident as the district faced disconnection and increased needs for support.

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Notes:

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5A **Parent Teacher Home Visits (PTHVs)** Number of PTHVs conducted by staff across all school sites **Source:** Family and Community Engagement (FACE) Department	2018-19: 1260 2019-20: 971* 2020-21: 2,834** **Note: 2019-20 data reflects visits through 2.28.20.* ***2020-21 data reflects Bridge (virtual) visits conducted through 3.25.21*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 3,560 (Desired outcome of 3,560 visits would represent 15% of the eligible population at PTHV sites)
5B **Parent Teacher Home Visits (PTHVs)** Percentage of participating sites completing a PTHV for at least 10% of all students. **Source:** Family and Community Engagement (FACE) Department	2020-21 Number of Participating Sites: **40** Number of Sites reaching 10% threshold: **15** Percentage of Sites reaching threshold: **38**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100% (100% of participating sites will meet the 10% participation threshold)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5C **DELAC representation** Percentage of schools with an English Learner Advisory Committee (ELAC) who send a representative to at least 1 District English Learner Advisory Committee (DELAC) Meeting **Source:** Multilingual Literacy Department	2018-19: 41% 2019-20: 47% 2020-21: 58%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100%
5D **ELAC Operation** Percentage of schools with an English Learner Advisory Committee (ELAC) who have evidence of regular meetings and their election process posted to their school website. **Source:** Multilingual Literacy Department	2020-21 Percentage: 28% (17/60) Total number of schools with an ELAC: 60	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5E **CAC Attendance** Average number of attendees at Community Advisory Committee (CAC) meetings/workshops **Source:** Special Education Department	2018-19: 24.5 2019-20: 25	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: TBD
5F **School Site Council (SSC) Support** Percentage of School Site Councils provided updated training. **Source:** State and Federal Programs Department	SSC training has occurred during 2020-21, but the baseline for this metric is set at zero to reflect the intent to provide all sites updated training as part of the new, three-year cycle.	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	100% of school site councils will be provided updated training during the 2021-22 to 2023-24 time period.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5G **Parent Leadership Pathway Workshop (PLPW) Participation** Number of participating schools and Number of total participant sign-ins **Source:** Family and Community Engagement (FACE) Department	Number of participating schools: 2018-19: 21 2019-20: 9 2020-21: See below Number of total participant sign-ins: 2018-19: 2114 2019-20: 992* 2020-21: During distance learning, the FACE department shifted efforts to development of parent support materials and capacity-building workshops. PLPW implementation will resume in full in 21-22. **Note: Data for 2019-20 is through 2.25.20*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Number of participating schools 2023-24: Number of total participant sign-ins: 2023-24:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5H **Parent Leadership Pathway Workshop (PLPW) Participant Growth** Number of participants demonstrating increased engagement as measured by pre- and post-surveys. **Source:** Family and Community Engagement (FACE) Department	Baseline: 0 Pre- and post-surveys will be developed and implemented during 2021-22. Increased engagement will be measured by the amount of interaction with the school site, teacher(s), and district/site advisory and leadership groups.	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100% of participants demonstrate increased engagement following participation in the PLPW series.
5I **District Committee Impact** Measure of satisfaction of district committees/ groups that their voice has been heard and is making impact. **Source:** Family and Community Engagement (FACE) Department	Baseline: 0 The tool will be developed and implemented in 2021-22. Development will be done in partnership with key stakeholder groups.	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100% satisfaction on all measures developed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5J **Parent/ Caregiver Experience** Percentage of parents/ caregivers responding 'Agree' or 'Strongly Agree' to specified survey items. Source: Annual LCAP Survey	2020-21: My child's school helps me understand what areas my student needs to improve in: 64% My child's school helps me advocate for what is best for my student: 50% Parents are an important part of the decision-making process at my school: 59%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: My child's school helps me understand what areas my student needs to improve in: 100% My child's school helps me advocate for what is best for my student: 100% Parents are an important part of the decision-making process at my school: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	District Parent Resource Center (Continuing)	The Family and Community Empowerment (FACE) department implements a range of capacity-building opportunities including the Parent Leadership Pathway Workshops and the Parent Information Exchange. Staff are also building upon recent efforts to create hybrid-learning opportunities that include an online parent toolkit and virtual training materials. Staffing includes 3.0 FTE (1 supervisor and 2 Family Partnership Facilitators).	$459,865	Y

Action #	Title	Description	Total Funds	Contributing
5.2	Parent Teacher Home Visits (PTHV) (Continuing)	The PTHV program facilitates home visit experiences that engage families, educators, and students as a team. Protocols help educators and families to build trust, communication, and common goals. Staffing includes 1.0 FTE (PTHV Training Specialist). Funding also provides for staff training, materials, and compensated time for staff to engage in visits and follow-up activities. Also includes training, supplies, and stipends for teachers and families to participate in Academic Parent Teacher Teams (APTTs), a series of meetings to engage in collaborative goal-setting and supporting student success.	$425,779	Y
5.3	Translation and Interpretation Services (Continuing)	The district's Matriculation and Orientation Center (MOC) provides translation services to support a wide range of communication efforts between the district and families. MOC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language. The services of MOC staff are augmented by external providers when unique language needs arise or available capacity is exceeded. Staffing for 2021-22 includes 7.0 FTE. The MOC is part of the district's Enrollment Center (Action 3.11). The staffing and funds that are part of this action are non-redundant to the projected expenditure in Action 3.11.	$787,881	Y
5.4	Fingerprinting for Volunteers (Modified)	Provide family and community volunteers access to required fingerprinting services at no cost or reduced cost to ensure that all community members are able to equitably and actively support student success.	$30,000	N
5.5	Family Communication Tools (New)	Family outreach to partner in increasing student engagement and reducing chronic absenteeism. Contract with Every Day Labs that facilitates delivery of personalized messages to family based on analysis of individual student attendance data. Communications help families take action to support attendance and participate in student support.	$145,000	N

Action #	Title	Description	Total Funds	Contributing
5.6	Site-determined, SPSA-based actions to support Goal 5 (Modified)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$271,778	Y
5.7	Student Advisory Council (New)	The Student Advisory Council (SAC) promotes student voice, works to take action against problems faced by students, and introduces students to concepts of policy advocacy, applied social research, democratic governing, and grassroots organizing. SAC delegates will work to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented.	$33,768	N
5.8	Men's and Women's Leadership Academy (MWLA) (New)	The MWLA is Sacramento City Unified School District's conscious effort to intentionally combat the school-to-prison-pipeline for underserved low-income students of color by creating supportive and productive learning environments. Through a framework of Social Justice Youth Development, and with an active collaboration of district administration, school counselors, certified teachers and youth voice, MWLA empowers students through wraparound services that promote Social Emotional Learning, culturally relevant and responsive leadership development, meaningful mentorship, and academic support that engages students through their own means of learning. MWLA is currently operating on 11 campuses throughout SCUSD and plans to expand to 5 additional campuses in 2021-22 with additional funding from the Expanded Learning Opportunities grant.	$650,000	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
6	Provide all school sites three-years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Supports (MTSS). Training will be completed and all district sites should be conducting business and serving students using an MTSS framework by 2024-25. Progress will be measured with the Self-Assessment of MTSS (SAM) Implementation tool in addition to external indicators of site fidelity including: (a) holding MTSS team meetings regularly, (b) engaging in data based practices to assess need and progress monitor and (c) providing differentiated, tiered interventions as evidenced by twice-yearly report outs of challenges/successes by each site leader.

An explanation of why the LEA has developed this goal.

Analysis of student results across multiple indicators (discussed in the plan summary and previous goals) shows that (a) SCUSD needs to improve districtwide performance and (b) tremendous performance gaps exist for specific student groups. These results demonstrate the lack of a cohesive and effective Tier 1 program across the district, need for improved methods of identifying specific student needs, and insufficient Tier 2 and 3 supports to address those specific needs.

This focus goal was incorporated to emphasize the importance of an effective implementation of MTSS across school sites including building staff's capacity to install/implement and provide ongoing coaching/support to ensure that effective systems can be sustained over time. In describing MTSS, the California Department of Education (CDE) states a vision of "one coherent system of education" that offers an opportunity to build the foundation for educational excellence. Through the use of Implementation Science, Universal Design for Learning, and the Whole Child approach, among other evidence-based interventions, MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

SCUSD leadership has cited a quote from Katie Novack to communicate the rationale for implementing MTSS: "We need MTSS in our school(s) so that we can minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support to address student's academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all of our students and educating them completely as a "whole" person."

Stakeholders have affirmed over time that implementation of an MTSS is a key priority. They have noted that an effective MTSS is foundational to the district's ability to achieve many of the other goals it has set. Input has also emphasized the importance of data-based decision making within MTSS implementation as well as all other aspects of the district's planning.

Notes:

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A **Multi-Tiered System of Supports (MTSS) Implementation** Average overall rating, by training cohort, on the Self-Assessment of MTSS (SAM) Implementation Tool Source: MTSS Staff	2019-20: 0 *Final cohort 1 results for 2020-21 will be reported in August 2021.*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Target average SAM rating by Cohort Cohort / Average Rating 1 / 3 (Optimizing) 2 / 3 (Optimizing) 3 / 2 (Operationalizing)
6B **Regular Team Meetings** Percentage of schools conducting regular MTSS team meetings (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0 *Final cohort 1 results for 2020-21 will be reported in August 2021.*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6C **Data Practices** Percentage of schools that have clear data sources universally used (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0 *Final cohort 1 results for 2020-21 will be reported in August 2021.*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100
6D **Tiered Interventions** Percentage of schools that are providing differentiated, tiered interventions (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0 *Final cohort 1 results for 2020-21 will be reported in August 2021.*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Implementation leadership (New)	Central leadership for implementation of cohort training model and ongoing support to sustain an effective MTSS at each school site. Includes a Director of MTSS. Leadership for MTSS implementation is also provided by Curriculum and Instruction staff who are designated as MTSS coordinators.	$170,601	N
6.2	Professional Learning for school site leadership teams (New)	Provide school site teams a three-year sequence of professional development through a partnership with an external provider and district staff who have been trained to support implementation. Includes hourly time for site staff to attend training and contract with external provider. Training will build site capacity to install sustainable MTSS systems including regular review of data to identify student needs and monitor progress and provide students timely intervention services based specific to their identified needs.	TBD	N
6.3	Ongoing support for sites to implement and sustain an effective MTSS (New)	Provide school site teams ongoing support through coaching by trained district staff. Coaching efforts will build on the foundational cohort training and ensure that schools continue to receive sufficient support to sustain and build upon initial implementation efforts.	TBD	N
6.4	Peer Mentoring (New)	Cohort 1 school offering support to Cohort 2 school. Hourly time for staff to participate.	TBD	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
7	SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of stakeholders and adopt the updated version by the end of 2021-22. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-24.

An explanation of why the LEA has developed this goal.

Analysis of the district's current context shows that the district's Graduate Profile, adopted in 2014, has not served as the foundational roadmap for guiding students on a system-wide level as was intended. There is evidence that the Graduate Profile is used extensively at a few of the district's small high schools and that elements are in use within some Career and Technical Education (CTE) pathways. However, the vast majority of the district's schools have not used the Graduate Profile in any substantial way.

A Graduate Profile is a tool that a school or district uses to specify the cognitive, personal, and interpersonal competencies that students should have when the graduate high school in order to be successful in the 21st century. It helps to define priority goals for teaching and learning and should be easily communicated to students, parents, staff, and community members to align their collective efforts. The Graduate Profile provides an opportunity for the district to establish a 'North Star' that defines what graduates will know, who they will be, and what they will be able to do by the time they graduate. An effective Graduate Profile will be able to focus a district on a core set of learning goals that will lead students to develop the specific competencies that have been prioritized by the community. It is an opportunity to operationalize visions of equity and other key priorities established by the district.

SCUSD invested a tremendous amount of time and effort into the development of the 2014 Graduate Profile and hopes to build upon that work. With significant time having passed, the district also recognizes the need to revisit the final product to determine what revisions might be needed. Following this revision, a clear plan is needed for operationalizing the Graduate Profile across all schools and facets of the organization. This work will also align with and build upon the efforts of the Graduation Task Force, who provided detailed recommendations to the district in 2017-18. These will help to frame the Graduate Profile process, particularly in considering how the Graduate Profile can increased shared responsibility for student outcomes, provide a framework for monitoring progress toward improved student outcomes, and serve as a point of alignment for professional learning that leads to accelerated student achievement.

Notes:

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr><td>7A
Stakeholder Convening
Documentation of meetings to convene stakeholders
Source: Graduate Profile Team</td><td>Stakeholders have not yet been convened to revise Graduate Profile</td><td>To be reported in 2021-22</td><td>To be completed by 2021-22</td><td>To be completed by 2021-22</td><td>All meetings to be completed by end of 2021-22</td></tr>
<tr><td>7B
Board Adoption
Adoption of revised Graduate Profile
Source: Board Meeting records</td><td>A revised Graduate Profile has not been adopted by the board</td><td>To be reported in 2021-22</td><td>To be completed by 2021-22</td><td>To be completed by 2021-22</td><td>To be adopted by end of 2021-22.</td></tr>
<tr><td>7C
Awareness of Graduate Profile
Percentage of stakeholders that demonstrate awareness of revised Graduate Profile
Source: Survey of Stakeholders</td><td>2020-21:
<table><tr><th>Group</th><th>% Aware</th></tr><tr><td>Students</td><td>0</td></tr><tr><td>Staff</td><td>0</td></tr><tr><td>Family</td><td>0</td></tr></table></td><td>To be reported in 2021-22</td><td>To be reported in 2022-23</td><td>To be reported in 2023-24</td><td><table><tr><th>Group</th><th>% Aware</th></tr><tr><td>Students</td><td>100</td></tr><tr><td>Staff</td><td>100</td></tr><tr><td>Family</td><td>100</td></tr></table></td></tr>
</table>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7D **Evidence of School Site Alignment** Percentage of school sites that demonstrate alignment of site plan to Graduate Profile **Source:** Survey of Stakeholders *Evidence of School Plan Alignment*	2020-21: 0	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	100% of sites will demonstrate alignment of school plans to Graduate Profile

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Revision of Graduate Profile (New)	Convene stakeholders to review existing graduate profile and recommend revisions. Stakeholders to include advisors from industry, post-secondary educators, SCUSD staff, family, and students. (To be completed in 2021-22)	Costs for this action will be funded through the CTE budget	N
7.2	Develop Implementation Plan (New)	Develop implementation plan for Year 2 (To be completed in 2021-22) • Engage lead teachers from sites where the current graduate profile is consistently used to lead groups of peers at other sites in implementation planning. • Engage principals in to build understanding of expectations for site alignment and to support development of site-specific implementation plans.	Costs for this action will be funded through the CTE budget	N
7.3	Build Awareness of Graduate Profile (New)	Collaboration with the district communications team to develop an awareness campaign and ongoing education of staff and community members on the new Graduate Profile purpose and elements. (To be implemented throughout 2021-22 and 2022-23)	Costs for this action will be funded through the CTE budget	N
7.4	Support School Site Alignment (New)	Support secondary school sites in developing and implementing Defense of Learning practices that are fully aligned to the revised Graduate Profile. (To be implemented throughout 2022-23 and 2023-24)	Costs for this action will be funded through the CTE budget	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
8	SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.

An explanation of why the LEA has developed this goal.

An analysis of data has shown that the district has, overall, continued to meet or nearly meet its goals in Priority 1 target areas. These include providing all students access to board adopted instructional materials, ensuring the facilities meet the 'Good Repair' status on the Facilities Inspection Tool, supporting all teachers to become fully credentialed, and ensuring that teachers are appropriately assigned, including teachers of English Learners. Stakeholders have reaffirmed the importance of maintaining progress in these areas to ensure that students are provided the basic conditions of learning necessary to reach the range of other goals set in this LCAP and beyond.

Notes:

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8A **Facilities Condition** Number of schools where facilities do not meet the 'good repair' standards on the Facilities Inspection Tool (FIT) **Source:** Facilities Services Department	2018-19: 0 2019-20: 2 2020-21: 1	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8B **Instructional Materials Sufficiency** Percentage of students with access to board-adopted instructional materials **Source:** Board of Education Resolution certifying sufficiency	2018-19: 100 2019-20: 100 2020-21: 100	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100
8C **Teacher Credentialing Status** Percentage of teachers fully credentialed **Source:** School Accountability Report Card (SARC) / Human Resources Department	2019-20: 97 2020-21: 98	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8D **Teacher Assignment** Number of teachers misassigned and number of teachers of English Learners misassigned **Source:** School Accountability Report Card (SARC) / Human Resources Department	All Teachers 2019-20: 0 2020-21: 1 Teachers of English Learners: 2019-20: 0 2020-21: 0	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	All Teachers: 0 Teachers of English Learners: 0
8E **Teacher Vacancies** Number of classroom teacher vacancies **Source:** School Accountability Report Card (SARC) / Human Resources Department	2019-20: 29 2020-21: 17.1	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 0

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Facilities Support Services (Modified)	Maintain safe and clean facilities in good repair. Includes custodial, maintenance, and other facilities support staff as well as materials and services associated with the maintenance of school sites and other district facilities.	$45,082,930	N
8.2	Board-adopted Instructional Materials (New)	Provide all students sufficient instructional materials for board-adopted curricula. Includes newly adopted materials and replacement materials for lost/damaged items.	$5,054,000	N
8.3	Base Classroom Staffing (Modified)	Classroom staffing at a level sufficient to provide the core curriculum to all students. Includes classroom teachers.	$165,468,327	N
8.4	New Teacher Support (Continuing)	New Teacher Support includes Teacher Induction and Pre-Induction Support. Teacher Induction supports beginning teachers who hold a preliminary credential. Pre-Induction Support is for teachers holding a Short-Term Staff Permit (STSP), Provisional Internship Permit (PIP), or an intern credential. New teachers are connected with veteran staff to provide mentorship and assistance through the Induction or pre-induction process to complete their credential, intern program, or permit renewal requirements. Funding provides stipends for support providers, program materials/supplies, professional learning, and fees to clear credentials.	$661,229	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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 [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.96%	$79,174,505

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.

There are several actions that are being implemented across the district that are increasing or improving services for unduplicated students. Most of these are continued from the 2017-2019 LCAP and the explanation below includes discussion of outcome data and implementation results.

Counselors, Master Schedule Director, and Credit Recovery Programming (Actions 1.2, 1.3, 1.4)
SCUSD's unduplicated students lack access to academic counseling services and college readiness activities as compared to peers who have more financial resources, speak English at home, or have family members who have graduated college. Many will be the first in their family to pursue postsecondary education. Implementing robust and predictable academic counseling services provides all students guidance to support their successful navigation of high school and the path to college and career. SCUSD has designed its counseling services and academic programming intentionally to focus on the needs of unduplicated students.
The Master Schedule Director was introduced as a key action to apply the district's equity lens. Providing districtwide guidance for allocation of staffing and course scheduling has supported more equitable access to courses for target student groups. Examples of recent efforts include preregistration of students into selected college prep courses and consolidation of multiple versions of similar courses to reduce tracking of students. Counseling staff review the progress of students and provide guidance to ensure that students stay on track for graduation and can equitably access college preparatory and advanced coursework. This is intended to support unduplicated students in particular, as they are historically less likely to self-advocate or have family who have graduated from college at home. The Master Schedule Director carefully reviews credit recovery programming to ensure that students who have fallen off-track for graduation and college eligibility make progress, or are provided intervention support to accelerate progress. Credit recovery options include the central Sacramento Accelerated Academy campus and school-based options. Total course completions within the district's credit recovery program have remained robust, with 5,435 in 2018-19, 5,447 in 2019-20, and a projected 5,600 in 2020-21. Since 2016-17, four-year cohort graduation

rates have improved significantly from 81.2% in 2016-17 to 86.5% in 2019-20. UC/CSU 'a-g' completion has also increased from 2016-17 (44%) to 2019-20 (54%). The Master Schedule Director meets regularly with Assistant Principals to guide counseling and credit recovery implementation. District staff also meet directly with counselors to provide support specific to their site and individual needs. While improved graduation rates since 2016-17 for all students have been paralleled by increases for some student groups (Socioeconomically disadvantaged students (79.4% to 85%), Foster Youth (39.3% to 72.2%) Students with Disabilities (56.5% to 66%), and African American students (69.3% to 79.5%)), significant performance gaps still remain for many students groups and some, including English Learners and Homeless Youth, did not experience significant improvement over the four years. As SCUSD continues to provide these services, a targeted effort will be implemented to focus even further on the disproportionately affected students with high needs to ensure that all student groups increase their graduation rate and become college and career ready. This effort includes specific collaboration between counselors and Homeless Youth Services and Foster Youth Services staff to provide targeted support and prioritized these student groups during registration and for credit recovery. Additional activities principally benefitting unduplicated students will include at-risk conferencing, campus visits, scholarship assistance, and college and career awareness activities.

Career and Technical Education (CTE) Programs (Action 1.1)
Career Technical Education (CTE) is an important part of the district's plan to provide all students access to relevant and rigorous work-based learning experiences that increase post-secondary success. The CTE pathways in SCUSD enable students to develop specific skills that can lead to future employment and integrate their learning through curriculum with direct application to real-life contexts. From 2018-19 to 2020-21, enrollment in CTE pathways has increased from 20.8% to 24.3% of 9-12 students. This rate was slightly higher for socioeconomically disadvantaged students at 24.7% in 2020-21. The percentage of graduates completing a CTE pathway increased from 8.9% in 2018-19 to 10.9% in 2019-20. Building on this demonstrated growth in completion, the district must not only maintain, but also expand CTE opportunities. This need has been emphasized across stakeholder groups with critical importance for high-needs student groups. The district's Student Advisory Council included a specific focus on career preparation in their recommendations to the board, citing the need to expand program offerings, increase the information students receive about career/trades options, and reduce the overall stigma associated with trade occupations. Staff have noted that increasing the number of students who successfully complete a CTE pathway will have a positive impact on students' post-secondary success, and will be documented by the district's indicator of overall college and career readiness on the Dashboard. Expanded efforts in 2021-22 and beyond will include the implementation of Linked Learning at all high schools and the implementation of a 'Defense of Learning' assessment process in CTE pathways. Specific supports for students to complete CTE pathways are being expanded through partnership with Youth Development Support Services. This partnership is providing and will continue to provide college mentors and after-school staff support to guide students through the California College Guidance Initiative (CCGI) modules. Additional college mentors will be hired to provide targeted support to CTE students to strengthen their engagement within pathways and to develop post-secondary transition plans.

Advanced Learning and Exam Fees (Actions 1.6, 2.2)
Advanced learning opportunities, including Advanced Placement and Gifted and Talented Education (GATE), provide specific curricula aimed at challenging students at the appropriate level. SCUSD stakeholders identified a need to increase diversity in criteria-based programs such as GATE and AP. The Advanced Learning Coordinator works to create common goals for student success; increase opportunities for low income, English learners, and students of color; and reinforce the importance of students being prepared for the greatest variety of

options after high school. From 2016-17 to 2020-21, the percentage of English Learners and Socioeconomically Disadvantaged students enrolled in AP courses increased 4.3 percentage points and 3.9 percentage points respectively. This is a metric that the district continues to monitor and seeks to improve significantly. Increasing the proportional representation within GATE also remains a priority. The new LCAP includes metrics specific to overall GATE demographics and GATE identification so that the district can monitor the representation of student groups in GATE relative to their overall proportion in the student population. Available data demonstrates that, within the cohort of students who are identified as GATE, White students and students of two or more races are significantly overrepresented while English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, and Hispanic/Latino students are underrepresented. This remains an area of focus for the district moving forward.
SCUSD will continue to provide funding for students to take exams supporting college and career readiness. These include Advanced Placement (AP) exams, International Baccalaureate (IB) exams, and PSAT/SAT exams. AP and IB exams provide opportunities for students to demonstrate their learning and earn college credits and the PSAT/SAT exams are important steps in the college readiness pathway. As all three types of exams can present a significant funding challenge for students and families, providing this funding at a district level removes a key barrier to students accessing not only the full scope of the AP/IB course, but also the potential benefits of success on the exam. From 2017-18 to 2019-20, the number of AP examinations taken by SCUSD students (not including charter schools) increased from 2606 to 3497. This significant increase corresponded to the implementation of this action and reinforces the need to maintain this support. When this action was included as a potential cut within the district's fiscal recovery plan list, stakeholder input from students, families, and staff was emphatic in that this should not be considered as a potential cost savings and was far too valuable a resource to eliminate, particularly for our socioeconomically disadvantaged students who might not otherwise be unable to access the opportunities. Counseling staff reach out to families to ensure that they are aware of the opportunity to take these exams at no cost. This is intended to specifically inform families for whom the cost of exams may be a perceived barrier to enrolling in the course.

International Baccalaureate Programs (Action 1.7)
International Baccalaureate (IB) Programs at Luther Burbank High School, Kit Carson International Academy, and Caleb Greenwood Elementary School provide students the opportunity to participate in a rigorous, engaging, and college preparatory program that is aligned to international standards. These programs were intended to primarily serve SCUSD's unduplicated student population. In locating the programs at Luther Burbank and Kit Carson, these programs in particular are serving a high percentage of low-income students. On the 2020 Dashboard, Luther Burbank's student population included 88% socioeconomically disadvantaged students and Kit Carson's included 72%. 2019-20 measures of the students at Luther Burbank participating in IB showed that the percentage of socioeconomically disadvantaged students in IB was proportional to the overall school population. All students in Kit Carson are considered to be in the IB program. The IB program not only engaged students in rigorous, college preparatory experiences (IB exams can earn students college credit in a similar manner to Advanced Placement (AP)), but also is focused on critical thinking skills, nurturing curiosity, and developing the ability to solve complex problems. These areas of focus are embedded within an overall emphasis on intercultural understanding and respect, encouraging students to think critically about the local and global contexts and develop multilingualism. As these programs have continued to develop and mature, recent results demonstrate that they are improving outcomes. From 2018-19 to 2019-20, the percentage of all IB exams taken that were passed increased from 15.4% to 23.8% and the percentage of diploma programme candidates that completed the full IB diploma (A student must pass multiple exams and complete additional requirements) increased from 3.3% to 7.5%.

These results do indicate that there is significant room for improvement while also showing that the program, while continuing to provide a valuable opportunity to unduplicated students, is improving outcomes.

Class Size Reduction and Targeted Staffing Support (Actions 2.8 and 2.9)
SCUSD is maintaining the use of supplemental and concentration (S/C) funds to reduce class size at grades K-3 and to provide targeted school assistance in the form of additional staffing across the district. Class size reduction (maintaining class size at 24:1) at K-3 is implemented districtwide for all school sites. Targeted school assistance is provided during the annual staffing and budget development process. The targeted assistance allows the district to maintain schools and school sites to maintain programs above and beyond what would be possible with base funding alone. Given the broad nature of this action, it is difficult to attribute any specific causal relationship or correlation to a specific improvement or other outcome. There is community interest in maintaining the breadth and depth of program offerings. In the board's consideration of the Fiscal Recovery Plan (FRP) proposals during the 2020-21 school year, stakeholders emphasized the importance of maintaining current program offerings that enable the district to meet a range of student and family needs and interests.

Collaboration Time (Action 2.10)
SCUSD provides certificated staff with an extra hour weekly for collaborative time to review data, assess student work, and plan instruction to meet the needs of unduplicated pupils. Teacher professional communities that are part of practice (and not an "add-on") are an effective way to build pedagogical knowledge. (Darling-Hammond, L. [2005] Professional Development Schools: Schools for Developing a Profession). The 2021-22 LCAP includes a new metric to monitor the explicit use of collaboration time to meet the needs of and improve outcomes for unduplicated pupils and students with the highest needs. Site administrators will provide a report of how collaboration time is used at their school site, including ways in which unduplicated student needs are specifically being considered and met through this action. Given the broad nature of this action and lack of any existing aligned metric, it is difficult to attribute any specific causal relationship or correlation to a specific improvement or other outcome. However, it has remained the case that this time is a critical resource for school site staff to engage in the active implementation of instructional strategies, programs, and initiatives that have been identified as key levers in improving outcomes for students with the highest needs. These include an effective Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), and effective Designated and Integrated ELD. The provision of regular time to focus on the school's Single Plan for Student Achievement and the district's strategic goals and related initiatives will ensure that schools are able to consistently engage in professional learning activities that enable them to successfully implement and sustain key efforts in service of unduplicated students.

Restructured Salary Schedule (Action 2.11)
In order to improve student learning, close achievement gaps, and ensure students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options, the district will maintain a competitive salary and benefit package for the certificated staff who serve them. Students in high-poverty schools experience greater turnover in teaching staff, more long-term substitutes, and a higher proportion of early-career teachers. (Carver-Thomas and Darling-Hammond [2017] Teacher Turnover: Why It Matters and What We Can Do About It). With a competitive salary and benefit package, the district expects to see a reduction of teacher turnover and the retention of experienced classroom teachers, as well as an increased ability to recruit highly qualified candidates who will be effective in improving the academic outcomes of the unduplicated students who are the majority of our district. Given the broad nature of this action and

lack of any existing aligned metrics, it is difficult to attribute any specific causal relationship or correlation to a specific improvement or other outcome. To more effectively evaluate the impact of this action moving forward, specific metrics will be developed and implemented by the Human Resources department to monitor rates of teacher turnover/retention and the recruitment/hiring of highly qualified candidates. What remains true to the critical role that teachers play in influencing student achievement. Being able to recruit, hire, and retain highly qualified teachers, including teachers who reflect the racial, ethnic, and linguistic demographics of the district remains a key priority for improving unduplicated student outcomes.

Secondary Librarians (Action 2.14)
District Librarians continue to be an important resource provided to all secondary schools. As indicated in the previous LCAP, the California School Library Association describes the need for students to "read critically, write more persuasively, and interact with information effectively" as they work to meet the Common Core State Standards. District librarians provide additional support to meet these needs beyond what is provided in the classroom. Additionally, low-income students are more likely to lack access to technology supports and funds to purchase books. Of the 30 Sacramento Public Library locations, only three are located in the high-poverty region of South Sacramento. Research demonstrates that "…the benefits associated with good library programs are strongest for the most vulnerable and at-risk learners, including students of color, low-income students, and students with disabilities." (Lance & Schwarz, 2012) SCUSD will provide librarians on a districtwide basis to secondary schools, to ensure that programming is coherent across sites. District librarians will advertise library hours and the resources they offer through the range of available communication channels so that students and families are aware of the opportunities present. The previous LCAP identified improvements in college and career readiness as a key indicator of success. From 2016-17 to 2019-20, the college and career readiness of unduplicated student groups did show some improvement as measured by the Dashboard College/Career Indicator. English Learners improved from 15% to 18.7%, Foster Youth from 5.3% to 30%, and Socioeconomically Disadvantaged students from 31.8% to 37.6%. Homeless Youth decreased from 19.3% to 12.3%. While a high-level indicator such as College and Career readiness cannot be solely linked to an action such as District Librarians, access to the wide range of resources and instructional supports that are available through school libraries remains an important piece of the district's overall efforts to improve outcomes for target student groups. As schools fully reopen for in-person instruction post-COVID and again become central hubs for support, libraries will play an important role.

Professional Development (Curriculum Coordinators and Training Specialists) (Action 2.1)
The coordinators and training specialists within the Curriculum and Instruction department provide a range of professional development, including coaching, and help chart the instructional course of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. Having focused in the previous two years on implementation of the ELA/ELD framework through the recent Language Arts adoption, work in the late spring expanded to the rollout of Universal Design for Learning (UDL) practices districtwide. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and collaborative effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. Overall, this action is intended to improve outcomes for unduplicated students in meeting academic standards across content areas as measured by state assessments and local assessments. The efforts during 2018-19 to implement the new English Language Arts curriculum did correlate to a significant increase in English Language Arts on the state assessment, increasing 5.2 points as measured by Distance from Standard met.

Socioeconomically Disadvantaged students improved by 5.7 points, Foster Youth by almost 17 points, and English Learners by 1.4 points. Homeless Youth decreased by almost 11 points. Overall, all groups performed well below the 'Standard Met' threshold and much room for improvement remains. The ongoing collaboration of Curriculum and Instruction staff with colleagues to improve outcomes for unduplicated students is critical. Strengthening the collaboration with Multilingual staff to support English Learners has already begun through targeted professional development such as LETRS (Language Essentials for Teachers of Reading and Spelling) training for staff.

Student Support Services (Student Support and Health Services and Enrollment Center) (Actions 3.8, 3.10, 3.11)
The student support and health services provided by district nurses, social workers, the Enrollment Center, the central Connect Center, and site-based Student Support Centers are important parts of the district's effort to provide students wrap-around supports. Student Support Centers are located at 29 of the district's schools. Most of these schools are near or above 75% for their percentage of socioeconomically disadvantaged students. Student Support and Health Services efforts are especially focused on students who have less access outside school to mental and physical health care and resources. With youth in Sacramento County who reside in socioeconomically disadvantaged communities having a higher-than-average rate of chronic diseases and less access to health care, schools play a critical role in providing these resources. Additional social, emotional, and mental health supports has been a priority expressed ongoing and emphatically across stakeholder groups. The need for more mental health counseling and access to social workers has recurred throughout engagement activities. The need for these supports as evidenced by Chronic Absenteeism Rates remains. With 2019-20 chronic absenteeism rates through February 2020 at 11% for all students, significantly higher rates were observed for Foster Youth (21.4%) and Homeless Youth (42.8%). During distance learning, this gap has widened for both student groups and a significant gap has emerged for Socioeconomically Disadvantaged students. For 2020-21 through 4.5.21, the rate for all students was 17.8 and the rate for Socioeconomically Disadvantaged students was 22.6%. Foster Youth had increased to 33.8% and Homeless Youth to 63.6%. In response to these needs and the other emergent needs in the past 15 months, Student Support and Health Services staff have increased the scope of services provided significantly. During the first quarter of 2020-21, 31% more students were served relative to the same time period the previous year. As of March 2021, staff had provided 7,544 Tier II and 1,302 Tier III mental health interventions through the efforts of the Connect Center, Student Support Centers, Nurses, and Social Workers. In providing responsive services to students based on their Early Identification and Intervention System (EIIS) indicators, the rates for unduplicated student groups were all above that for 'All students.' While 29.6% of all students received responsive services, rates were 42.6% for English Learners, 36.8% for Socioeconomically Disadvantaged students, 94.3% for Foster Youth, and 95.2% for Homeless Youth. While there is certainly room for improvement, these rates demonstrate that efforts are being focused at higher levels to unduplicated populations. This focus will continue, with the intention of directing staff efforts and resources to those students groups who are demonstrating the highest needs.

While the enrollment center serves the entire district, it represents a key component of the district's equity-based efforts to provide services to the community where they are needed most. The enrollment center centralizes a number of services that the district's most vulnerable students and families, including Homeless Youth, Foster Youth, Low-income students, and English Learners need and often do not have access to. These include an immunization clinic, family services, a summer feeding program, and services for families in transition. These are in addition to the core function of a more efficient enrollment process to place students and families into schools. The Enrollment Center also houses the Matriculation and Orientation Center (MOC), which is detailed in a separate action specific to translation and interpretation.

Access to translation and interpretation is a key resource for English Learners and families as they interface with the district for the first time or to navigate the complexities of enrollment.

Social Emotional Learning (SEL) (Action 4.1)
Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) remain important program in the district's overall effort to improve the culture and climate of the district at the classroom, school, and community level. These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Both of these programs align to the district's core value and need to interrupt systems that are inequitable. Suspension Rates in the district continue to demonstrate inequitable outcomes across student groups. In 2018-19 and 2019-20, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students continued to demonstrate suspensions rates above that of 'All students.' Significantly higher rates have also persisted for African American students and Students with Disabilities. SEL efforts continue to include professional development for the integration of SEL into instruction and implementation of the districts core SEL practices. Results indicate that these efforts are resulting in improved outcomes. In 2019-20, of the 23 schools where efforts were focused (based on disproportionate suspension results), 22 demonstrated decreased suspension rates. PBIS efforts – which focus on building community, early identification of student needs, and implementing preventative measures rather than focusing on reactive discipline – have shown similar success. In 2019-20, the 18 sites where PBIS efforts were focused showed a 12% decrease in total behavioral referrals and a 45% decrease in total suspensions from the previous year. Overall, suspension rates decreased for all unduplicated student groups from 2018-19 to 2019-20. Suspensions of African American students in the elementary grades in the focus cohort decreased by 73% (from 138 total in 2018-19 to 37 total in 2019-20). As end-of-year results for 2019-20 include the months of distance learning in spring 2019, this was also examined for 2018-29 to 2019-20 results through February of each year. The reduction in rates for all unduplicated student groups was observed in this context as well. English Learners reduced from 3.2% to 2.1%, Foster Youth from 14.2% to 9.9%, Homeless Youth from 8.5% to 5.2%, and Socioeconomically Disadvantaged students from 4.6% to 3.7%. While these are all mid-year results, they do indicate an overall trend of decreased suspensions for target student groups. Moving forward, SEL and PBIS efforts are being aligned to the overall implementation of a Multi-Tiered System of Supports (MTSS). This will target support at schools within each MTSS cohort to ensure that systems can be aligned and unified within the overall MTSS implementation. This alignment will support increased focus of efforts to target student groups, as a foundational aspect of MTSS is data-based decision making. As needs are identified, students are connected to supports and staff direct resources to be used in the most efficient and effective manner.

District Parent Resource Center and Parent Teacher Home Visits (Actions 5.1, 5.2)
The District Parent Resource Center implements a range of engagement opportunities including the Parent Information Exchange (PIE) meetings and Parent Leadership Pathway Workshops. These opportunities, while open to all, are intended to engage those who have historically been less connected to school and/or those students who stand to benefit most from further empowering their parents/guardians. The programs provide parents/guardians the skills and encouragement to take on leadership roles within their school community, engage in peer coaching, and participate in district level leadership opportunities. This is intended to increase the amount of representation among

leadership bodies of parents of English Learners, Foster Youth, Homeless Youth, and Low-Income students. The workshops and other resources provided by the Parent Resource Center establish a safe and welcoming space for parents to connect with peers and staff who are invested in elevating their voice and authentic participation in improving school and district outcomes. During school closures, the Parent Resource Center team has additionally partnered with the Attendance and Engagement Office to engage students and families who have been 'unreachable' or are otherwise unengaged. These students are more likely to be unduplicated students and connection often results in providing additional services and supports including basic supplies and referral to services. During 2020-21, Parent Resource Center staff partnered with the Mexican consulate to provide parent capacity building sessions in Spanish and worked with district translators to develop and produce materials in multiple languages for parents to access.
This action encompasses the Parent Teacher Home Visit (PTHV) and Academic Parent Teacher Team (APTT) program. Both components are implemented at Title 1 sites, with all students/families at those sites able to participate. The PTHV program builds relationships with families and supports them in becoming equal partners in their students' education. The APTT program extends this work in a series of meetings during which teachers and families engage in collaborative learning and forming plans to support student success. This program is intended to deepen positive relationships and empower parents/caregivers who are, for any number of reasons, less connected to the school. These students often come from one or more unduplicated categories. The focusing of the program at Title 1 schools targets the resources at sites that have the greatest need. During the 2019-20 school year, the PTHV program conducted 971 home visits across 39 different schools as of March 2020. Nine of these sites were holding APTT sessions in conjunction with their home visit work. During the 2019-20 school year, the PTHV program conducted 971 home visits across 39 different schools as of March 2020. Nine of these sites were holding APTT sessions in conjunction with their home visit work. In 2020-21, through the virtual Bridge Visit program, staff were able to conduct visits with over 2,800 students through March 2021. Staff interest in conducting visits has increased as teachers and colleagues have found the visits to result in increased connection to students and families, especially those who have been less connected to date. A goal moving forward is to increase the overall percentage of students participating at each site, as PTHV has found that exceeding the 10% threshold can have a positive effect school wide. The national organization for Parent Teacher Home Visits has shared results from multiple studies that demonstrate the positive effects of participating in the program. These include interrupting the assumptions and implicit biases that educators and family members have about each other and building positive relationships between educators and families.

Extra and Co-Curricular Opportunities and Visual and Performing Arts (VAPA) Opportunities (Actions 2.21 and 2.16)
SCUSD is a high-poverty district, and students often lack the opportunities that are possible in a more affluent community. Student input has continued to affirm the desire for more engaging experiences outside of the classroom including extra and co-curricular opportunities. The activities proposed in these two actions seek to mitigate the effects of poverty on students by providing access to College Visits, Field Trips, and other experiential learning opportunities, elementary athletics, and Visual and Performing Arts (VAPA) opportunities. These activities are intended to primarily benefit students who are low income, as they may not have the same access to such opportunities outsider of school. Improved engagement, as evidenced by improved attendance, reduced suspension, and improved reporting of connectedness on the annual School Climate survey are the desired outcomes.

School Psychologists (Action 3.3)
School Psychologists funded above formula will target unduplicated students with evaluations that can connect student needs and intervention support. Data shows a disproportionate number of African American students are identified as students with disabilities. Learning disabilities can be mitigated with early identification. Currently the number of school psychologists are only able to complete assessments. Increasing the number of positions will enable psychologists to regularly participate in site-based intervention development and review systems, Student Study Team (SST) processes, collaborate with teachers and principals, and provide more direct services and supports for students. This increase in services will particularly benefit unduplicated students and other students with high-needs. As evidence in the intersectionality table in the plan summary, English Learners, Foster Youth, Homeless Youth, and Low Income students are overrepresented in the group of Students with Disabilities relative to their proportions among 'All students.' Increasing the number of psychologists will support unduplicated students in both the increase in supports to students with disabilities AND in the expanded support for identified students who require more support through the SST and other targeted intervention processes.

Department-level Data-based Decision Making (Action 1.9)
Student feedback gathered in focus groups during 2018-19 declared high levels of stress over their workload, and a need to have more connection with educators. An increase in funding for stipends is being maintained so that secondary department heads can look at student needs, plan, and provide interventions for students who are off track. This funding ensures that our unduplicated students' schedules are visible to the curricular leads, and will improve high school achievement indicators, and increase staff engagement with students. Time spent in department meetings should include looking at student work and/or data and collaborating on what interventions, supports and extensions to put into place. This action ensures that departments, led by the department heads, are able to spend the time on data analysis to make the learning of our unduplicated students visible, so that appropriate interventions, supports and interventions can be put into place.

Sacramento City Unified School District 2021-22 LCAP

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

Overall, services for Foster Youth, English Learners, and low-income students are being increased or improved through a range of actions that include actions focusing only on one or more unduplicated student groups, actions that are funded by multiple resources with one or more components focused on the needs of unduplicated students, and actions that are funded only/primarily by LCFF Supplemental and Concentration Grant funds and implemented broadly, with the expectation that implementation is principally benefitting unduplicated students.

The actions and services described in this plan that are being provided as an increase or improvement to unduplicated students include:

- Career and Technical Education (CTE) Pathways and Programs (1.1)
- Counselors, Master Schedule Director, and Credit Recovery Programming (1.2, 1.3, 1.4, 1.5)
- Exam Fee Support (IB, AP, PSAT/SAT) and Advanced Learning staffing (1.6, 2.2)
- Additional support for International Baccalaureate (IB) Programs (1.7)
- Department-Level Data-based Decision-Making (1.9)
- Curriculum Coordinators and Training Specialists (2.1)
- Language Acquisition Programs for English Learners (2.5)
- Professional Learning specific to instruction for English Learners (2.6)
- Pathways to Multiliteracy (2.7)
- Class Size Reduction and Additional staffing for high-needs sites (2.8 and 2.9)
- Weekly Collaboration Time for certificated staff (2.10)
- Restructured Salary Schedule (2.11)
- District librarians at secondary schools (2.14)
- Extra and Co-curricular Opportunities and Visual and Performing Arts Opportunities (2.16, 2.21)
- Foster Youth Services (3.1)
- School Psychologists (3.3)
- Develop and Adopt new English Learner Master Plan (3.6)
- Intervention and Supports specific to English Learners (3.7)
- Health Services: Nurses and Immunization Clinic (3.8)
- Student Support: Connect Center and Student Support Centers (3.10)
- Enrollment Center (3.11)
- Social Emotional Learning (SEL) (4.1)
- District Parent Resource Center and Parent Teacher Home Visits (PTHV) (5.1 and 5.2)
- Translation and Interpretation (Matriculation and Orientation Center) (5.3)

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include:

1. Foster Youth Services: Directed specifically to Foster Youth and families
2. Actions for English Learners within the Multilingual Literacy Department: Directed specifically to English Learners

- Language Acquisition Programs for English Learners
- Professional Learning specific to instruction for English Learners
- Pathways to Multiliteracy
- Intervention and Supports specific to English Learners

3. Translation and Interpretation (Matriculation and Orientation Center): Directed specifically towards English Learners and students and families who require translation and interpretation.
4. Needs-based scholarships for students: Directed specifically towards low-income students

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

- Curriculum Coordinators and Training Specialists: This team includes staff that focus jointly on English Language Development (ELD) and English Language Arts (ELA). These staff, while serving all schools and students, also have the stated responsibility to serve English Learners as a primary part of their position. The Curriculum Coordinators and Training Specialist team as a whole also direct efforts to sites that have a demonstrated need, including those needs relevant to unduplicated student groups.
- District Parent Resource Center: The District Parent Resource Center, while open to parents and guardians from all schools, focuses its efforts in particular towards those families that can benefit most from increased connection to school and capacity building to support their students' learning. Among these are the four student groups that make up the unduplicated student category.
- Parent Teacher Home Visits: This program is based only at Title 1-designated school sites and primarily funded through Title 1 dollars. While all students and families at the school are eligible to participate, the program's focus at Title 1 school sites is intended to benefit low-income students.
- Career and Technical Education (CTE) Pathways and Programs: These programs are funded through a combination of grant resources and supplemental dollars. While all students have access, CTE programs are recognized as being of particular importance for unduplicated students and a key means of increasing college and career readiness.
- Health Services and Student Support Services: These programs/personnel are funded by a combination of grant, base, and supplemental dollars. As discussed in the previous section, there is an explicit focus to provide services to students with the highest needs, including unduplicated students. While all students have access to services, the intended outcome is to bridge the gap in resources that is widest for students who are low-income, Foster Youth, Homeless Youth, and English Learners who may not have the same access outside of school.
- SEL: This program is collectively funded through Title 1, LCFF Supplemental and Concentration, and LCFF base dollars. As discussed in the previous section, they have focused efforts on target schools to address the disproportionate disciplinary outcomes for student groups (including unduplicated students) and improve school climate and culture.

- School Psychologists: Increasing the number of positions will enable psychologists to regularly participate in Student Study Team (SST) processes, collaborate with teachers and principals, and provide more direct services and supports for students. This increase in services will particularly benefit unduplicated students and other students with high-needs.

Detailed descriptions of these actions have been provided in the previous section.

Actions that are funded only/primarily by LCFF Supplemental and Concentration grant funding, are being implemented on a broad basis, and are intended to principally benefit unduplicated students include the following. Detailed descriptions of these actions have been provided in the previous section:

- Counselors, Master Schedule Director, and Credit Recovery Programming: Counseling services provide additional academic, college/career, and other supports to unduplicated students, who lack access relative to peers with more financial resources, speak English at home, or have family members who have graduated from college.
- Exam Fee Support (IB, AP, and PSAT/SAT) and Advanced Learning Staffing: Providing exam support to all removes barriers for unduplicated students, who may be less likely to access these advanced coursework and testing opportunities due to financial circumstances. Provide leadership for Advanced Placement and Gifted and Talented Education (GATE) to increase representative participation in these programs.
- Additional support for International Baccalaureate (IB) Programs: There programs provide unduplicated students access to a rigorous curriculum focused developing global awareness and multilingualism. Students have the opportunity to earn college credit and develop a skill set that prepares them for post-secondary success.
- Class Size Reduction and Additional staffing for high-needs sites: Maintains K-3 class size at 24:1 for all students and provides targeted assistance to school sites to ensure that schools and programs can maintain the current range of program offerings available.
- Weekly Collaboration Time for certificated staff: Provides certificated staff with an extra hour weekly for collaborative time to review data, assess student work, and plan instruction to meet the needs of unduplicated pupils. This time is a critical resource for school site staff to engage in the active implementation of instructional strategies, programs, and initiatives that have been identified as key levers in improving outcomes for students with the highest needs.
- Restructured Salary Schedule: In order to improve student learning, close achievement gaps, and ensure students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options, the district will maintain a competitive salary and benefit package for the certificated staff who serve them.
- District librarians at secondary schools: District librarians provide additional support to meet these needs beyond what is provided in the classroom and enables all students to access library resources, in particular students in high-poverty areas where county library locations are limited.
- Visual and Performing Arts Opportunities and Extracurricular and Co-Curricular Opportunities: Provide students at Middle School with Visual and Performing Arts (VAPA) educational experiences. Provide teachers professional development to support arts instruction. Provide students access to experiential opportunities (field trips, college/business visits, other) and elementary athletics.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personne	Total Non-personnel
Totals	$ 280,050,268	$ 31,695,744	$ 17,920,498	$ 24,063,494	353,730,004	$ 309,544,235	$ 44,185,768

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Notes
1	1	Career and Technical Education (CTE) Pathways and Programs (Continuing)	English Learners Foster Youth Low Income	$ 3,286,649	$ 1,638,075		$ 443,563	$ 5,368,287	
1	2	Academic and Career Counseling (Base) (Modified)	All	$ 3,852,052				$ 3,852,052	
1	3	Academic and Career Counseling (Supplemental) (Modified)	English Learners Foster Youth Low Income	$ 3,321,917				$ 3,321,917	
1	4	Central support for aligned master scheduling (Continuing)	English Learners Foster Youth Low Income	$ 155,714				$ 155,714	
1	5	Credit Recovery Options (Continuing)	English Learners Foster Youth Low Income	$ 1,594,056				$ 1,594,056	
1	6	Exam Fee Support (Continuing)	English Learners Foster Youth Low Income	$ 499,165				$ 499,165	
1	7	International Baccalaureate (IB) Program Support (Continuing)	English Learners Foster Youth Low Income	$ 459,625				$ 459,625	
1	8	Site-determined, SPSA-based actions to support Goal 1 (Modified)	English Learners Foster Youth Low Income	$ 1,049,872				$ 1,049,872	
1	9	Department-level data-based decision-making (Continuing)	English Learners Foster Youth Low Income	$ 461,753				$ 461,753	
1	10	Transition Planning for Students with Disabilities (New)	Students with Disabilities					$ -	TBD
2	1	Professional Development to support implementation of state standards (Continuing)	English Learners Foster Youth Low Income	$ 486,933			$ 3,168,505	$ 3,655,438	
2	2	Advanced Learning Programs (Continuing)	English Learners Foster Youth Low Income	$ 170,022			$ 118,643	$ 288,665	
2	3	Expanded Learning Programs (Continuing)	All		$ 9,635,648		$ 3,824,652	$ 13,460,300	
2	4	Multisensory Reading Intervention: Curriculum and Training (New)	All					$ -	TBD
2	5	Language Acquisition Programs for English Learners (New)	English Learners	$ 407,016		$ 97,866	$ 1,178,717	$ 1,683,599	
2	6	Professional Learning specific to instruction for English Learners (New)	English Learners					$ -	Projected expenditures for this action are included in the total amount shown in Action 2.5.
2	7	Pathways to Multiliteracy (New)	English Learners					$ -	Projected expenditures for this action are included in the total amount shown in Action 2.5.

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Notes
2	8	Class Size Reduction (K-3) (Continuing)	English Learners Foster Youth Low Income	$ 2,607,600				$ 2,607,600	
2	9	Additional staffing for high-needs sites (Continuing)	English Learners Foster Youth Low Income	$ 18,535,037				$ 18,535,037	
2	10	Weekly Collaboration Time for certificated staff (Continuing)	English Learners Foster Youth Low Income	$ 6,219,696				$ 6,219,696	
2	11	Restructured Salary Schedule (Continuing)	English Learners Foster Youth Low Income	$ 14,203,819				$ 14,203,819	
2	12	Early Childhood Education: Preschool Programs (Continuing)	All		$ 5,253,873	$ 1,448,136	$ 6,038,629	$ 12,740,638	
2	13	Early Childhood Education: Early/Transitional Kindergarten (Continuing)	All	$ 1,165,505				$ 1,165,505	
2	14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	English Learners Foster Youth Low Income	$ 1,612,731				$ 1,612,731	
2	15	Expansion of Theater Arts/Social Emotional Learning Pilot Program (New)	All		$ 600,000			$ 600,000	
2	16	Visual and Performing Arts Opportunities (Continuing)	English Learners Foster Youth Low Income	$ 785,444				$ 785,444	
2	17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Modified)	English Learners	$ 1,390,325				$ 1,390,325	
2	18	Site-determined, SPSA-based actions to support Goal 2 (Specific to ELA) (Modified)	English Learners Foster Youth Low Income	$ 1,197,943				$ 1,197,943	
2	19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Modified)	English Learners Foster Youth Low Income	$ 552,264				$ 552,264	
2	20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Modified)	English Learners Foster Youth Low Income	$ 3,401,365				$ 3,401,365	
2	21	Extra and Co-curricular opportunities and Resources (Continuing)	English Learners Foster Youth Low Income	$ 711,571				$ 711,571	
2	22	Building Teacher Capacity to Teach Reading Distritwide	All		$ -	$ -	$ -	$ -	TBD
3	1	Foster Youth Services (Continuing)	Foster Youth	$ 464,884			$ 362,070	$ 826,954	
3	2	Homeless Youth Services (Continuing)	Homeless Youth				$ 639,666	$ 639,666	
3	3	School Psychologists (Continuing)	English Learners Foster Youth Low Income	$ 4,490,121	$ 732,396		$ 1,956,926	$ 7,179,443	
3	4	Instructional Assistants (Continuing)	Students with Disabilities		$ 2,711,808			$ 2,711,808	
3	5	Social Workers specific to Special Education (Modified)	Students with Disabilities		$ 818,080		$ 375,256	$ 1,193,336	

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Notes
3	6	Develop and Adopt new English Learner Master Plan (New)	English Learners					$ -	Projected expenditures for this action are included in the total amount shown in Action 2.5.
3	7	Intervention and Supports specific to English Learners (New)	English Learners					$ -	Projected expenditures for this action are included in the total amount shown in Action 2.5.
3	8	Health Services: School Nurses and Immunization Clinic (Modified)	English Learners Foster Youth Low Income	$ 1,803,825	$ 938,592		$ 728,619	$ 3,471,036	
3	9	Attendance and Engagement Strategies (Continuing)	All		$ 345,703			$ 345,703	
3	10	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	English Learners Foster Youth Low Income	$ 882,286	$ 33,278		$ 900,826	$ 1,816,390	
3	11	Enrollment Center (Continuing)	English Learners Foster Youth Low Income	$ 1,270,782			$ 387,249	$ 1,658,031	
3	12	Summer programming to address learning loss (Modified)	All		$ 7,763,837			$ 7,763,837	
3	13	Grade Level Readiness Intervention (Modified)	Low Income				$ 914,344	$ 914,344	
3	14	American Indian Education Program (AIEP) (New)	American Indian and Alaska Native Students				$ 53,638	$ 53,638	
3	15	Tobacco Use Prevention Education (TUPE) Program (Modified)	All		$ 382,424			$ 382,424	
3	16	Site-determined, SPSA-based actions to support Goal 3 (Modified)	English Learners Foster Youth Low Income	$ 291,959				$ 291,959	
3	17	Data Practices for Students with Disabilities (New)	Students with Disabilities		$ -	$ -	$ -	$ -	Costs for this action are addressed within existing department budgets.
3	18	Site Assistance to improve supports for Foster and Homeless Youth (New)	Foster Youth Homeless Youth		$ -	$ -	$ -	$ -	Costs for this action are addressed in the budgets for actions 3.1 and 3.2.
4	1	Social Emotional Learning (SEL) integration (Modified)	English Learners Foster Youth Low Income	$ 175,260			$ 713,968	$ 889,228	
4	2	Positive Behavioral Intervention and Supports (PBIS) implementation (Modified)	English Learners Foster Youth Low Income				$ 978,911	$ 978,911	
4	3	Bullying Prevention Training, Intervention, and Response (Continuing)	All		$ 153,262			$ 153,262	
4	4	Anti-bias/Anti-racism Professional Learning (New)	All					$ -	TBD
4	5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Modified)	English Learners Foster Youth Low Income	$ 1,475,626				$ 1,475,626	
4	6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Modified)	English Learners Foster Youth Low Income	$ 168,869				$ 168,869	

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Notes
5	1	District Parent Resource Center (Continuing)	English Learners Foster Youth Low Income	$ 313,851			$ 146,014	$ 459,865	
5	2	Parent Teacher Home Visits (PTHV) (Continuing)	Low Income	$ 51,138			$ 374,641	$ 425,779	
5	3	Translation and Interpretation Services (Continuing)	English Learners	$ 787,881				$ 787,881	
5	4	Fingerprinting for Volunteers (Modified)	Low Income		$ 5,000		$ 25,000	$ 30,000	
5	5	Family Communication Tools (New)	All				$ 145,000	$ 145,000	
5	6	Site-determined, SPSA-based actions to support Goal 5 (Modified)	English Learners Foster Youth Low Income	$ 271,778				$ 271,778	
5	7	Student Advisory Council (New)	All		$ 33,768			$ 33,768	
5	8	Men's and Women's Leadership Academy (MWLA) (New)	All		$ 650,000			$ 650,000	
6	1	Implementation leadership for MTSS (New)	All				$ 170,601	$ 170,601	
6	2	MTSS Professional Learning for school site leadership teams (New)	All					$ -	TBD
6	3	Ongoing support for sites to implement and sustain an effective MTSS (New)	All					$ -	TBD
6	4	Peer Mentoring for MTSS (New)	All					$ -	TBD
7	1	Revision of Graduate Profile (New)	All					$ -	Costs for this action are addressed in the budget for action 1.1.
7	2	Develop Implementation Plan (New)	All					$ -	Costs for this action are addressed in the budget for action 1.1.
7	3	Build Awareness of Graduate Profile (New)	All					$ -	Costs for this action are addressed in the budget for action 1.1.
7	4	Support School Site Alignment (New)	All					$ -	Costs for this action are addressed in the budget for action 1.1.
8	1	Facilities Support Services (Modified)	All	$ 28,708,434		$ 16,374,496		$ 45,082,930	
8	2	Board-adopted Instructional Materials (New)	All	$ 5,054,000				$ 5,054,000	
8	3	Base Classroom Staffing (Modified)	All	$ 165,468,327				$ 165,468,327	
8	4	New Teacher Support (Continuing)	All	$ 243,173			$ 418,056	$ 661,229	

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 75,558,777	$ 89,729,829
LEA-wide Total:	$ 64,047,857	$ 76,205,615
Limited Total:	$ 1,659,781	$ 3,298,434
Schoolwide Total:	$ 9,851,139	$ 10,225,780

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Notes
1	1	Career and Technical Education (CTE) Pathways and Programs (Continuing)	LEA-wide	All	High School (9-12)	$ 3,286,649	$ 5,368,287	
1	3	Academic and Career Counseling (Supplemental) (Modified)	LEA-wide	All	Secondary (7-12)	$ 3,321,917	$ 3,321,917	
1	4	Central support for aligned master scheduling (Continuing)	LEA-wide	All	All Schools	$ 155,714	$ 155,714	
1	5	Credit Recovery Options (Continuing)	LEA-wide	All	High School (9-12)	$ 1,594,056	$ 1,594,056	
1	6	Exam Fee Support (Continuing)	LEA-wide	All	High School (9-12)	$ 499,165	$ 499,165	
1	7	International Baccalaureate (IB) Program Support (Continuing)	LEA-wide	All	Specific Schools: Caleb Greenwood, Kit Carson, Luther Burbank	$ 459,625	$ 459,625	
1	8	Site-determined, SPSA-based actions to support Goal 1 (Modified)	Schoolwide	All	All Schools	$ 1,049,872	$ 1,049,872	
1	9	Department-level data-based decision-making (Continuing)	LEA-wide	All	High School (9-12)	$ 461,753	$ 461,753	
2	1	Professional Development to support implementation of state standards (Continuing)	LEA-wide	All	All Schools	$ 486,933	$ 3,655,438	
2	2	Advanced Learning Programs (Continuing)	LEA-wide	All	All Schools	$ 170,022	$ 288,665	
2	5	Language Acquisition Programs for English Learners (New)	Limited	English Learners	All Schools	$ 407,016	$ 1,683,599	
2	6	Professional Learning specific to instruction for English Learners (New)	Limited	English Learners	All Schools	$ -	$ -	Projected expenditures for this action are included in the total amount shown in Action 2.5.
2	7	Pathways to Multiliteracy (New)	Limited	English Learners	High School (9-12)	$ -	$ -	Projected expenditures for this action are included in the total amount shown in Action 2.5.
2	8	Class Size Reduction (K-3) (Continuing)	LEA-wide	All	All Schools	$ 2,607,600	$ 2,607,600	
2	9	Additional staffing for high-needs sites (Continuing)	LEA-wide	All	All Schools	$ 18,535,037	$ 18,535,037	
2	10	Weekly Collaboration Time for certificated staff (Continuing)	LEA-wide	All	All Schools	$ 6,219,696	$ 6,219,696	
2	11	Restructured Salary Schedule (Continuing)	LEA-wide	All	All Schools	$ 14,203,819	$ 14,203,819	
2	14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	LEA-wide	All	Secondary (7-12)	$ 1,612,731	$ 1,612,731	
2	16	Visual and Performing Arts Opportunities (Continuing)	LEA-wide	All	Middle School (7-8)	$ 785,444	$ 785,444	
2	17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Modified)	Schoolwide	English Learners	All Schools	$ 1,390,325	$ 1,390,325	

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Notes
2	18	Site-determined, SPSA-based actions to support Goal 2 (Specific to ELA) (Modified)	Schoolwide	All	All Schools	$ 1,197,943	$ 1,197,943	
2	19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Modified)	Schoolwide	All	All Schools	$ 552,264	$ 552,264	
2	20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Modified)	Schoolwide	All	All Schools	$ 3,401,365	$ 3,401,365	
2	21	Extra and Co-curricular opportunities and Resources (Continuing)	LEA-wide	All	All Schools	$ 711,571	$ 711,571	
3	1	Foster Youth Services (Continuing)	Limited	Foster Youth	All Schools	$ 464,884	$ 826,954	
3	3	School Psychologists (Continuing)	LEA-wide	All	All Schools	$ 4,490,121	$ 7,179,443	
3	6	Develop and Adopt new English Learner Master Plan (New)	Limited	English Learners	All Schools	$ -	$ -	Projected expenditures for this action are included in the total amount shown in Action 2.5.
3	7	Intervention and Supports specific to English Learners (New)	Limited	English Learners	All Schools	$ -	$ -	Projected expenditures for this action are included in the total amount shown in Action 2.5.
3	8	Health Services: School Nurses and Immunization Clinic (Modified)	LEA-wide	All	All Schools	$ 1,803,825	$ 3,471,036	
3	10	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	LEA-wide	All	All Schools	$ 882,286	$ 1,816,390	
3	11	Enrollment Center (Continuing)	LEA-wide	All	All Schools	$ 1,270,782	$ 1,658,031	
3	16	Site-determined, SPSA-based actions to support Goal 3 (Modified)	Schoolwide	All	All Schools	$ 291,959	$ 291,959	
4	1	Social Emotional Learning (SEL) integration (Modified)	LEA-wide	All	All Schools	$ 175,260	$ 889,228	
4	5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Modified)	Schoolwide	All	All Schools	$ 1,475,626	$ 1,475,626	
4	6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Modified)	Schoolwide	All	All Schools	$ 168,869	$ 168,869	
5	1	District Parent Resource Center (Continuing)	LEA-wide	All	All Schools	$ 313,851	$ 459,865	
5	2	Parent Teacher Home Visits (PTHV) (Continuing)	Schoolwide	Low Income	Specific Schools: Title 1 Schools	$ 51,138	$ 425,779	
5	3	Translation and Interpretation Services (Continuing)	Limited	English Learners	0	$ 787,881	$ 787,881	
5	6	Site-determined, SPSA-based actions to support Goal 5 (Modified)	Schoolwide	All	All Schools	$ 271,778	$ 271,778	

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

    - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 SCUSD LCAP: Projected Expenditures for LCAP Actions by Resource

Goal	Action	Description	LCFF Base	LCFF S&C	Other State	Local	Title 1	Title 2	Title 3	Other	Total Funds
			Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
1	1	CTE Pathways and Programs (Centrally Funded)		$ 3,286,649	$ 1,638,075					$ 443,563	$ 5,368,287
1	2	Academic and Career Counseling (Base)	$ 3,852,052	$ -							$ 3,852,052
1	3	Academic and Career Counseling (Supplemental)		$ 3,321,917							$ 3,321,917
1	4	Central Support for Aligned Master Scheduling		$ 155,714							$ 155,714
1	5	Credit Recovery Options		$ 1,594,056							$ 1,594,056
1	6	Exam Fee Support (AP, IB, PSAT/SAT)		$ 499,165							$ 499,165
1	7	International Baccalaureate (IB) Program Support		$ 459,625							$ 459,625
1	8	SPSA-based Site actions: Graduation/College & Career Ready		$ 1,049,872							$ 1,049,872
1	9	Department head stipends for secondary school teachers		$ 461,753							$ 461,753
1	10	Transition Planning for Students with Disabilities		$ -							TBD
		Goal 1 Totals	**$ 3,852,052**	**$ 10,828,751**	**$ 1,638,075**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 443,563**	**$ 16,762,441**
2	1	Professional Learning to support standards implementation	$ 78,902	$ 408,031			$ 1,872,366	$ 1,224,025		$ 72,114	$ 3,655,438
2	2	Advanced Learning Programs - GATE/AP	$ 85,011	$ 85,011				$ 118,643			$ 288,665
2	3	Expanded Learning Programs		$ -	$ 9,635,648		$ 371,707			$ 3,452,945	$ 13,460,300
2	4	Multisensory Reading Intervention: Curriculum & Training		$ -							TBD
2	5	Language Acquisition Programs for English Learners	$ 8,160	$ 398,856		$ 97,866	$ 159,229		$ 1,019,488		$ 1,683,599
2	6	Professional Learning specific for English Learner Instruction									
2	7	Pathways to Multiliteracy									
2	8	Class Size Reduction (K-3) - CSR to 24:1 at primary grades		$ 2,607,600							$ 2,607,600
2	9	School Assistance - Additional staffing for high-needs sites		$ 18,535,037							$ 18,535,037
2	10	Weekly Collaboration Time for certificated staff		$ 6,219,696							$ 6,219,696
2	11	Restructured Salary Schedule - Recruit and Retain teachers		$ 14,203,819							$ 14,203,819
2	12	Early Childhood Education: Preschool programs		$ -	$ 5,253,873	$ 1,448,136				$ 6,038,629	$ 12,740,638
2	13	Early Childhood Education: Transitional Kindergarten	$ 1,165,505	$ -							$ 1,165,505
2	14	Literacy, Research and Project-based learning (Secondary Librarians)		$ 1,612,731							$ 1,612,731
2	15	Expansion of Theater Arts/Social Emotional Learning Pilot		$ -	$ 600,000						$ 600,000
2	16	Visual and Performing Arts (VAPA) Opportunities		$ 785,444							$ 785,444
2	17	SPSA-based site actions: English Learner Progress		$ 1,390,325							$ 1,390,325
2	18	SPSA-based site actions: English Language Arts Instruction		$ 1,197,943							$ 1,197,943
2	19	SPSA-based site actions: Mathematics Instruction		$ 552,264							$ 552,264
2	20	SPSA-based site actions: Other academic standards		$ 3,401,365							$ 3,401,365
2	21	Extra and Co-curricular opportunities and resources		$ 711,571							$ 711,571
2	22	Building Teacher Capacity to Teach Reading Districtwide									TBD
		Goal 2 Totals	**$ 1,337,578**	**$ 52,109,692**	**$15,489,521**	**$ 1,546,002**	**$ 2,403,302**	**$ 1,342,668**	**$ 1,019,488**	**$ 9,563,688**	**$ 84,811,940**
3	1	Foster Youth Services		$ 464,884			$ 161,197			$ 200,874	$ 826,954
3	2	Homeless Youth Services		$ -			$ 161,872			$ 477,794	$ 639,666
3	3	School Psychologists		$ 4,490,121	$ 732,396					$ 1,956,926	$ 7,179,443
3	4	Instructional Assistants		$ -	$ 2,711,808						$ 2,711,808
3	5	Social Workers specific to Special Education		$ -	$ 818,080					$ 375,256	$ 1,193,336
3	6	Develop and Adopt new English Learner Master Plan									
3	7	Interventions and Supports specific to English Learners									
3	8	Health Services: School Nurses and Immunization Clinic		$ 1,803,825	$ 938,592					$ 728,619	$ 3,471,036
3	9	Attendance and Engagement Strategies (Be Here! Initiative)		$ -	$ 345,703						$ 345,703
3	10	Student Support: Connect Center, Student Support Centers		$ 882,286	$ 33,278		$ 308,607			$ 592,219	$ 1,816,390
3	11	Enrollment Center	$ 1,102,887	$ 167,894						$ 387,249	$ 1,658,031
3	12	Summer Programming to address learning loss		$ -	$ 7,763,837						$ 7,763,837
3	13	Grade Level Readiness Intervention (Title 1)		$ -			$ 914,344				$ 914,344
3	14	American Indian Education Program (AIEP)		$ -						$ 53,638	$ 53,638
3	15	Tobacco Use Prevention Education (TUPE)		$ -	$ 382,424						$ 382,424
3	16	SPSA-based site actions related to Goal 3		$ 291,959							$ 291,959

Projected expenditures for actions 2.6 and 2.7 are included in the total amount shown in Action 2.5.

Projected expenditures for actions 2.6 and 2.7 are included in the total amount shown in Action 2.5.

Goal	Action	Description	LCFF Base Projected	LCFF S&C Projected	Other State Projected	Local Projected	Title 1 Projected	Title 2 Projected	Title 3 Projected	Other Projected	Total Funds Projected
3	17	Data Practices for Students with Disabilities	Activities in Actions 3.17 and 3.18 are addressed within Department Budgets								
3	18	Site Assistance to improve supports for Foster and Homeless Youth									
		Goal 3 Totals	**$ 1,102,887**	**$ 8,100,969**	**$13,726,118**	**$ -**	**$ 1,546,020**	**$ -**	**$ -**	**$ 4,772,575**	**$ 29,248,569**
4	1	Social Emotional Learning (SEL) Integration		$ 175,260						$ 713,968	$ 889,228
4	2	Positive Behavioral Intervention and Supports (PBIS)		$ -			$ 782,500	$ 156,411		$ 40,000	$ 978,911
4	3	Bullying Prevention		$ -	$ 153,262						$ 153,262
4	4	Anti-bias/Anti-racism professional learning		$ -							TBD
4	5	SPSA-based site actions: School Climate		$ 1,475,626							$ 1,475,626
4	6	SPSA-based site actions: Suspension Rate		$ 168,869							$ 168,869
		Goal 4 Totals	**$ -**	**$ 1,819,755**	**$ 153,262**	**$ -**	**$ 782,500**	**$ 156,411**	**$ -**	**$ 753,968**	**$ 3,665,896**
5	1	District Parent Resource Center		$ 313,851			$ 146,014				$ 459,865
5	2	Parent Teacher Home Visit (PTHV) program		$ 51,138			$ 374,641				$ 425,779
5	3	Translation and Interpretation Services	$ 43,928	$ 743,953							$ 787,881
5	4	Fingerprinting costs for volunteers		$ -	$ 5,000		$ 25,000				$ 30,000
5	5	Family Communication Tools		$ -						$ 145,000	$ 145,000
5	6	SPSA-based actions (Program Code 790 - Res 0007/0009)		$ 271,778							$ 271,778
5	7	Student Advisory Council (SAC)		$ -	$ 33,768						$ 33,768
5	8	Men's and Women's Leadership Academy (MWLA)		$ -	$ 650,000						$ 650,000
		Goal 5 Totals	**$ 43,928**	**$ 1,380,720**	**$ 688,768**	**$ -**	**$ 545,655**	**$ -**	**$ -**	**$ 145,000**	**$ 2,804,071**
6	1	MTSS Implementation Leadership								$ 170,601	$ 170,601
6	2	MTSS Professional Development for school site leadership									TBD
6	3	Ongoing coaching for cohort schools									TBD
6	4	Cohort-to-cohort peer mentoring									TBD
		Goal 6 Totals	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 170,601**	**$ 170,601**
7	1	Revision of Graduate Profile									Activities for these actions are included in the budget for Action 1.1
7	2	Develop Implementation Plan									
7	3	Build Awareness of Graduate Profile									
7	4	Support School Site Alignment									
		Goal 7 Totals	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	
8	1	Facilities Support Services	$ 28,708,434			$16,374,496					$ 45,082,930
8	2	Board-adopted Instructional Materials	$ 5,054,000								$ 5,054,000
8	3	Base Classroom Staffing	$ 165,468,327								$165,468,327
8	4	New Teacher Support	$ 243,173					$ 418,056			$ 661,229
		Goal 8 Totals	**$ 199,473,934**	**$ -**	**$ -**	**$16,374,496**	**$ -**	**$ 418,056**	**$ -**	**$ -**	**$216,266,486**
		GRAND TOTALS	**$ 205,810,379**	**$ 74,239,888**	**$31,695,744**	**$17,920,498**	**$ 5,277,477**	**$ 1,917,135**	**$ 1,019,488**	**$ 15,849,395**	**$353,730,004**

Note: $4,934,618 in LCFF Supplemental and Concentration Grant funds have not been allocated to the above actions based on a potential drop in the unduplicated pupil count that would require return of funds for the 2021-22

Appendix B: LCAP Glossary of Terms

AAAB - African American Advisory Board: The AAAB meets monthly to advise the board, superintendent, and relevant district staff regarding accountability of services, programs, policies, and resources that directly impact the district/school culture and climate of classrooms and the academic, social/emotional, and personal outcomes for Black/African American students. The AAAB also reviews, monitors and evaluates the continuous improvement of the district's implementation of the board-adopted Black/African American Task Force recommendations.

A-G Requirements: Course requirements for California public universities. The 'A-G' areas define the course requirements in History, English, Mathematics, Science, Language other than English, Visual and Performing Arts, and Electives.

AIEPPC - American Indian Education Program Parent Committee: The AIEP PC meets monthly to advise, advocate for, and approve programs allocated for American Indian and Alaska Native students and families.

AP - Advanced Placement: A program that offers students college-level coursework experiences. Successful completion of AP Exams can earn college credit and placement.

Be Here Initiative: SCUSD's strategic efforts to reduce chronic absenteeism and improve overall attendance and engagement in school.

BIPOC – an acronym that stands for **Black, Indigenous, and People of Color**

CAASPP - California Assessments of Student Progress and Performance: Includes the state assessments for Math, English, Science, the ELPAC, the California Alternate Assessments, and the California Spanish Assessment.

CAC - Community Advisory Committee: The Community Advisory Committee (CAC) acts in an advisory capacity to the Special Education Local Plan Area (SELPA). The Community Advisory Committee supports individuals with exceptional needs ages 0-22 years and their families who are served by the Sacramento City Unified School District. This committee provides an opportunity for parents, professionals and other community members to provide important input as it relates to our special education programs.

California School Dashboard: The California School Dashboard (Dashboard) is an online tool that shows how districts and schools are performing on the state and local indicators included in California's school accountability system. The dashboard can be found at www.caschooldashboard.org.

CALPADS - California Longitudinal Pupil Achievement Data System: California's state system for maintaining individual student-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

CAST - California Science Test: The California Science Test (CAST) is an online assessment based on the California Next Generation Science Standards (NGSS) external icon. It is administered annually to students in grades 5, 8 and high school.

Appendix B: LCAP Glossary of Terms

Chronic Absenteeism Rate: The percent of students who have been absent at least 10% of the instructional days that they were enrolled in school.

College/Career Preparedness (California School Dashboard Indicator): The California School Dashboard classifies students as 'Prepared,' 'Approaching Prepared,' or 'Not Prepared' based on students meeting at least one of the criteria in the 'Prepared' level. Examples of criteria that allow a student to demonstrate preparedness include state Math and ELA test scores, Advanced Placement (AP) exam scores, completing college coursework during high school, earning the State Seal of Biliteracy (SSB), completing UC/CSU a-g requirements, completing a CTE Pathway, and completing Leadership/Military Science coursework.

CSI - Comprehensive Support and Improvement: Additional support and accountability for schools that meet state defined criteria. Requires partnership with stakeholders and development a plan to improve student outcomes within the already-established SPSA process.

CSU - California State University: One of California's state university systems - consists of 23 campuses.

CTE - Career Technical Education: Programs of study that involve sequences of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with pathways to postsecondary education and careers.

DBDM - Data-Based Decision-Making: A term being used in SCUSD to describe one of the defining features of a successful MTSS.

DELAC - District English Learner Advisory Committee: The DELAC meets regularly to advise district officials on English Learner programs and services with the overall goal of helping English Learners attain English proficiency and achieve academic success.

DFS - Distance from Standard: Measure of how far from the 'Standard Met' level a score (or average of all scores) is on the state's Math or ELA assessment.

Differentiated Assistance: Targeted support that is available to districts that meet the eligibility requirements set by the state. Eligibility is determined by student group performance on the California School Dashboard.

District Common Assessments: Assessments used locally in SCUSD to provide information about student progress and performance on a more frequent basis than the annual state assessments.

District Parent Resource Center: Central support for all parents/caregivers at the Serna Center. Maintained by the Family and Community Empowerment department.

EAP - Early Assessment Program: A program that measures the readiness of California students during their junior year (11th grade) of high school in Math and English.

Early (Transitional) Kindergarten: Part of California's public school system that provides an early kindergarten option for students who turn 5 between September 2 and December 2.

ELAC - English Learner Advisory Committee: A school site committee that is required for any public school with 21 or more English Learners.

ELD - English Language Development: Instruction designed to support English Learners to develop listening, speaking, reading, and writing skills in English.

ELPAC - English Language Proficiency Assessments for California: Tests given to English Learners to assess their language proficiency status. The ELPAC is a key part of the reclassification process.

FAFSA - Free Application for Federal Student Aid: The form that must be completed to be eligible to receive financial aid from the federal government.

FIT - Facilities Inspection Tool: State evaluation tool used to assess the condition of school facilities.

GATE - Gifted and Talented Education: Programs and Instruction specifically designed for students who have been identified as possessing demonstrated or potential abilities that give evidence of high performance capability.

Graduate Profile: A Graduate Profile is a tool that a school or district uses to specify the cognitive, personal, and interpersonal competencies that students should have when the graduate high school in order to be successful in the 21st century. An effective Graduate Profile will be able to focus a district on a core set of learning goals that will lead students to develop the specific competencies that have been prioritized by the community. It is an opportunity to operationalize visions of equity and other key priorities established by the district.

IB - International Baccalaureate: An international academic program that, like Advanced Placement, offers college-level coursework opportunities at high school that can lead to college credit and placement.

IEP - Individualized Education Program: An IEP describes the plan for a student's educational program, including current performance levels, student goals, and the educational placement and other services the student will receive.

LCFF - Local Control Funding Formula: The state's method for funding school districts.

LCFF Supplemental and Concentration Grant Funding: Additional LCFF state funding based upon a district's unduplicated pupil percentage

LGBTQ+ - Lesbian, Gay, Bisexual, Transgender, Queer or Questioning: The '+' is often used to symbolize all of the communities included in the term 'LGBTTTQQIAA' which includes Lesbian, Gay, Bisexual, Transgender, Transsexual, Two-Spirit, Queer, Questioning, Intersex, Asexual, and Ally.

LTEL - Long-Term English Learner: An English Learner who has been enrolled in a US school for 6 years or more.

MTSS - Multi-Tiered System of Supports: The state defines MTSS as an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Multisensory Reading: A way of teaching reading that engages more than one sense at a time. Using sight, hearing, movement, and touch gives kids more than one way to connect with what they are learning.

PAC - LCAP Parent Advisory Committee: The LCAP PAC meets monthly to provide input and feedback on LCAP actions, services, and expenditures to support LCAP development. This includes review and analysis of district data and other stakeholder input to gain a deeper understanding of student needs and how those needs can be addressed to improve outcomes for all students.

PBIS - Positive Behavioral Interventions and Supports: An evidence-based framework to improve and integrate all of the data, systems, and practices affecting student behavior outcomes. Focuses on proactive support and prevention of unwanted behaviors with reinforcement of positive behaviors.

PLPW - Parent Leadership Pathway Workshop: Series of capacity-building workshops for parents/caregivers focused on leadership development and skills to support their child's education.

PTHV - Parent Teacher Home Visit: Program that engages staff in visiting (virtually or in person) with families and students to build positive relationships.

RFEP - Reclassified Fluent English Proficient Students: Students who were identified as English Learners upon their entry into public schools and were subsequently reclassified/redesignated as proficient.

SAM - Self-Assessment of MTSS Tool: Tool used by schools sites to self-assess their level of implementation across several domains.

SARC - School Accountability Report Card: An annual report required by the state to provide information to the community. Allows for comparison of schools for student achievement, environment, resources, and demographics. For SCUSD SARCs see: www.scusd.edu/school-reports.

School Climate Survey: An annual district survey administered to students, staff, and families that measures perception of safety, belonging, and other climate factors.

SEL - Social Emotional Learning: Learning that supports students in developing competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset.

SIR - Systemic Instructional Review: A comprehensive assessment (academic and social emotional) of a district's instructional systems, progress of state requirements, and implementation of teaching and learning practices. Conducted by the California Collaborative for Educational Excellence (CCEE).

SPSA - School Plan for Student Achievement: An annual plan completed by schools to establish target student outcomes and monitor progress towards those outcomes. Includes a comprehensive needs assessment using state and local data and requires the allocation of targeted funds to meet the established goals.

SSB - State Seal of Biliteracy: Recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

SSC - School Site Council: Site-based governance body that annually develops, reviews, and updates the School Plan for Student Achievement (SPSA).

SSCE - State Seal of Civic Engagement: Awarded to California students who demonstrate excellence in civics education and participation, and an understanding of the United States Constitution, the California Constitution, and the democratic system of government.

Student Advisory Council: a year round program that introduces students to concepts of policy advocacy, applied social research, democratic governing, and grassroots organizing. The Student Advisory Council strives to promote student voice within the district, and works to take action against problems faced by students.

Student Support Center: SCUSD's Student Support & Health Services department operates 29 Student Support Centers at schools throughout the district to provide support to students who are struggling socially, emotionally, behaviorally and/or academically. At each center, a coordinator works closely with school staff to identify students in need of assistance. Once identified, social workers, family advocates, interns, and community partners work directly with students and parents to address issues that are of concern to them, drawing on other resources for additional support.

Suspension Rate: The percentage of students who have been suspended 1 or more times during the academic year. Includes all students who have been enrolled at any time during the school year.

Tier 1: Within MTSS, Tier 1 is known as universal instruction, or the high-quality classroom instruction that all students receive.

Tier 2: Within MTSS, this Tier includes evidence-based supports provided to students who are identified as struggling. These are typically implemented in small-group settings. Districts typically expect to see 5-15% of students in Tier 2.

Tier 3: Within MTSS, these supports are implemented for students not responding to Tier 2 supports. Tier 3 supports provide more frequent, intense, and individualized interventions. Usually, districts expect to see 1-5% of students in Tier 3.

TUPE - Tobacco Use Prevention Education: A state grant-funded program that provides tobacco-specific student instruction, reinforcement activities, special events, intervention, and cessation programs for students

UC - University of California: One of California's public university systems that includes 10 campuses.

UDL - Universal Design for Learning: A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. See: udlguidelines.cast.org

Unduplicated Students (Pupils): A term used to describe the total of all English Learners, Foster Youth, Homeless Youth, and Low Income students.

Dashboard Local Indicators for the 2021 California School Dashboard (CSD)

Continuous Improvement and Accountability Office

California School Dashboard Local Indicator Update: June 24, 2021

I. Background

In July 2013, the state Legislature approved a new funding system, the Local Control Funding Formula (LCFF). California's accountability system under LCFF includes multiple measures that are reported on the California School Dashboard (Dashboard) each year. The Dashboard reports on both State and Local Indicators of the state's identified priority areas. Each year Local Educational Agencies (LEAs) are required to measure progress based on locally available information for the Dashboard's Local Indicators, present the results to the governing board, and submit the information using the self-reflection tools on the Dashboard.

Following the closure of schools due to COVID-19, Governor Newsom issued Executive Order N-56-20 on April 23, 2020. This order postponed the 2020-21 LCAP to December 2020 and established the COVID-19 Operations Written Report requirement. N-56-20 also waived the requirement for districts to publicly report Dashboard Local Indicators. It was determined later in Senate Bill 98 that the 2020 Dashboard would not be published as normal. Only select demographic, graduation, and college/career information was posted. For the 2021-22 school year, it is required that Dashboard Local Indicators be presented to the board at the same meeting as the LCAP is being presented for adoption. The final status of the 2021 Dashboard, including any potential posting of local indicator information, is still to be determined.

II. Driving Governance:

Statute (Education Code §52064.5) requires the adoption of evaluation rubrics for the following purposes:

a. To assist a school district in evaluating its strengths, weaknesses, and areas that require improvement;
b. To assist a county superintendent of schools in identifying school districts in need of technical assistance, and which intervention is warranted.

The evaluation rubrics (now referred to as the Dashboard) reflect a holistic, multidimensional assessment of school district and individual school site performance, and expectations for improvement in regard to each of the state priorities described in §52060. The state's design included a concise set of state indicators, and a methodology for establishing local performance indicators. State indicators are those for which the state already collects data; local indicators are those for which LEAs self-assess and self-report. For these local indicators, the emphasis on local collection and reporting is expected to enhance local decision-making for the relevant Local Control Funding Formula (LCFF) priority.

For each of the LCFF priorities, there is a standard, evidence required to demonstrate progress in meeting the standard, and criteria for assessing progress based on the evidence. It is important to note that the Local Indicator requirements are minimal in that the act of completing the data generates a "met" response. The district recognizes that this threshold is not sufficient to drive change and so there is a greater effort to use this data to inform practices going forward particularly in terms of school climate and family engagement. For example, the SEL team uses this data with school sites as part of their needs assessment process. This process is a key component of the district's Continuous Cycle of Improvement and helps sites in forming school climate/culture goals.

III. Budget:

The reporting of the 2021 Local Indicator Data presents no impact to the district budget.

IV. Goals, Objectives and Measures:

The Equity, Access, and Social Justice Guiding Principle states, "all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options". This guiding principle demands that data be used to transparently assess students by name, by need, and by inequities, and it serves as the moral call to action to build on the district's foundation while striving for continuous improvement.

The California School Dashboard represents a common tool that stakeholders may use to understand student progress and achievement in the context of the state's priorities. Every LEA and all public schools in California are represented by a Dashboard.

The following measures are included in the Dashboard:

State Indicators	Local Indicators
• Graduation Rate • Suspension Rate • English Learner Progress Indicator • Student Achievement (ELA/Math) • College-Career Indicator • Chronic Absenteeism	• Basic Services • Implementation of State Standards • Parent Involvement • School Climate • Course Access

The State Indicators are reported through established channels such as the California Longitudinal Pupil Achievement Data System (CALPADS). The state does not collect data for Local Indicators.

Local Indicators only appear on the district level Dashboard. School Dashboards do not include Local Indicators, except for the district's dependent (locally-funded) charter schools. All charter schools in the state are regarded as a Local Educational Agency and report their Local Indicator data on their own LEA-level Dashboard.

Unlike the State Indicators, which provide a color-based performance rating based on status and change, the rating system for Local Indicators consists of these three terms: "Met," "Not Met," or "Not Met for Two Years." To receive the rating of "Met," an LEA must do the following:

- Measure progress based on locally available information;
- Use the self-assessment tools provided by the State Board of Education;
- Report the results to the governing board and stakeholders at a regularly-scheduled meeting

To determine the rating for each Local Indicator, the district used the following methodology:

LCFF Priority 1: Basic

The district used the California Department of Education (CDE) Facilities Inspection Tool (FIT) to collect data during a 2020-21 internal audit to assess the condition of school facilities. "Good Repair" on the CDE FIT means that the facility is maintained in a manner that assures that it is clean, safe, and functional. Teacher misassignment and vacancy data is reported by the Human Resources department in alignment with reporting for the School Accountability Report Card (SARC) and Williams Act processes. Teacher misassignments are defined as placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or that the employee is not otherwise authorized by the state to hold. Teacher vacancies are defined as positions to which a single-designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is a one-semester course, for an entire semester. The sufficiency of instructional materials was affirmed at the fall 2020 instructional materials report to the board. "Sufficiency of instructional materials" means that each student has standards-aligned textbooks or instructional materials, or both to use in class and take home. Two sets of textbooks or instructional materials for each student are not required.

LCFF Priority 2: Implementation of State Academic Standards

The district used the California Department of Education's Self-Reflection Tool to survey district administrators in spring 2021 on progress in areas of professional learning, instructional materials, and policies and programs that support improvement.

LCFF Priority 3: Parent Engagement

The district used parent/caregiver responses to questions on the LCAP Survey and School Climate Survey, both administered during spring 2021. The Family and Community Empowerment (FACE) department also utilized the self-reflection tool to reflect upon efforts during the 2020-21 school year to build relationships, build partnerships, and seek input for decision-making.

LCFF Priority 6: School Climate

The district administered a school climate survey in the fall of 2020 and again in the spring of 2021 to students in grade 3 through 12, including required measures of student perception of Safety and Connectedness.

LCFF Priority 7: Access to a Broad Course of Study

The district annually reports on student enrollment in Career Technical Education pathways, A-G on-track status, and Advanced Placement enrollment to determine a baseline for access to a broad course of study, including programs and services provided to unduplicated students and individuals with exceptional needs. Data for CTE and AP enrollment are from spring 2021 CALPADS reporting. Data for A-G on-track status was obtained from SCUSD's internal dashboard developed in partnership with UC Merced.

The self-assessment tool guidance from the California Department of Education may be found here: https://www.cde.ca.gov/ta/ac/cm/localindicators.asp.

V. Major Initiatives:

Alignment of district plans and efforts across the system to each other and with the Local Control and Accountability Plan (LCAP) is a key priority. The metrics and data sources used for the Dashboard Local Indicator reporting are fully aligned to the LCAP as demonstrated in the table below:

Local Indicator	LCAP Alignment
Priority 1: Basic Conditions	• Metric 8A: Facilities Condition (Facilities Inspection Tool (FIT) Results) • Metric 8B: Instructional Materials Sufficiency • Metric 8C: Teacher Credentialing Status • Metric 8D: Teacher Assignment • Metric 8E: Teacher Vacancies
Priority 2: Implementation of Academic Standards	• Metric 2L: Standards Implementation Survey Results
Priority 3: Family Engagement	• Metric 5I: District Committee Impact: Survey (to be developed) to assess satisfaction of district committee members that their voice is heard and has had impact • Metric 5J: Parent/Caregiver Experience: Survey results from questions specific to parent/caregiver role in decision-making and support from school to help understand student needs and advocate on behalf of students
Priority 6: School Climate	• Metric 4E: School Climate Survey Results (Students, Parents, and Staff)
Priority 7: Access to a Broad Course of Study	• Metric 1E: On-track A-G status • Metric 1H: Career Technical Education (CTE) Pathway Enrollment • Metric 2I: Advanced Placement (AP) Enrollment

VI. Results:

Following are the local indicator results for the 2020-21 school year:

Priority 1: Basics: Teachers, Instructional Materials, and Facilities

Element	2021 Dashboard
Percentage of teachers fully credentialed	98
Number of teachers misassigned (Total)	1
Number of teachers of English Learners misassigned	0
Number of teacher vacancies	17.1
Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
School sites where facilities do not meet the “Good Repair” standard (including deficiencies and extreme deficiencies)	1

Priority 2: Standards Implementation

SCUSD measured progress towards implementation of adopted standards and curriculum frameworks through a survey administered to school site administrators during the spring of 2021. The California Department of Education self-assessment tool was used as the basis for the survey.

(Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability)

Implementation of Academic Standards		2021
Professional Development	English Language Arts – Common Core State Standards (CCSS) for ELA	**3**
	ELD – English Language Development (Aligned to English Language Arts Standards)	**3**
	Mathematics – CCSS for Math	**3**
	Next Generation Science Standards	**3**
	History - Social Science	**2**
Instruction Manuals	English Language Arts – CCSS for ELA	**3**
	ELD (Aligned to English Language Arts Standards)	**3**
	Mathematics – CCSS for Math	**3**
	Next Generation Science Standards	**2**
	History - Social Science	**2**
Policy & Program Support	English Language Arts – CCSS for ELA	**4**
	ELD (Aligned to English Language Arts Standards)	**4**
	Mathematics – CCSS for Math	**3**
	Next Generation Science Standards	**3**
	History - Social Science	**2**
Implementation of Standards	Career and Technical Education (CTE)	**2**
	Health Education	**3**
	Physical Education	**3**
	Visual and Performing Arts (VAPA)	**3**
	World Language	**2**
Engagement of School Leadership	Identifying the professional learning needs of groups of teachers or staff as a whole	**2**
	Identifying the professional learning needs of individual teachers	**2**
	Providing support for teachers on the standards they have not yet mastered	**2**

Priority 3: Parent Involvement

SCUSD measured progress in the area of parent involvement using the reflection tool provided by the state (elements and rating scale included below). Results from the district's School Climate Survey for families, results from questions specific to the parent/caregiver experience on the LCAP Annual Survey, and holistic reflection by the Family and Community Empowerment (FACE) department informed the ultimate ratings on the self-reflection scale.

Rating scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

BUILDING RELATIONSHIPS BETWEEN SCHOOL STAFF AND FAMILIES	2021
Progress in developing capacity of staff to build trusting relationships with families	3
Progress in creating welcoming environments for all families in the community	3
Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children	3
Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families	3

SCUSD strives to build the capacity of both school staff and families to develop positive relationships and collaboratively support the success of students. A number of ongoing district efforts reflect strengths in this area. The district's Parent Teacher Home Visits (PTHV) is a model program that, beginning in 1998 as a pilot project, catalyzed the growth of a national network. There are now approximately 40 schools participating in PTHV. This research-based practice aligns to other SCUSD efforts to address chronic absenteeism, improve academic performance, and shift mindsets of both staff and families. Visits are voluntary on the part of staff and families and staff are provided training and compensated for their time. More information about the program can be found at pthvp.org. During the time of school closures and throughout distance learning, relationship-building efforts were sustained through the practice of virtual, 'Bridge Visits.'

While the above strengths are important to note, the district is aware that significant improvement is needed in this area. A focal area for improvement is the systematizing and scaling of efforts that are currently operating in isolation or in the early stages. At the school site level, administrators, staff, and parents need to be collectively supported in identifying key needs in the area of relationship building and translating these needs into actionable goals. These goals in turn need to be aligned to specific, district-supported strategies that will be effective in improving the quality of the overall relationship building on a district-wide scale. Opportunities to address this focus include multiple school site leadership structures such as School Site Councils, Parent Teacher Associations, and English Learner Advisory Committees. To increase the effectivity of any efforts in this area, SCUSD staff can benefit from additional parent engagement training. Such training should be aligned to both the State and National Parent Empowerment Dual Capacity Framework. An ongoing challenge in this area is the limited time in which professional development can be provided and the multiple forms of professional development of high priority. To improve the engagement of underrepresented families

the efforts at systematizing and scaling must take into account the specific needs of student/family groups. These needs might include translation, location/format of after school events, and efforts of staff that span multiple school sites. Individual school sites must balance the dual demands of districtwide initiatives with the specific needs assessed/identified in their local context.

BUILDING PARTNERSHIPS FOR STUDENT OUTCOMES	2021
Progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families	3
Progress in providing families with information and resources to support student learning and development in the home	3
Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes	3
Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students	3

SCUSD's Family and Community Empowerment team works in partnership with various departments to provide parents/guardians an array of tools and resources to support student learning. Efforts are aligned with other district initiatives in the areas of SEL, Bullying Prevention, and Positive Attendance to ensure a holistic perspective in addressing student outcomes. In addition to the success of the PTHV program and the APTTs, there are several areas the district would like to highlight as strengths. The Parent Leadership Pathway Program is a site-based series of workshops. Throughout the school year, parents/guardians can progress over multiple Tiers 1, 2, and 3 of the program. Key topics in the series include the core aspects of the educational system and factors that lead towards developing the skills to become leaders within their peer group. In the latter part of the series, parents/guardians acquire facilitation, communication, asset mapping, and data analysis skills linked to student achievement efforts. Another strength of the district is the range of events/opportunities to educate and connect parents/guardians to community and post K-12 resources. The College Pathway workshops offer education on the college landscape and the eligibility/application process. The Parent Information Exchange brings together monthly parents, SCUSD staff, community organizations, and community-based partners to share and discuss programs/services available for families. SCUSD has also supported the development of Parent Resource Centers at school sites. These centers provide a space in which parents/guardians can come together in partnership with each other and staff as well as access resources.

Responding to the need to pivot parent/community workshops to a virtual platform during the pandemic, FACE identified areas of need and responded with connections to district and community services and the development of an online Parent DL Toolkit and recordings specifically designed for parents/guardians in English, Spanish and Hmong. These are all currently available on the SCUSD website at: https://learn.scusd.edu/parent-toolkit. Development of recordings and resource updates is ongoing. FACE also provides trainings for the Mexican Consulate and collaborates with community-based partners to design virtual trainings for their communities.

Efforts to build and engage in partnership with parents/guardians for student outcomes have yielded successes, but significant room for improvement had been indicated. To increase and improve communication about the available partnership, engagement, and support opportunities, FACE focused department efforts to ensure that messaging from the district and school site levels was accessible to all. As result, many SCUSD departments and programs work with the FACE department to create parent friendly, understandable materials and messaging in predominant languages with easy to understand visuals. Data collections such as engagement/involvement surveys to assess needs for the district moving forward have increased. Sites are provided individual support by FACE staff to identify and address specific parent engagement opportunities/activities in their parent engagement policies and other school plans. FACE supports district departments and parent advisory committees through outreach, workgroup participation and trainings. Examples include: LCAP PAC; SCUSD Scholarship Committee; Equitable Return Design team; SSC training; State Seal of Civic Engagement workgroup; DAC; CAC and the African American Advisory Committee.

During pandemic distance learning, FACE maintained ongoing contact and relationships with our SCUSD families through weekly personal phone calls, Zoom parent chats, emails and texts. These proved invaluable in identifying areas of need and challenge, so that FACE could provide appropriate and timely supports and referrals. Data from these contacts was collected weekly and shared with SCUSD Administration to track existing and emerging areas focus areas. In addition, the weekly parent chats provided increased connection by creating a network of parent-to-parent contact and support.

SEEKING INPUT FOR DECISION-MAKING	**2021**
Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making	3
Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	3
Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community	3
Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels	3

SCUSD highly values stakeholder input when making program decisions and considers the voice of parents/guardians to be critical within this process. A strength of the district is the ongoing effort to broaden and deepen the range of opportunities parents/guardians have to providing input toward decision-making. All school sites operate formal School Site Councils (SSCs) and, where required, English Learner Advisory Committees (ELACs). The district maintains active groups including the LCAP Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), and Community Advisory Committee (CAC) that acts in an advisory capacity to the Special Education Local Plan Area (SELPA)). Task Forces have been commissioned specific to identified issues or student groups. In 2017-18, the Graduation Task Force was created to study the impacts of low graduation rates on the Sacramento community and develop recommendations for

improvement. In 2018-19, The African American Achievement Task Force (AAATF) was commissioned to create recommendations to significantly improve the student achievement and social emotional outcomes for African American students in SCUSD K-12. This taskforce is now a districtwide African American Advisory Board (AAAB). During the at-distance 2020-21 school year, community forums and town hall events were convened online by both the district and individual SCUSD board members to gather community input. The virtual platform provided new and accessible opportunities for parents/guardians to participate in decision-making. It also allowed for extended virtual engagement opportunities in the future by establishing new blueprints for successful input opportunities.

Though many opportunities exist for building capacity and directly engaging in decision-making, there is always room for improvement. Moving into the re-opening of school sites, focal areas for improvement include: providing additional parent trainings specific to the work of SCUSD advisory committees at both the site and district level and ongoing collaboration with Community Based Organizations (CBOs) to increase outreach and engagement when seeking input. In both of these areas an additional emphasis must be placed on outreach to, inclusion of, and capacity building for parents/guardians of underrepresented and marginalized families. Highlighting CBOs that currently work with and have connections to underrepresented student groups will increase the district's ability to engage these families in the decision-making process. Focusing trainings to groups that represent school sites with high numbers of underrepresented groups will increase the capacity of such groups to engage in critical decision-making that impacts their students.

Priority 6: School Climate

SCUSD annually administers a local climate survey to assess student perceptions of safety and connectedness. In spring 2021, the survey was completed by 8,714 students in grades 3-12, 3,121 parents, and 523 staff. While efforts were made to encourage maximum participation, there was a significant reduction in the number of students and staff who participated this year compared to previous years. Parent participation did increase by 55%. Low participation from students and staff may be a result of the remote/virtual settings. Previously, students were given time during class to complete the survey and staff was allocated staff-meeting time to complete the survey.

Overall, while the results do show some gains, the district's goal of 90% positive responses for all students/student groups was not achieved. For all students, there was a 10.6% increase in perception of safety to 73.1% from the previous year (see note below) and 6.3% increase in connectedness to 71.8%. K-8 schools outperformed other grade-level groups in student perception of connectedness at 77.8%, while middle schools student perception of safety was the highest at 76.9% (K-8 students perception of safety was a close second at 76.7%). When disaggregated by ethnicity and race, the most critical area was the perception of safety for African American students, who had 68% positive responses, followed by Asian students with 68.2% positive responses. When disaggregating to specific Asian race, the lowest overall positive responses to connectedness was the Hmong student group at a 61.6%. When compared to White students, who had the highest rate of positive responses for both Connectedness (77.7%) and Safety (78.6%), African American had a 10.6% lower

positive responses to safety and Hmong students had a 16.1% lower positive responses to connectedness. Results by program for safety include: 65.6% for ELs, 72.2% for Foster Youth, 67.2% for students with disabilities, 70.9% for low-income students, and 64.4% for homeless students. While there has been improvement for all students with a 9.6% positive increase for connectedness and 17% increase for safety from previous year, there continues to be a concerning disparity for African American students, Southeast Asian student groups, EL, FY, SWD and Homeless student groups. Also important to reiterate the significant improvement needed for ALL students and ALL student groups to reach the district's goal of 90%.

While the small high schools continue to have positive results (73% for connectedness and 75.3% for safety), the K-8 and the Middle schools have improved to demonstrate slightly higher perception of safety and connectedness. While there are certainly size-specific conditions present in a small high schools, K-8, and middle schools that facilitate positive school climate, the district's Continuous Cycle of Improvement (CCI) work is emphasizing the identification of successful practices that can be replicated and scaled. The success of small, K-8, and middle schools in maintaining this higher outcome is an area of focus. Disparities in student perceptions of safety and/or connectedness for African American students, Southeast Asian, English Learners, Foster Youth, Students with Disabilities and Homeless students are critical areas for growth and align with disparate results for the same student groups in other areas.

SCUSD uses the results from the local climate survey with school sites as part of their needs assessment process. This process is a key component of the district's CCI and helps sites to form school climate/culture goals. These goals are supported by the district's SEL, PBIS, and School Safety Initiatives. District efforts to increase student engagement through a range of expanded/extended learning opportunities, decrease chronic absenteeism as a focal point of the differentiated assistance process, and to address issues of bullying through training and prevention will all be continued. Ongoing areas of need and focus include: 1) Focus work with teachers and staff around Trauma Informed Practices and Culturally Responsive Teaching 2) Expand Implicit Bias professional learning 3) Create opportunities for the schools to share best practices. 4) Continue training and explicit practice to develop growth mindsets for students and staff.

Note on Perception of Safety: It should be noted that context matters given some of the "improvement" in overall positive responses to Safety. Respondents completed this survey during remote learning where school climate may have been influenced by home learning environments and their distance learning experiences. While there is variation in students' home environments, distance learning may have offered a reprieve from harassment or unfair disciplinary actions for some. As context changes, people's experience and perceptions of school climate is also subject to change.

School Climate Survey
Percentage of positive responses in the areas of 'safety' and 'connectedness' (Belonging)
Source: Local Climate Survey

Student Group	Spring 2021		Fall 2020		Spring 2020	
	Safety	Belonging	Safety	Belonging	Safety	Belonging
All	73	72	71	71	63	65
English Learners	66	65	62	64	55	59
Foster Youth	75	74	71	71	60	68
Homeless Youth	64	64	66	69	60	63
Socioeconomically Disadvantaged	71	69	68	68	60	63
Students with Disabilities	67	68	66	68	57	63
African American	68	68	68	70	59	63
American Indian or Alaska Native	74	69	72	68	55	63
Asian	71	68	67	66	61	63
Filipino	73	74	71	74	66	66
Hispanic/Latino	73	71	71	72	62	65
Native Hawaiian or Pacific Islander	71	68	67	70	59	61
White	79	78	77	78	67	71
Two or More Races	75	75	74	74	64	69
Elementary School students	74	77	69	73	61	69
K-8 School student	77	78	70	70	60	63
Middle School students	77	76	75	76	66	67
Comprehensive High School Students	69	65	68	64	61	57
Small High School Students	75	73	76	73	72	68
Teachers	63	78	N/A	N/A	51	66
Families	92	90	N/A	N/A	82	80

Priority 7: Access to a Broad Course of Study

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

To track student access and enrollment in a broad course of study, SCUSD will use the following measures to examine participation of unduplicated student groups, students with exceptional needs, and student groups that caused the district to be identified for differentiated technical assistance: Enrollment in Career Technical Education pathways, A-G course sequence on-track status, and Enrollment in Advanced Placement (AP) courses. As stated in the district's guiding principle, SCUSD is committed to ensuring that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. Monitoring and improving the metrics above for equitable access by student groups is key to this effort.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

The 2019-20 and 2020-21 results for the identified metrics indicate that many of the significant inequities reported on in prior dashboards remain.

Gaps in access are present in Advanced Placement and A-G on-track status for these student groups: English learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged Students, Students with Disabilities, African American students, American Indian or Alaska Native students, Hispanic/Latino students, and Native Hawaiian or Pacific Islander students. While 25% of all 10^{th}-12^{th} grade students are enrolled in at least 1 AP course, less than 10% of English Learners, Foster Youth, Homeless Youth, Homeless Youth, and American Indian or Alaska Native students are accessing this coursework. Similarly, 54% of all high school students were on track for A-G eligibility status at the time of measurement. This rate was below 30% for Foster Youth, Homeless Youth, and Students with Disabilities. Four additional student groups were above 30% but below the 40% threshold.

Career Technical Education pathways exhibit more equitable access across student groups, with most student groups near the 24% enrollment rate for 'All students.' Foster Youth (18%), Homeless Youth (19%), American Indian or Alaska Native students (18%), and Filipino students (16%) have the largest gaps. Overall, the results for 2020-21 were very similar to 2019-20 results, revealing relatively minimal movement for 'All students' and most student groups. Notable results included significant decreases for Homeless Youth and American Indian or Alaska Native students in all metrics. This indicates a critical need for improvement in this area.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Existing barriers have included the lack of equitable access to challenging material in elementary and middle school. This remains an identified barrier in the respect that all students and students within each student group need be consistently challenged within a standards-aligned context to ensure that they are prepared to take on the later challenges of Advanced Placement coursework and a robust A-G curriculum. A key goal in the new LCAP is the provision of a consistent and coherent Tier 1 educational experience for all students, regardless of school choice, zip code, or classroom. The systems in place that drive student course and program placement and eligibility remain significant barriers to providing a broad course of study for all students. While some progress has been made in this area, students in SCUSD still do not have equitable access to a broad course of study and a student's available course options can vary widely depending on their school or program of attendance. This includes differential access to Advanced Placement coursework, CTE pathways/programs, specific A-G coursework, and co-curricular activities.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

SCUSD is continuing the efforts described on previous dashboards to establish centralized systems and processes for academic counselors to conduct regular student schedule reviews and address identified student scheduling needs in a timely manner. The A-G counseling benchmarks set across the district provide a rubric against which counselors and students can understand progress toward completion of the full course sequence. This process was designed to specifically benefit unduplicated student groups and students with exceptional needs as they have continued to have disproportionate outcomes in these measures over time.

An example of targeted efforts planned for the 2021-2022 academic year is SCUSD's partnership with Improve Your Tomorrow (IYT) to specifically target African American males in grades 7 and 8 to provide culturally relevant college and career readiness enrichment activities prior to enrolling at Luther Burbank High School. The intentional outreach will help students by expanding their career awareness so that they feel more empowered when selecting a pathway in high school. The desired outcome is to support students through high school by providing mentorship, work-based learning opportunities, support with employability skills, and increase the number of students who are "completing" a pathway and ultimately matriculating to higher education or into the workforce. The district is also exploring expanded collaboration with Sacramento City College partners to develop a process for our students with disabilities to more easily access supports from Sacramento City College while taking Advanced Education courses and to more seamlessly matriculate post-high school. The goal of these efforts is to encourage and increase dual enrollment options for students with disabilities.

Student Group	Advanced Placement (AP) Enrollment Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes **Source:** CALPADS Reporting (District Analysis)		CTE Pathway Enrollment Percentage of students in grades 10-12 enrolled in a Career Technical Education (CTE) Pathway **Source:** CALPADS Reporting (District Analysis)		On-Track A-G Status Percentage of 9th-12th grade students on track for A-G considering course completion (does not include courses in progress) **Source:** SCUSD Internal Dashboard *Note: 2020-21 data is to 4.5.21*		Overall SCUSD Student Population
	19-20	20-21	19-20	20-21	19-20	20-21	2020-21
ALL	25.5	25.4	23.3	24.3	53.8	53.9	
English Learners	9.2	7.2	19.8	20.8	34.3	36.8	17.2
Foster Youth	3.4	2.5	15.4	18.0	28	21.3	0.5
Homeless Youth	7.9	4.2	25.4	19.1	25	17.8	0.7
Socioeconomically Disadvantaged	20.1	19.7	23.5	24.7	48.6	48.1	71.6
Students with Disabilities	2.7	2.7	19.3	22.2	25.5	27.7	15.3
African American	12.4	12.9	24.2	25.4	37.4	37.1	12.6
American Indian or Alaska Native	15.7	9.6	23.1	17.5	39.3	33.3	0.5
Asian	37.5	38.9	20.1	21.6	73.7	71.9	17.7
Filipino	39.1	39.6	16.3	16.3	70.5	69.1	1.5
Hispanic/Latino	19.9	18.7	24.7	25.6	45.2	46.3	40.8
Native Hawaiian or Pacific Islander	11.4	11.8	28.6	28.4	39.8	38.9	2.2
White	34.1	35	21.8	23.9	63.2	64.1	17.2
Two or More Races	33.8	33.5	26.1	24.8	60.2	61.3	7.6

Based on the criteria stipulated by the State Board of Education, the results for the Local Indicator ratings are below. The district affirms that it has followed the steps required to provide the ratings below to the Dashboard, should they be required for upload in the fall of 2021 (status of local indicator reporting on the dashboard to be determined):

Fall 2019 Dashboard Rating	
Priority 1: Basic Services	Met
Priority 2: Implementation of State Standards	Met
Priority 3: Parental Involvement	Met
Priority 6: School Climate	Met
Priority 7: Course Access	Met

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Bowling Green Charter School
CDS Code:	34-67439-6033799
LEA Contact Information:	Name: Sylvia Silva-Torres & Amber Sutton Position: Principals, Bowling Green Chacon & McCoy Phone: (916)395-5215 & (916)395-5210
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$7,578,898.00
LCFF Supplemental & Concentration Grants	$1,625,311.00
All Other State Funds	$496,311.00
All Local Funds	$0
All federal funds	$232,464.00
Total Projected Revenue	$8,307,673

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$7,146,631.00
Total Budgeted Expenditures in the LCAP	$6,762,911.00
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,693,696.00
Expenditures not in the LCAP	$383,720

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$2,156,494
Actual Expenditures for High Needs Students in Learning Continuity Plan	$2,156,494

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$68,385
2020-21 Difference in Budgeted and Actual Expenditures	$0

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The funds not represented here on the LCAP are dollars spent on school services that do not fall into the 5 primary goals set in the LCAP based on the metrics of Bowling Green Charter Elementary. In addition, not all personnel is reflected in this document due to the specific action items reflecting our top 5 goals.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions	Due to school closures in response to the COVID-19 pandemic in the 2020-2021 school year, not all budgeted funding was utilized in the manners anticipated. Additional federal funding allowed Bowling Green Charter School to increase and improve services for high needs students

and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	in robust ways and was utilized outside of the initial funding allocations for the 2020-2021 LCAP.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bowling Green Charter School

CDS Code: 34-67439-6033799

School Year: 2021-22

LEA contact information:

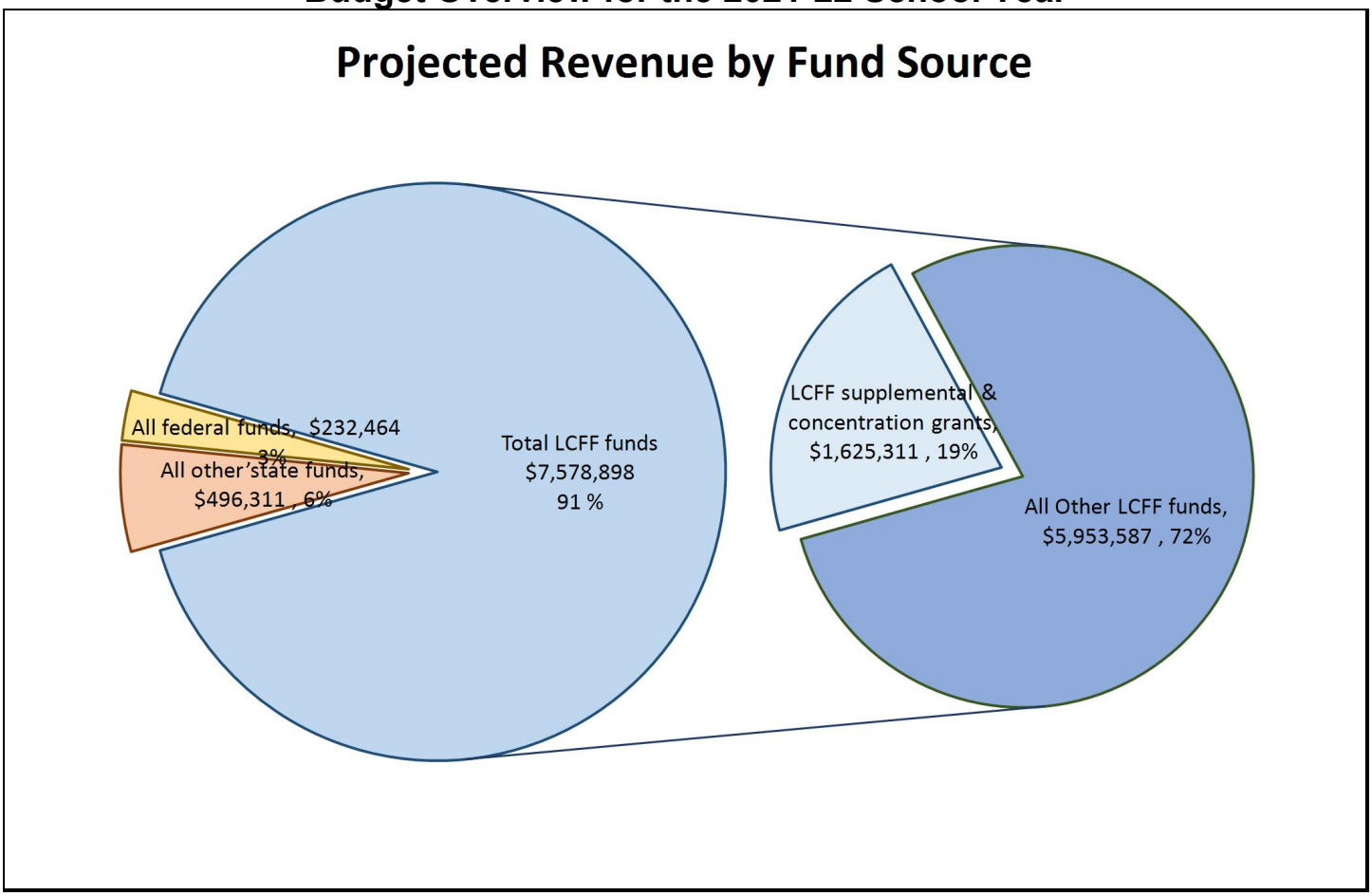
Sylvia Silva-Torres & Amber Sutton

Principals, Bowling Green Chacon & McCoy

(916)395-5215 & (916)395-5210

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

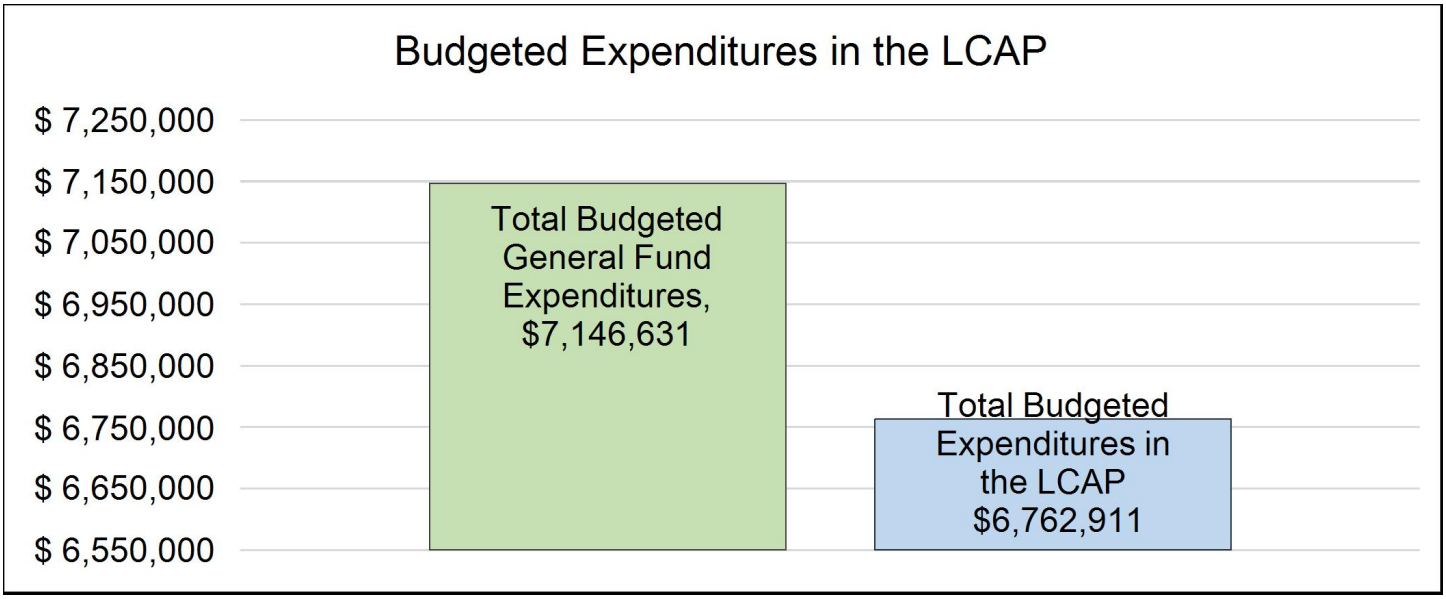


This chart shows the total general purpose revenue Bowling Green Charter School expects to receive in the coming year from all sources.

The total revenue projected for Bowling Green Charter School is $8,307,673, of which $7,578,898.00 is Local Control Funding Formula (LCFF), $496,311.00 is other state funds, $0 is local funds, and $232,464.00 is federal funds. Of the $7,578,898.00 in LCFF Funds, $1,625,311.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Bowling Green Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Bowling Green Charter School plans to spend $7,146,631.00 for the 2021-22 school year. Of that amount, $6,762,911.00 is tied to actions/services in the LCAP and $383,720 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

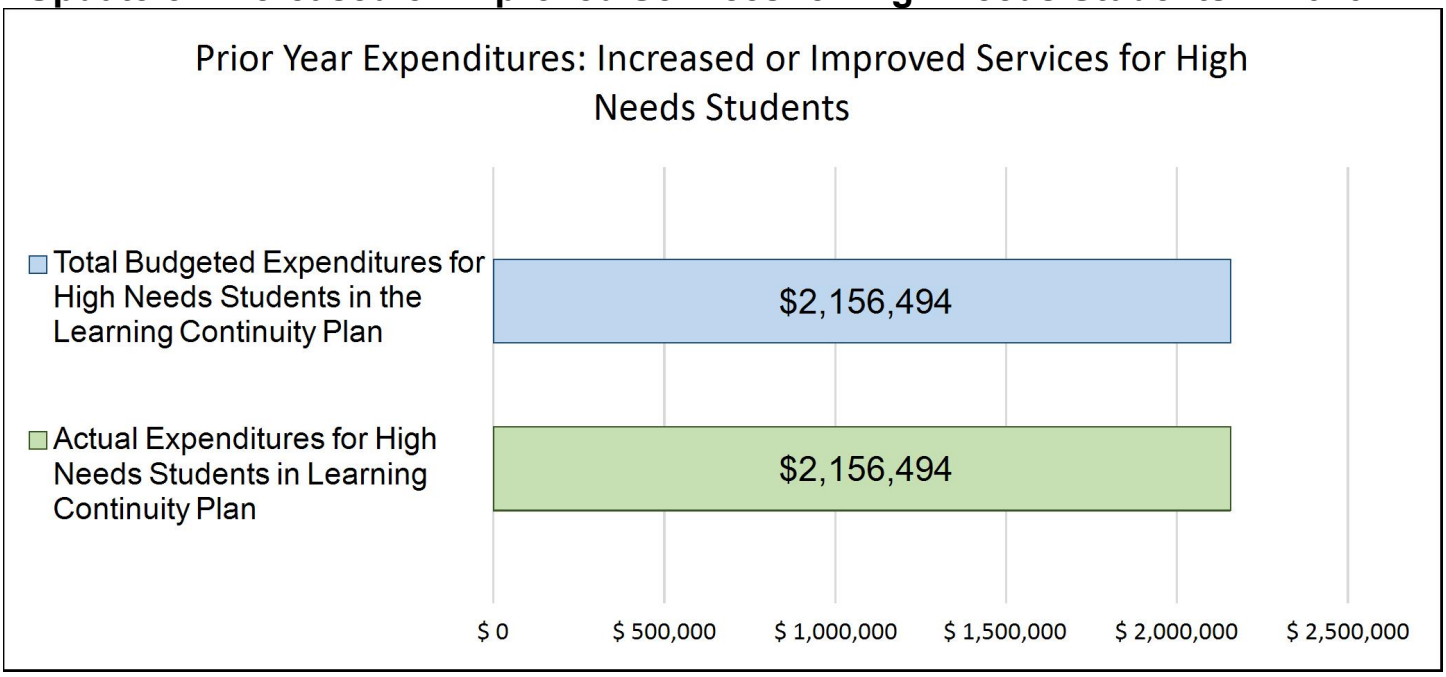
The funds not represented here on the LCAP are dollars spent on school services that do not fall into the 5 primary goals set in the LCAP based on the metrics of Bowling Green Charter Elementary. In addition, not all personnel is reflected in this document due to the specific action items reflecting our top 5 goals.

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

In 2021-22, Bowling Green Charter School is projecting it will receive $1,625,311.00 based on the enrollment of foster youth, English learner, and low-income students. Bowling Green Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bowling Green Charter School plans to spend $1,693,696.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Bowling Green Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Bowling Green Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Bowling Green Charter School's Learning Continuity Plan budgeted $2,156,494 for planned actions to increase or improve services for high needs students. Bowling Green Charter School actually spent $2,156,494 for actions to increase or improve services for high needs students in 2020-21.

Due to school closures in response to the COVID-19 pandemic in the 2020-2021 school year, not all budgeted funding was utilized in the manners anticipated. Additional federal funding allowed Bowling Green Charter School to increase and improve services for high needs students in robust ways and was utilized outside of the initial funding allocations for the 2020-2021 LCAP.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Bowling Green Charter School	Sylvia Silva-Torres & Amber Sutton Principals, Bowling Green Chacon & McCoy	sylvia-silva-torres@scusd.edu & amber-sutton@scusd.edu (916)395-5215 & (916)395-5210

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase percent of students on track to graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teachers are appropriately assigned and fully credentialed. **19-20** Maintain at 100% **Baseline** 100% of teachers are appropriately assigned and fully credentialed.	Maintained at 100%
Metric/Indicator Pupils have access to standards-aligned materials. **19-20** Maintain at 100% **Baseline** 100% of pupils have access to standards-aligned materials	100% of pupils had access to standards-aligned materials.
Metric/Indicator Administrators will assess implementation of state standards using a survey **19-20**	Survey was unable to be completed due to school closure.

Expected	Actual
Increase 10% over baseline until 90% is achieved. **Baseline** Baseline pending outcome of survey	
Metric/Indicator Number of teachers participating in ELD professional learning (i-3) **19-20** Provide resources needed for ongoing training. **Baseline** 2016-17: 35 teachers participated in training	2017-18: 35 teachers completed year 2 of 2-year training.
Metric/Indicator Student achievement in grades 3-6 on standardized ELA assessments (CAASPP) **19-20** Increase by 1% a year **Baseline** 2015-16: Chacon McCoy	New data is not available due to school closure.
Metric/Indicator Student achievement in grades 3-6 on standardized Math assessments (CAASPP) **19-20** Increase by 1% a year **Baseline** 2015-16: Chacon McCoy	New data is not available due to school closure.
Metric/Indicator	New data is not available due to school closure.

Expected	Actual
EL Progress Indicator **19-20** Increase rating from orange to yellow **Baseline** Spring 2017 Indicator: Red	
Metric/Indicator Reclassification rate **19-20** Increase number of students by 5 for each school. **Baseline** 2016-17: Chacon 21 students McCoy 22 students	Lack of new data and changes to reclassification criteria made this goal unrealistic. With the new testing and reclassification criteria, this year will help us create a new baseline from which we can measure growth.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide standards-aligned curriculum,assessments and high quality instruction to prepare students to graduate college and career ready. Services:A basic educational program is provided to all students at Bowling Green Charter School as the foundation to developing Career and College Ready students.	Classroom teachers and substitutes. McCoy: 2,134,101 Chacon: 1,387,272 1000-3000 LCFF 3,521373	Classroom Teachers and substitutes. McCoy: 1,794,639.21 (elimination of one teaching position due to decreasing enrollment, staffing change saved money) Chacon: 1429191.76 1000-3000 LCFF 3,223.930.97
Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS.	Classified Office Staff McCoy: 81,426 Chacon: 120,409 2000-3000 LCFF 201,835 Classroom teachers and substitutes.	Classified Office Staff McCoy: 79,999.69 Chacon: 120,344.31 2000-3000 LCFF 200,344.00 Classroom teachers and substitutes.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Chacon: 326,699 1000-3000 Suppl/Con 326,699 Classroom teachers and substitutes. Chacon: 310,739 1000-3000 Suppl/Con EL 310,739	Chacon: 322,509.29 1000-3000 Suppl/Con 322,509.29 Classroom teachers and substitutes. Chacon: 333,205.15 1000-3000 Suppl/Con EL 333,205.15
Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS. (continued)	McCoy: 10,000 Chacon: 25,000 1000-1999: Certificated Personnel Salaries Title I 35,000 Teacher Substitutes for Academic Conferences McCoy: 10,000 1000-1999: Certificated Personnel Salaries Suppl/Con 10,000	McCoy: 2,322.14 (PD Canceled due to medical leaves and school closure) Chacon:5,230.64 1000-1999: Certificated Personnel Salaries Title I 7,552.78 Teacher Substitutes for Academic Conferences McCoy: 14,567.07 (Canceled due to medical leaves and school closure) 1000-1999: Certificated Personnel Salaries Suppl/Con 14,567.07
Provide special education services.	Special Education Encroachment McCoy: 517,705 Chacon: 379,690 7000-7439: Other Outgo LCFF 897,395	Special Education Encroachment McCoy: 507,378.00 (increase in district costs) Chacon: 395,256.00 (increase in district costs) 7000-7439: Other Outgo LCFF 902,634.00
Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. Services: Provide instructional assistance to help engage and support students while teachers facilitate small group instruction. Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs, and summer programs.	Instructional Aides McCoy: 40,000 Chacon: 29,125 2000-2999: Classified Personnel Salaries Suppl/Con 69,125	Instructional Aides McCoy: 4,560.87 (Delay in posting of job and reduced due to school closure) Chacon: 0 2000-2999: Classified Personnel Salaries Suppl/Con 4,560.87

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental Materials McCoy: 1,439 Chacon: 13,892 4000-4999: Books And Supplies Title I 15,331	Supplemental Materials McCoy: 20,290.78 Chacon: 0 4000-4999: Books And Supplies Title I 20,290.78
	McCoy: 25,206 1000-1999: Certificated Personnel Salaries Suppl/Con EL 25,206	McCoy: 4,377.18 (Unable to get pos. req. approved prior to school closure) 1000-1999: Certificated Personnel Salaries Suppl/Con EL 4,377.18
	McCoy: Instructional Supplies 12,989 Chromebooks to support differentiation/intervention: 30,000 Chacon: 3,101 4000-4999: Books And Supplies Suppl/Con 46,090	McCoy Instructional Supplies: 9,288.96 McCoy Chromebooks: 0 (Unable to receive order prior to fiscal year ending) Chacon: 4000-4999: Books And Supplies Suppl/Con
	McCoy: 9,393 4000-4999: Books And Supplies Suppl/Con EL 20,393	McCoy: 0 (supplies were to be ordered to support resource teacher position that was never filled) 4000-4999: Books And Supplies Suppl/Con EL 0
	CSR McCoy: 557,154 1000-3000 Suppl/Con 557,154	CSR McCoy: 566,172.34 1000-3000 Suppl/Con 566,172.34
	Chacon: 29,125 2000-2999: Classified Personnel Salaries Suppl/Con 29,125	Chacon: 12,981.01 2000-2999: Classified Personnel Salaries Suppl/Con 12,981.01
	Chacon:37,276 2000-2999: Classified Personnel Salaries Title I 37,276	Chacon:45,894.67 2000-2999: Classified Personnel Salaries Title I 45,894.67
	Teacher Temporary for Intervention Support McCoy: 15,000	Teacher Temporary for Intervention Support McCoy: 14,567.07

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Suppl/Con 15,000 Teacher Temporary for Intervention McCoy: 15,000 1000-1999: Certificated Personnel Salaries Suppl/Con 30,000	1000-1999: Certificated Personnel Salaries Suppl/Con 14,567.07 Teacher Temporary for Intervention Support McCoy: 0 (duplicate error in original LCAP) 1000-1999: Certificated Personnel Salaries Suppl/Con 0

Goal Analysis

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

All funds that were not able to be expended as planned due to school closures and staffing changes were rolled over to the next fiscal year in order to address the challenges and needs of distance learning. Additional support services were anticipated and the funds are available for use to meet those support service needs (increased social worker and instructional aide time).

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

We were able to maintain 100% of students being placed with a fully credentialed teacher. Due to Human Resource delays, much of our support team (instructional aides and intervention teacher) remained in substitute status for much or all of the school year. When school closed due to the pandemic in March, all substitute staff were released from duty by district policy. This resulted in a decrease in services provided and an increase in carryover funds for the 20-21 school year. A drastic increase in support services can be seen in the 20-21 Learning Continuity and Attendance Plan.

Goal 2

Bowling Green School will provide and maintain a clean, safe, welcoming, and healthy environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Clean and well maintained facilities. **19-20** Maintain **Baseline** SARC	We maintained a clean and well-maintained facility.
Metric/Indicator Attendance **19-20** Maintain at 96% **Baseline** 2015-16: Chacon McCoy	McCoy Attendance Rate: 95.05% as of March 13, 2020
Metric/Indicator Chronic Absence **19-20** Maintain Chronic Absence rate of 7%	McCoy: 4.96% as of March 13, 2020

Expected	Actual
Baseline 2015-16: 9.3%	
Metric/Indicator Suspension Rate **19-20** Maintain rate at less than 1.5% **Baseline** 2015-16: 0.9%	McCoy: 7.4% (tightening of documentation)
Metric/Indicator Local Measure for Positive School Climate **19-20** Increase student perception of safety by 5% Increase student sense of belonging by 5% **Baseline** School Climate Survey: Bowling Green Chacon Student (n 125) Safety: 55% Positive response Sense of Belonging: 63% Positive Response Family (n 2) Safety: 100% Positive Response Sense of Belonging: 100% Positive Response Staff (n 16) Safety: 85% Positive Response Sense of Belonging: 81% Positive Response McCoy: Staff (0 responses)	McCoy Safety: 65% positive responses McCoy Sense of Belonging: 72% positive responses

Expected	Actual
Family (0 Responses) Students (n 135) Safety: 63% Positive Response Sense of Belonging: 70% Positive Response	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students will be provided cleaner, better maintained learning environments.	Plant Manager and custodian McCoy: 129,151 Chacon: 113,701 2000-3000 LCFF 242,852 Custodial supplies McCoy: 10,000 Chacon: 10,000 4000-4999: Books And Supplies LCFF 20,000	Plant Manager and custodian McCoy: 135,570.65 Chacon:114,878.04 2000-3000 LCFF 250,448.69 Custodial supplies McCoy: 4,610.76 (school closure) Chacon:5,515.63 4000-4999: Books And Supplies LCFF 10,126.39
Develop and maintain safe school plan and relationships between staff and students to facilitate a safe, positive school climate. Social emotional support will be provided through Student Support Center staff.	School Social Worker Chacon: 25,056 1000-3000 LCFF 25,056 Student Support Center Coordinator McCoy: 84,996 2000-3000 Title I 84,996 School Social Worker McCoy: 12,979 1000-3000 Suppl/Con 12,979 Student Support Center Coordinator McCoy: 56,665	School Social Worker Chacon: 25,978.93 1000-3000 LCFF 25,978.93 Student Support Center Coordinator McCoy: 28,059.62 (Left in November, not filled) 2000-3000 Title I Support Center Coordinator McCoy: 28,059.62 School Social Worker McCoy: 1,407.42 1000-3000 Suppl/Con Social Worker McCoy: 1,407.42 Student Support Center Coordinator McCoy: 18,706.43 (Lefit in

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Chacon: 28,332 2000-3000 Suppl/Con 84,997 Translator McCoy: 2,500 Chacon: 500 Morning/Noon Duty McCoy: 11,000 2000-2999: Classified Personnel Salaries Suppl/Con EL 3,000 School Social Worker McCoy: 12,979 1000-3000 Suppl/Con EL 12,979 Morning/Noon duty Chacon: 11998.2 McCoy: 6,000 School Community Liason McCoy: 52,344 2000-2999: Classified Personnel Salaries Suppl/Con 75,342 Morning/Noon duty McCoy: 34,252 Chacon: 74,777 2000-2999: Classified Personnel Salaries LCFF 109,029 Student Support Center Supplies McCoy: 3,089	November, not filled) Chacon: 28,404.98 2000-3000 Suppl/Con 47,111.41 Translator McCoy: 2,211.70 (No Spring Conferences) Chacon: 965.28 Morning/Noon Duty: McCoy:0 (No permanent hired, subs released in March) Possible mistake in LCAP 2000-2999: Classified Personnel Salaries Suppl/Con EL 3,176.98 School Social Worker McCoy: 0 (duplicate error in LCAP) 1000-3000 Suppl/Con EL 0 Morning/Noon Duty Chacon:12,981.01 Campus Monitor: (Temp) McCoy: 22,587.07 School Community Liaison: McCoy: 32,344.43 (filled in January) 2000-2999: Classified Personnel Salaries Suppl/Con 67,912.51 Morning/Noon Duty McCoy: 0 Chacon: 53,851.91 2000-2999: Classified Personnel Salaries LCFF Student Support Center Supplies McCoy: 600.33 (school closure)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Security Cameras: 5,000 4000-4999: Books And Supplies Suppl/Con 3,089	Security Cameras: 0 (not approved through district facilities) 4000-4999: Books And Supplies Suppl/Con 600.38
Computer programs and hardware, library media tech, extra curricular, field trips.	Library Media Tech McCoy: 36,812 Chacon: 27,609 2000-3000 Suppl/Con 64,421	Library Media Tech McCoy: 8,222.85 (Unable to back-fill) Chacon: 1,045.19 (Unable to back-fill) 2000-3000 Suppl/Con 9,268.04

Goal Analysis

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

Due to the struggle to back-fill positions mid-year (Student Support Center Coordinator and Library Media Tech) and the struggle to move through district hiring process in a timely manner (morning/noon duty), we ended with a surplus in several areas. When school closed in March, we decided to roll that money over the following school year in order to address the vast support needs that we anticipated would stem from distance learning. The use of these funds can be seen in the 20-21 Learning Continuity and Attendance Plan.

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

Our Student Support Center was still able to serve over 200 students despite the staffing challenges. This provided much needed mental health supports and connection to wrap-around services for many families. Luckily, we were able to secure substitute morning/noon duties that were consistent in providing service to our students and improve school climate. Since the hiring was frozen due to school closure, those positions are set to be filled upon re-opening.

Goal 3

Parents, families, and community stakeholders will be more fully involved as partners in the education of students at Bowling Green Charter.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent Participation in Steering Committee, ELAC and PTA **19-20** Maintain school site committees properly composed. Continue with a representative to attend the district's DELAC meetings. **Baseline** All school site committees will be properly composed. ELAC will elect a representative to attend the district's DELAC meetings.	All school site committees were properly composed.
Metric/Indicator Participation in the Parent/Teacher Home Visit Program **19-20** At least 4 teachers will participate in the PTHV, reaching 96 home visits for the year. **Baseline**	Yes, at least four teachers participated in the parent-teacher home visit program. At least 96 home visits were made.

Expected	Actual
At least 4 teachers will participate in the PTHV, reaching 96 home visits for the year.	
Metric/Indicator Parent Resource Center Workshops **19-20** At least two parent workshops will take place in the Parent Resource Center. **Baseline** At least two parent workshops will take place in the Parent Resource Center.	This year we were able to hold two parent workshops.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

This goal did not have any funds budgeted.

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

Our efforts to include more parents in our decision making committees were successful.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	0		No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	0		No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	0		No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	0		No
Custodians/Plant Managers: Maintain staffing at sites to ensure that, in addition to standard maintenance and cleaning, facilities are routinely disinfected high-touch areas.	253359	253359	No
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	0		No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	0		No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	0		No
Maintain class-size reduction in the primary grades to enable more small group instruction in response to anticipated learning loss.	497959	497959	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

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

In person instruction changed several times throughout the year. The majority of challenges were rooted in these changes. Concurrent learning was a strain on all parties involved and teachers did their absolute best to adapt.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Implementing asynchronous instructional program that provides differentiated instruction and intervention based in both ELA and Math. (Pathblazer, iReady, iStation)	31870	31870	Yes
Purchase Rosetta Stone to support provision of designated ELD in distance learning context.	13000	13000	Yes
Provide differentiated reading instruction in K-3 to support students in attaining grade-level reading by 3rd grade. (RAZplus)	6500	6500	Yes
Instructional Materials: Chromebooks made available for all students who need a device to access distance learning at home. HP Laptops or Apple MacBooks provided to teachers for distance learning. Hot spots provided as needed on a case-by-case basis. Supplies for at-home learning provided to every student.	72,000	72,000	Yes
Maintain staffing and access to district provided instructional supports for students with disabilities.	1080001	1080001	No
Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	0		Yes
Maintain staffing of School-Community Liaison to support families with transition to distance learning.	57,532	57,532	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The updates in technology across the campus allowed teachers to meet their students in many different ways. Offering 1:1 devices allowed our students to stay connected with the addition of hot spots. Continuity of instruction was a challenge, but we witnessed teachers and staff doing everything they could to maintain high expectations in the distance model.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Data Dashboard and Software Tools: Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard.	0		No
Maintain staffing of instructional aide positions to increase small-group and one-on-one instructional opportunities.	155973	155973	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our instructional aides were able to maintain small group supports throughout the entire year, including our time in distance learning. Without this needed intervention, learning loss could have been much greater.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

We were more successful when students returned to campus, however, our Student Support Center worked tirelessly to contact all students to provide SEL push in supports in the virtual classrooms.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

It was challenging to reach many of our families through closures due to the COVID 19 pandemic, however, with the supports of technology and daily phone calls we did the best we could to reach families in need of support.

Analysis of School Nutrition

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

We were very successful in providing nutrition services to our families through drive up lunch hours. When students returned to campus the nutrition staff worked tirelessly to provide our students with grab and go lunch sacks which were all taken, every single day.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	0		Yes
Mental Health and Social and Emotional Well-Being	Utilize district provided SEL coach and support. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	0		Yes
Mental Health and Social and Emotional Well-Being	Utilize district provided Nurses and Social Workers to provide critical health information, referrals, and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	25,440	25,440	Yes
Mental Health and Social and Emotional Well-Being	Staff a Student Support Center to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Collaborate in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic.	132,550	132,550	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Continue with Parent Teacher Home Visit Program: Maintain existing staffing and supports. PTHV staff pivoted early to the distance learning context, providing training over the summer to staff to certify them for implementation during school closures.	13000	1300	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

A notice for the need of upgraded technology was very present from this experience to provide equitable access for all. In addition, a heavier need for intervention, particularly for our high needs subgroups, will be needed in the coming years.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

An increased amount of funding has been allocated to intervention for students. In addition, our sites will be utilizing additional federal funding in the form of ELO to provide intense interventions and additional staff. We have also redistributed funding to maintain reduced class sizes to provide individualized instruction and interventions.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There is no substantive difference between our actions or services.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

In the process of analyzing and reflecting student outcomes, we realized that our students need smaller classes and more support in the class. We came across the fact that many of our students were needing Socio-Emotional support, therefore we made it a priority to fund student support center.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	6,886,481.00	2,864,279.54
LCFF	5,017,540.00	1,389,532.01
Suppl/Con	1,324,021.00	1,060,249.99
Suppl/Con EL	372,317.00	340,759.31
Title I	172,603.00	73,738.23

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

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	6,886,481.00	2,864,279.54
1000-1999: Certificated Personnel Salaries	115,206.00	41,064.10
1000-3000	4,766,979.00	1,247,865.71
2000-2999: Classified Personnel Salaries	322,897.00	134,526.04
2000-3000	679,101.00	507,172.14
4000-4999: Books And Supplies	104,903.00	31,017.55
7000-7439: Other Outgo	897,395.00	902,634.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	6,886,481.00	2,864,279.54
1000-1999: Certificated Personnel Salaries	Suppl/Con	55,000.00	29,134.14
1000-1999: Certificated Personnel Salaries	Suppl/Con EL	25,206.00	4,377.18
1000-1999: Certificated Personnel Salaries	Title I	35,000.00	7,552.78
1000-3000	LCFF	3,546,429.00	25,978.93
1000-3000	Suppl/Con	896,832.00	888,681.63
1000-3000	Suppl/Con EL	323,718.00	333,205.15
2000-2999: Classified Personnel Salaries	LCFF	109,029.00	0.00
2000-2999: Classified Personnel Salaries	Suppl/Con	173,592.00	85,454.39
2000-2999: Classified Personnel Salaries	Suppl/Con EL	3,000.00	3,176.98
2000-2999: Classified Personnel Salaries	Title I	37,276.00	45,894.67
2000-3000	LCFF	444,687.00	450,792.69
2000-3000	Suppl/Con	149,418.00	56,379.45
2000-3000	Title I	84,996.00	0.00
4000-4999: Books And Supplies	LCFF	20,000.00	10,126.39
4000-4999: Books And Supplies	Suppl/Con	49,179.00	600.38
4000-4999: Books And Supplies	Suppl/Con EL	20,393.00	0.00
4000-4999: Books And Supplies	Title I	15,331.00	20,290.78
7000-7439: Other Outgo	LCFF	897,395.00	902,634.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	6,147,741.00	2,449,656.21
Goal 2	738,740.00	414,623.33

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$751,318.00	$751,318.00
Distance Learning Program	$1,260,903.00	$1,260,903.00
Pupil Learning Loss	$155,973.00	$155,973.00
Additional Actions and Plan Requirements	$170,990.00	$159,290.00
All Expenditures in Learning Continuity and Attendance Plan	$2,339,184.00	$2,327,484.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$253,359.00	$253,359.00
Distance Learning Program	$1,080,001.00	$1,080,001.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$1,333,360.00	$1,333,360.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$497,959.00	$497,959.00
Distance Learning Program	$180,902.00	$180,902.00
Pupil Learning Loss	$155,973.00	$155,973.00
Additional Actions and Plan Requirements	$170,990.00	$159,290.00
All Expenditures in Learning Continuity and Attendance Plan	$1,005,824.00	$994,124.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bowling Green Charter School	Sylvia Silva-Torres & Amber Sutton Principals, Bowling Green Chacon & McCoy	sylvia-silva-torres@scusd.edu & amber-sutton@scusd.edu (916)395-5215 & (916)395-5210

Plan Summary [2021-22]

General Information

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

Bowling Green Elementary Charter School has been a successful charter school since 1993. In that time, the focus has always been on supporting students to meet high expectations for academic achievement by flexibly responding to the changing needs of our community. Today, Bowling Green Elementary is composed of 813 students, 94% of whom come from socioeconomically disadvantaged homes. 46% of our students are English learners and about 1% are foster youth.

Our vision is that all our students, regardless of background, will leave Bowling Green Charter School proficient in all grade-level standards and, furthermore be:

- critical thinkers with a passion for learning
- caring and culturally aware
- confident individuals who apply life skills to become well-rounded, proactive members of society

To achieve this vision, we will engage all students in rigorous, standards-based curriculum that both requires and nurtures critical thinking, self-efficacy, empathy, and cultural awareness. Because students, families, and all other stakeholders have unique strengths and needs, we will offer distinct educational programs through our small learning communities (SLCs): the Ken McCoy Academy for Excellence (McCoy) and the Chacón Language and Science Academy (Chacon). As they have since 2008, each SLC will operate independently to maximize the ability to respond to community needs as they evolve.

Throughout this document, you will see the two distinct SLCs reflected. While much collaboration and partnership exists between the two small learning communities, the stakeholder engagement, goals, actions, and metrics in the LCAP will all reflect the unique needs of each SLC's population.

Reflections: Successes

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

Over the three-year period covered by the last LCAP, a large investment was made in professional development regarding implementation of integrated and designated ELD. This ongoing training, which included onsite coaching, supported teachers to plan integrated units of study that addressed the language demands content area instruction, primarily in ELA instruction. We see evidence of the effectiveness of this work on the California Dashboard in both the English Language Arts measure (increase of 10.3 points) and the English Learner Progress measure (50% making progress toward proficiency).

Additionally, time and money was dedicated to overcoming the achievement gap in literacy seen in students identified as socioeconomically disadvantaged as well as for African American students. This need was addressed through implementation of needs-based, small-group instruction. Our English Language Arts measure on the California Dashboard reflects that our African American students and our socioeconomically disadvantaged students are improving at faster rates than any other subgroup, 19pts and 11.3 points respectively.

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.

For both English Language Arts and Mathematics, students with disabilities scored in the red on the California Dashboard. Both SLCs are working collaboratively with the Sacramento City Unified School district on a Special Education improvement plan. While there is clearly work to be done in this area, our vertically articulated data shows that our students with disabilities are improving on pace with or slightly faster than all students (28 points and 26 points respectively) in English . Our analysis shows that the improvement may take longer to show up in state testing levels because our special education students started lower, as relative to other student subgroups. We see that our strategies to improve English Language Arts achievement are having the desired effect on students with disabilities as well.

However, our African American students are chronically absent at rates higher than other student subgroups, 13% vs. 8% respectively. While our academic growth initiatives in English Language Arts have shown some success for African American students, we must address the attendance if we are to have hope of closing the achievement gap. Together as parents and staff, we have identified that much of the disparity in attendance is related to school climate and a feeling of belonging in our school community. This LCAP outlines the variety of strategies, including professional development, discipline policy review, and family engagement activities, that we expect will positively impact our school climate and attendance. Additionally, our African American students did not perform on par with students in other subgroups in the area of Mathematics. Our academic growth initiatives must begin to include a stronger focus on mathematics.

LCAP Highlights

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

Bowling Green Charter is committed to providing high quality instruction for all students in a safe and engaging environment. The goals outlined in this document reflect this commitment for our unique charter. First we will ensure a safe school environment through staffing, maintenance, and operations. We have found success in these areas previously and will continue to work on improvements in other areas without losing traction in the areas we have been successful. For our second goal we are focused on academic increases in achievement across the ELA and mathematics strands. A needs assessment done by staff and steering committee showed an overall increase in achievement which was not equally shared by all subgroups. We have identified that our African American students and our students with disabilities are improving at a slower rate. We intend to address the disparity in achievement across our subgroups through the implementation of intervention materials, highly qualified instructional aides, and maintaining small class sizes for individualized instruction. As our third focused goal, we intend to increase the number of our English learners showing progress towards proficiency. Our school serves 45.8% English learners who will not make adequate progress without specific attention to their academic and social-emotional strengths and needs. To address these needs, Bowling Green will prove high quality ELD instruction in the classroom, support families with academic monitoring and conferences translated in their home language, and encourage increased parent involvement. With these supports in place we believe our English learners will show progress towards proficiency. Unfortunately, Bowling Green has seen a rise in chronic absenteeism and disengagement, increasing 1.5%. For our fourth goal we will focus on improving our daily attendance to improve our overall attendance goals. This includes intense attendance tracking including daily phone calls and contact to encourage all students to attend school regularly. We will focus on rewarding perfect attendance and offer incentives to improve attendance for students categorized as disengaged or chronically absent. For our fifth and final goal, Bowling Green will focus on providing a safe and supportive environment with strong adult relationships and a sense of belonging, especially for our African American students. A needs assessment done by staff and steering committee highlighted the gap for our African American students across academics, attendance, and behavior data. We recognize that a root cause is likely our school climate and the way our African American students and families are experiencing school in general. We are committed to addressing this issue through efforts to improve our overall school climate, but also focusing efforts specifically to improve relationships with African American students and families.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

The LCAP was developed in collaboration by the Steering Committees (which serve as School Site Councils) of each small learning community within Bowling Green Elementary School. Input is provided in the way of recommendations by the English Learner Advisory Committee. Input was also requested from staff and was shared with Steering Committee to inform their decision making process.

Dates of Engagement:

McCoy Steering - 4/6/20, 4/7/2021, 4/22/2021, 4/28/2021, 5/26/2021, 6/9/2021

Chacon Steering - 8/17/2020, 8/24/2020, 9/14/2020, 10/22/2020, 11/9/2020, 12/7/2020, 1/4/2021, 2/1/2021, 3/1/21, 4/5/2021, 5/3/21, 6/9/2021

ELAC - 10/21/2020, 12/16/2020, 2/24/2021, 4/28/2021, 6/14/2021

A summary of the feedback provided by specific stakeholder groups.

Administration worked closely with staff, community, Steering, and ELAC to elicit feedback on prioritization of funding. Feedback overwhelmingly showed a need for increased instructional aides, full Student Support Center between the two SLCs, class size reduction to address learning needs, and materials and technology to support student learning in a more robust classroom environment.

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

All aspects of the LCAP were influenced by stakeholder input. The goals were created collaboratively with Steering Committee by reviewing data as well as reviewing staff recommendation based on their data review. The goals were then revised to be more clear to people by removing "educational jargon." The metrics were presented and Steering Committee collaboratively set objectives with those metrics that would show us we were achieving our goals. Goals that were common to both small learning communities were combined, and the remaining goals were kept separate to show the unique focus of each small learning community.

Goals and Actions

Goal

Goal #	Description
1	A basic educational core will be provided in an environment that is safe, clean, and supportive.

An explanation of why the LEA has developed this goal.

This maintenance goal is to ensure that as we focus on our improvement areas, we do not lose traction in the areas we have found success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard: Teachers, Instructional Materials, Facilities 2019	Standard Met				Standard Met
Dashboard: Implementation of Academic Standards 2019	Standard Met				Standard Met
Dashboard: Access to a Broad Course of Study 2019	Standard Met				Standard Met
SARC: Percent of Teachers with Full Credential 2021	100%				100%
SARC: School Facility Good Repair Status 2021	Good				Good

Actions

Action #	Title	Description	Total Funds	Contributing
1	Basic Operations Staffing for McCoy	Principal, Office Manager, Clerk, Plant Manager, Custodian, substitute operations staff	$361,622.00	No
2	Basic Teaching Staff for McCoy	14 teachers and substitute funding	$1,953,051.00	No
3	Basic Operational Costs for McCoy	Supplies, copier rental, utilities, and reserve	$178,156.00	No
4	District Costs for McCoy	Admin and instructional support, pro rata (facility use)	$321,225.00	No
5	Basic Operations Staffing for Chacon	Principal, Office Manager, Clerk, Plant Manager, Custodian, substitute operations staff	$389,321.00	No
6	Basic Teaching Staff for Chacon	11 teachers and head teacher	$1,468,096.00	No
7	Basic Operational Costs for Chacon	Supplies, copier rental, utilities, and reserve	$150,024.00	No
8	District Costs for Chacon	SpEd services, oversight, admin and instructional support, pro rata (facility rent)	$247,720.00	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	Promote the growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics for all students, particularly our underserved subpopulations, as demonstrated through local formative assessments and course grades.

An explanation of why the LEA has developed this goal.

Based on our needs assessment done by staff and steering committee, we see an overall increase in achievement. This success has not been equally shared by all subgroups, however. We have identified that our African American students and our students with disabilities are improving at a slower rate. With this goal, we intend to address the disparity in achievement across our subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard: Academic Indicator ELA 2019	38.5 points below standard				33.5 points below standard
Dashboard: Academic Indicator ELA for Students with Disabilities 2019	87.2 points below standard				80 points below standard
Dashboard: Academic Indicator Math 2019	41.7 points below standard				36.7 points below standard
Dashboard: Academic Indicator Math for Students with Disabilities 2019	102.4 points below standard				95 points below standard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement academic interventions and support in ELA and Math at McCoy	Instructional aides will provide targeted support in foundational ELA and Math skills in grades K-2. Supplemental instructional materials and software will provide opportunities for targeted intervention in ELA and Math in all grades.	$101,571.00	Yes
2	Class Size Reduction at McCoy	Class sizes in primary grades shall be reduced to 24 to 1 in order to provide increased opportunity for targeted intervention in ELA and MAthematics within those classrooms by the classroom teacher.	$568,891.00	Yes
3	Encourage reading across the curriculum and at home (McCoy)	In addition to classroom libraries, students will have access to an expansive school library including books in both English and Spanish.	$14,093.00	Yes
4	Implement academic interventions and support in ELA and Math at Chacon	Instructional aides will provide targeted support in foundational ELA and Math skills in all grades. Supplemental instructional materials and software will provide opportunities for targeted intervention in ELA and Math in all grades	$34,702.00	Yes
5	Class Size Reduction at Chacon	Class sizes in primary grades shall be reduced to 24 to 1 and 28 to 1 in the intermediate classes in order to provide increased opportunity for targeted intervention in ELA and Mathematics within those classrooms by the classroom teacher	$548,688.00	Yes
6	Encourage reading across the curriculum and at home (Chacon)	In addition to classroom libraries, students will have access to an expansive school library including books in both English and Spanish.	$12,331.00	Yes
7	Intervention at Chacon	Provide intervention to support academic supports to students that are performing below grade-level	$30,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	English Learners showing progress toward proficiency will increase from 50% to 55%.

An explanation of why the LEA has developed this goal.

Our school serves 45.8% English learners andall academic offerings must be done with that context in mind. Our English learners will not make adequate progress without specific attention to their academic and social-emotional strengths and needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard: English Learner Progress Metric 2019	50% Making progress toward English language proficiency				55% Making progress toward English language proficiency

Actions

Action #	Title	Description	Total Funds	Contributing
1	English language instruction and access to core content at McCoy	Provide Integrated and Designated ELD connected to content area instruction as well as appropriate content area intervention for English learners and recently reclassified students. Instructional aides support will be provided for older newcomer students.	$95,739.00	Yes
2	Provide translation to increase parent involvement in education at McCoy	Offer translation services for meeting to increase the number of parents attending school meetings.	$2,000.00	Yes
3	Monitor academic progress at Chacon	Academic Conferences to monitor academic progress	$28,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Provide translation to increase parent involvement in education at Chacon	Offer translation services for meeting to increase the number of parents attending school meetings.	$601.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Improve daily attendance and implement plans to improve chronic absenteeism rates, particularly among our African American students, students with disabilities, and socioeconomically disadvantaged students.

An explanation of why the LEA has developed this goal.

Chronic absenteeism and disengagement has been on the rise across the Bowling Green Charter School, increasing 1.5%. We will focus on improving our daily attendance to improve our overall attendance goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard: Chronic Absenteeism among African American students 2019	24.1%				20%
Dashboard: Chronic Absenteeism among students with disabilities 2019	12.5%				10%
Dashboard: Chronic Absenteeism among socioeconomically disadvantaged students 2019	9.3%				8%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Tracking	Daily phone calls to verify absences, home visits, and programs to encourage engagement.		Yes

Action #	Title	Description	Total Funds	Contributing
2	Attendance Incentive Programs	Incentives for students with improved attendance, perfect attendance awards.		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
5	Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for our African American students.

An explanation of why the LEA has developed this goal.

Based on our needs assessment done by staff and steering committee, we notice that the gap for our African American students cuts across academics, attendance, and behavior data. We recognize that a root cause is likely our school climate and the way our African American students and families are experiencing school in general. We are committed to addressing this issue through efforts to improve our overall school climate, but also focusing efforts specifically to improve relationships with African American students and families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard: Parent and Family Engagement 2019	Standard Met				Standard Met
Dashboard: Suspension Rate Indicator 2019	1.3 percent suspended at least once				Maintain at 1.3 percent
Dashboard: School Climate Indicator 2019	Standard Met				Standard Met
School Climate Survey Data for African American Students 2020	64%				75%
School Climate Survey Data for All Students 2020	73%				80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Support/Parent Resource Center (McCoy)	Staff and supply a student support/parent resource center to support the social-emotional needs of students, connect families to community resources, provide family outreach, and actively develop school-community partnerships.	$108,395.00	Yes
2	Encourage Parent Involvement (McCoy)	Provide fingerprinting fee waivers, translation, childcare, and snacks to encourage parent participation in school activities including, but not limited to field trips, ELAC, and Steering Committee	$2,873.00	Yes
3	Build Stronger Peer Relationships (McCoy)	Support positive peer interactions during unstructured times and positive behavior support utilizing trained supervision staff and equipment. School Community Liaison to bridge the connections between school, student, and family.	$92,813.00	Yes
4	Student Support/Parent Resource Center (Chacon)	Staff and supply a student support/parent resource center to support the social-emotional needs of students, connect families to community resources, provide family outreach, and actively develop school-community partnerships.	$26,840.00	Yes
5	Encourage Parent Involvement (Chacon)	Provide fingerprinting fee waivers, translation, childcare, and snacks to encourage parent participation in school activities including, but not limited to field trips, ELAC, and Steering Committee	$2,363.00	Yes
6	Build Stronger Peer Relationships (Chacon)	Support positive peer interactions during unstructured times and positive behavior support utilizing trained supervision staff and equipment.	$23,375.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.3%	1,625,311

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.

There are several actions that are being implemented at Bowling Green Charter that are increasing or improving services for unduplicated students. The explanation below includes discussion of outcome data and implementation results.

Bowling Green has identified the use of funds to provide academic interventions to students across all subgroups, however there has been significant considerations for our English Learners. EL students are identified as 75.5 points below standard in ELA as compared to English only students being 39 points below standard. Our focus on reading across the curriculum and targeted interventions for students is aimed to increase the points towards standard as well as to increase student achievement in all subjects.

Bowling Green is maintaining the use of funds to reduce class size at grades K-3 and to provide targeted instruction in the form of additional staffing. Class size reduction (maintaining class size at 24:1) at K-3 allows the school to maintain programs above and beyond what would be possible with base funding alone. Given the broad nature of this action, it is difficult to attribute any specific causal relationship or correlation to a specific improvement or other outcome. There is community interest in maintaining the breadth and depth of program offerings. In the school's consideration of budget proposals during the 2020-21 school year, stakeholders emphasized the importance of maintaining current program offerings that enable the school to meet a range of student and family needs and interests.

The Student Support and Parent Resource Center is an important part of the schools effort to provide students wrap-around supports. Student Support and Parent Resource Services efforts are especially focused on students who have less access outside school to mental and physical health care and resources. Additional social, emotional, and mental health supports has been a priority expressed ongoing and emphatically across stakeholder groups. The need for more mental health counseling and access to social workers has recurred throughout engagement activities. Student Support Services staff have increased the scope of services provided significantly. In providing responsive services to students based on their Early Identification and Intervention System (EIIS) indicators, the rates for unduplicated student groups were all above that for 'All students.' While all students received Tier 1 universal services from the SSC, Tier 2 targeted

intervention were provided to 11.3% (92 students) and Tier 3 intensive intervention was provided to 4.9% (40 students). While there is certainly room for improvement, these rates demonstrate that efforts are being focused at higher levels to unduplicated populations. This focus will continue, with the intention of directing staff efforts and resources to those students groups who are demonstrating the highest needs.

Bowling Green has allocated funding towards improving peer relationships at school. The need for these supports as evidenced by Chronic Absenteeism Rates rising 1.5%. Higher rates were observed for socioeconomically disadvantaged students, increasing 2.2%. During distance learning, this gap has widened and a significant gap has emerged for Socioeconomically Disadvantaged students. In addition, we see a disproportion in the suspension rates of our English learners (increasing 1.1%). The funds allocated to improve peer relationships will serve as a means to lower these rates.

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

Overall, services for Foster Youth, English Learners, and low-income students are being increased or improved through a range of actions that include actions focusing only on one or more unduplicated student groups, actions that are funded by multiple resources with one or more components focused on the needs of unduplicated students, and actions that are funded only/primarily by LCFF funds and implemented broadly, with the expectation that implementation is principally benefitting unduplicated students.

The actions and services described in this plan that are being provided as an increase or improvement to unduplicated students include:

- Academic Interventions in ELA and Mathematics
- Class Size Reduction
- Encouraging Reading Across the Curriculum
- Student Support and Parent Center
- Parent Involvement
- Build Stronger Peer Relationships

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include:

- English language instruction and access to core content
- Provide translation to increase parent involvement in education

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

- Academic Interventions in ELA and Mathematics
- Encourage Parent Involvement

Actions that are funded only/primarily by LCFF funding, are being implemented on a broad basis, and are intended to principally benefit unduplicated students include the following. Detailed descriptions of these actions have been provided in the previous section:

- Class Size Reduction

- Encourage Reading Across the Curriculum
- Student Support and Parent Resource Center
- Build Stronger Peer Relationships

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$6,543,086.00			$219,825.00	$6,762,911.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$5,784,522.00	$978,389.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Basic Operations Staffing for McCoy	$361,622.00				$361,622.00
1	2	All	Basic Teaching Staff for McCoy	$1,953,051.00				$1,953,051.00
1	3	All	Basic Operational Costs for McCoy	$178,156.00				$178,156.00
1	4	All	District Costs for McCoy	$321,225.00				$321,225.00
1	5	All	Basic Operations Staffing for Chacon	$389,321.00				$389,321.00
1	6	All	Basic Teaching Staff for Chacon	$1,468,096.00				$1,468,096.00
1	7	All	Basic Operational Costs for Chacon	$150,024.00				$150,024.00
1	8	All	District Costs for Chacon	$247,720.00				$247,720.00
2	1	English Learners Foster Youth Low Income	Implement academic interventions and support in ELA and Math at McCoy	$101,571.00				$101,571.00
2	2	Foster Youth Low Income	Class Size Reduction at McCoy	$568,891.00				$568,891.00
2	3	English Learners Foster Youth Low Income	Encourage reading across the curriculum and at home (McCoy)	$14,093.00				$14,093.00
2	4	English Learners Foster Youth Low Income	Implement academic interventions and support in ELA and Math at Chacon	$21,191.00			$13,511.00	$34,702.00
2	5	English Learners Low Income	Class Size Reduction at Chacon	$548,688.00				$548,688.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	English Learners Foster Youth Low Income	Encourage reading across the curriculum and at home (Chacon)	$12,331.00				$12,331.00
2	7	English Learners Foster Youth Low Income	Intervention at Chacon	$21,979.00			$8,021.00	$30,000.00
3	1	English Learners	English language instruction and access to core content at McCoy	$95,739.00				$95,739.00
3	2	English Learners	Provide translation to increase parent involvement in education at McCoy	$2,000.00				$2,000.00
3	3	English Learners	Monitor academic progress at Chacon				$28,421.00	$28,421.00
3	4	English Learners	Provide translation to increase parent involvement in education at Chacon	$601.00				$601.00
4	1	English Learners Foster Youth Low Income	Attendance Tracking					
4	2	All	Attendance Incentive Programs					
5	1	English Learners Foster Youth Low Income	Student Support/Parent Resource Center (McCoy)				$108,395.00	$108,395.00
5	2	Foster Youth Low Income	Encourage Parent Involvement (McCoy)				$2,873.00	$2,873.00
5	3	English Learners Foster Youth Low Income	Build Stronger Peer Relationships (McCoy)	$78,482.00			$14,331.00	$92,813.00
5	4	English Learners Foster Youth Low Income	Student Support/Parent Resource Center (Chacon)				$26,840.00	$26,840.00
5	5	English Learners	Encourage Parent Involvement (Chacon)				$2,363.00	$2,363.00
5	6	Foster Youth Low Income	Build Stronger Peer Relationships (Chacon)	$8,305.00			$15,070.00	$23,375.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,473,871.00	$1,693,696.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$97,739.00	$97,739.00
Schoolwide Total:	$1,376,132.00	$1,595,957.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	**1**	Implement academic interventions and support in ELA and Math at McCoy	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCoy Academy	$101,571.00	$101,571.00
2	**2**	Class Size Reduction at McCoy	Schoolwide	Foster Youth Low Income	Specific Schools: McCoy Academy	$568,891.00	$568,891.00
2	**3**	Encourage reading across the curriculum and at home (McCoy)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCoy Academy	$14,093.00	$14,093.00
2	**4**	Implement academic interventions and support in ELA and Math at Chacon	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bowling Green Chacon Science & Language Academy	$21,191.00	$34,702.00
2	**5**	Class Size Reduction at Chacon	Schoolwide	English Learners Low Income	Specific Schools: Chacon Language & Science Academy	$548,688.00	$548,688.00
2	**6**	Encourage reading across the curriculum and at home (Chacon)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bowling Green Chacon Science & Language Academy	$12,331.00	$12,331.00
2	**7**	Intervention at Chacon	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bowling Green Chacon Science & Language Academy	$21,979.00	$30,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	English language instruction and access to core content at McCoy	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: McCoy Academy 3-6 grade	$95,739.00	$95,739.00
3	2	Provide translation to increase parent involvement in education at McCoy	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: McCoy Academy	$2,000.00	$2,000.00
3	3	Monitor academic progress at Chacon	Schoolwide	English Learners			$28,421.00
3	4	Provide translation to increase parent involvement in education at Chacon	Schoolwide	English Learners		$601.00	$601.00
4	1	Attendance Tracking	Schoolwide	English Learners Foster Youth Low Income			
5	1	Student Support/Parent Resource Center (McCoy)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCoy Academy		$108,395.00
5	2	Encourage Parent Involvement (McCoy)	Schoolwide	Foster Youth Low Income	Specific Schools: McCoy Academy		$2,873.00
5	3	Build Stronger Peer Relationships (McCoy)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCoy Academy	$78,482.00	$92,813.00
5	4	Student Support/Parent Resource Center (Chacon)	Schoolwide	English Learners Foster Youth Low Income			$26,840.00
5	5	Encourage Parent Involvement (Chacon)	Schoolwide	English Learners			$2,363.00
5	6	Build Stronger Peer Relationships (Chacon)	Schoolwide	Foster Youth Low Income	Specific Schools: Chacon Science & Language Academy	$8,305.00	$23,375.00

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

f) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

h) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	George Washington Carver School of Arts and Science
CDS Code:	34-67439-0101899
LEA Contact Information:	Name: Allegra Alessandri Position: Principal Phone: 916-395-5266
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$2,531,041
LCFF Supplemental & Concentration Grants	$236,436
All Other State Funds	$181,264
All Local Funds	$0
All federal funds	$41,005
Total Projected Revenue	$2,753,310

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$2,682,332.68
Total Budgeted Expenditures in the LCAP	$387,303
Total Budgeted Expenditures for High Needs Students in the LCAP	$266,298
Expenditures not in the LCAP	$2,295,029.68

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$1,676,689
Actual Expenditures for High Needs Students in Learning Continuity Plan	$1,679,000

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$29,862
2020-21 Difference in Budgeted and Actual Expenditures	$2,311

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund Expenditures for the school year not included in the Local Control and Accountability Plan include funds to cover the cost of most personnel, instructional supplies, pro-rata facility use fees, special education costs, and administrative costs to the school district.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: George Washington Carver School of Arts and Science

CDS Code: 34-67439-0101899

School Year: 2021-22

LEA contact information:

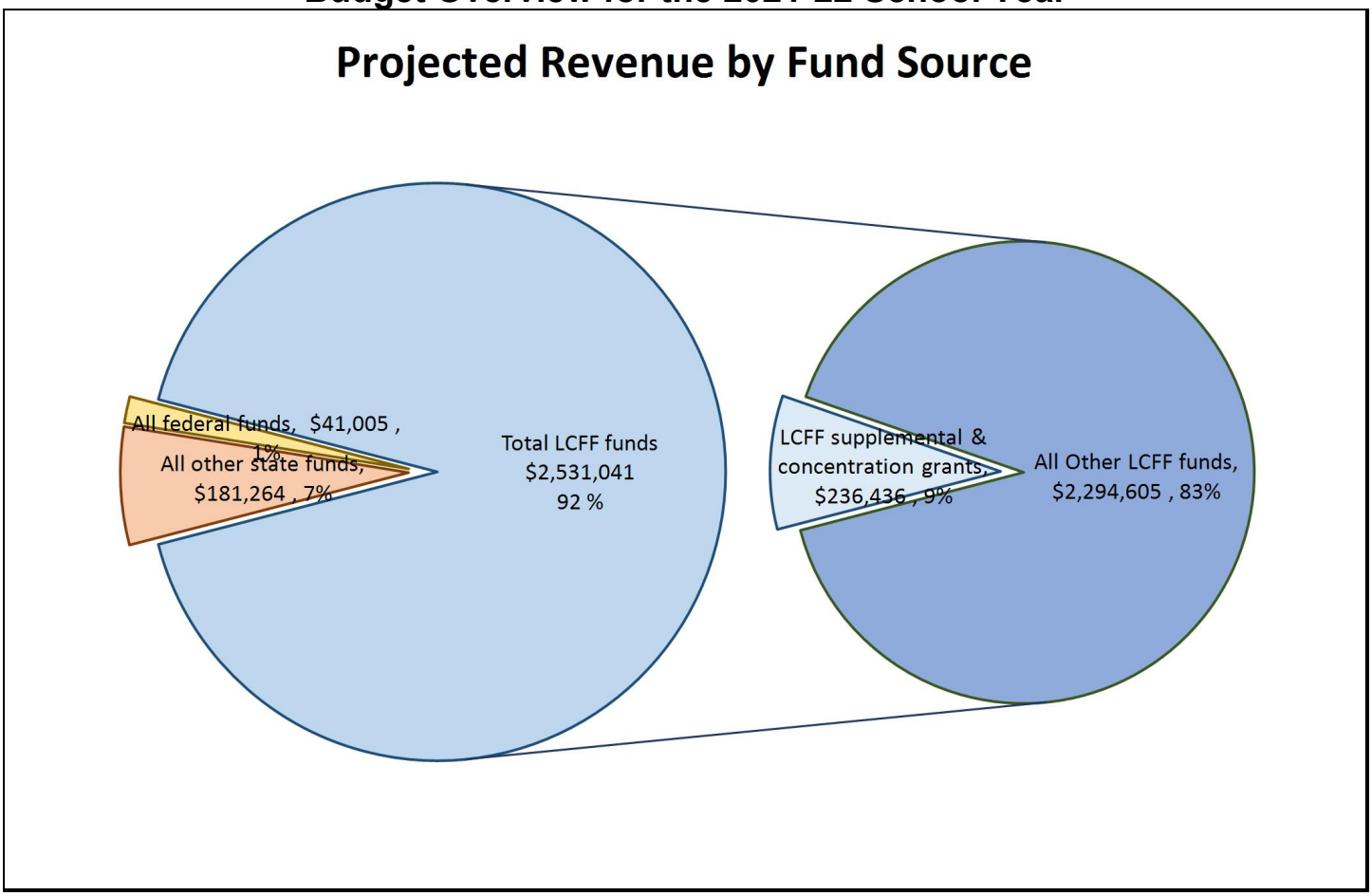
Allegra Alessandri

Principal

916-395-5266

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

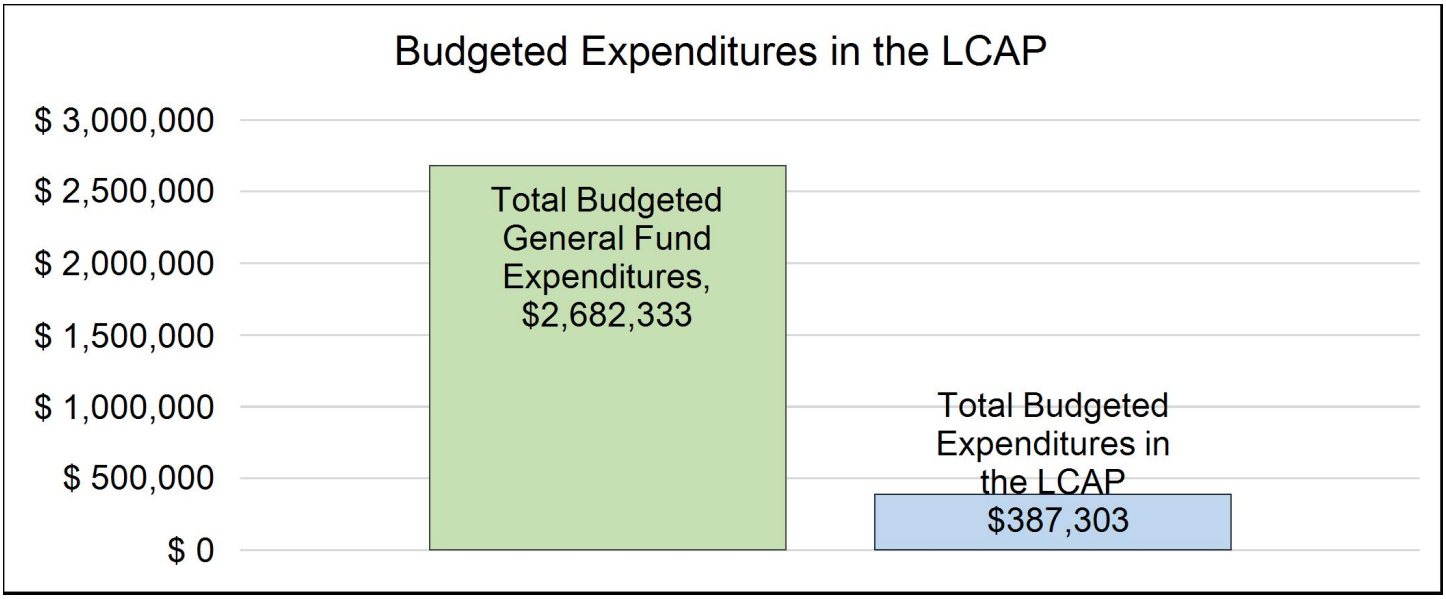


This chart shows the total general purpose revenue George Washington Carver School of Arts and Science expects to receive in the coming year from all sources.

The total revenue projected for George Washington Carver School of Arts and Science is $2,753,310, of which $2,531,041 is Local Control Funding Formula (LCFF), $181,264 is other state funds, $0 is local funds, and $41,005 is federal funds. Of the $2,531,041 in LCFF Funds, $236,436 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much George Washington Carver School of Arts and Science plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

George Washington Carver School of Arts and Science plans to spend $2,682,332.68 for the 2021-22 school year. Of that amount, $387,303 is tied to actions/services in the LCAP and $2,295,029.68 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

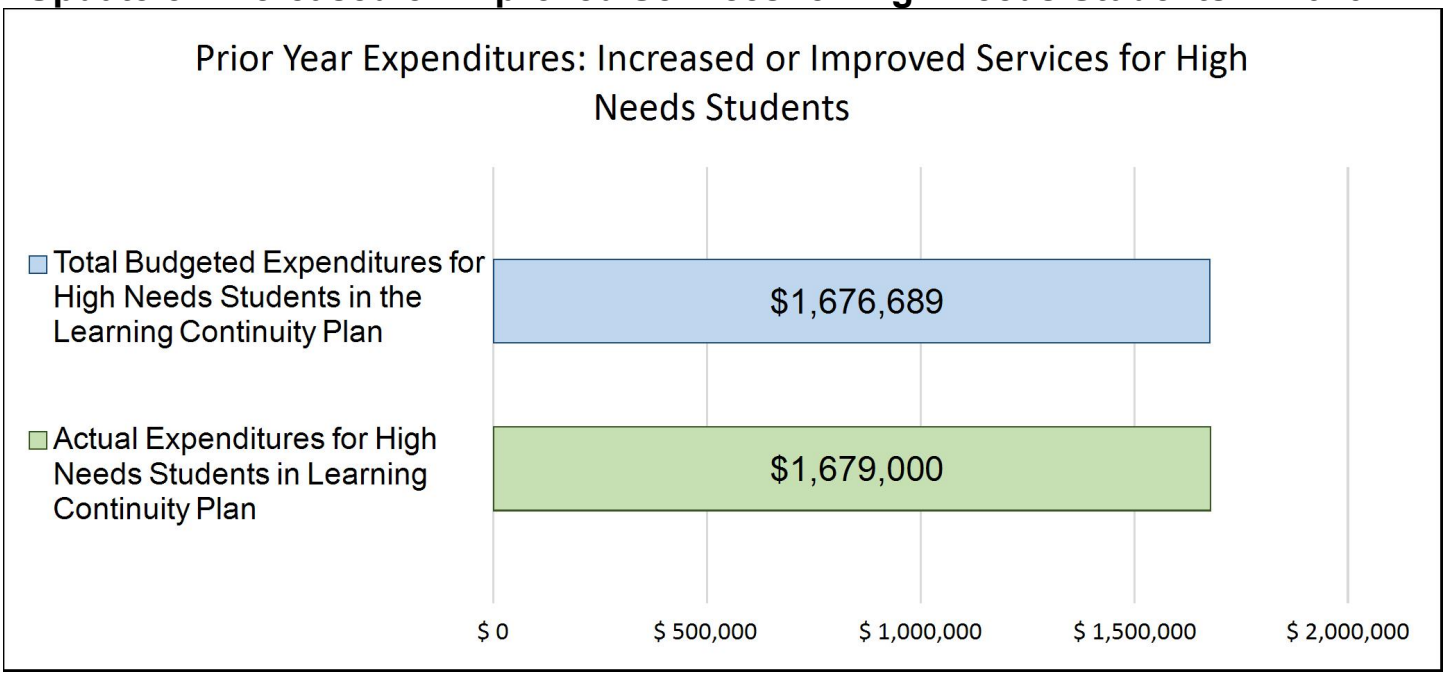
General Fund Expenditures for the school year not included in the Local Control and Accountability Plan include funds to cover the cost of most personnel, instructional supplies, pro-rata facility use fees, special education costs, and administrative costs to the school district.

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

In 2021-22, George Washington Carver School of Arts and Science is projecting it will receive $236,436 based on the enrollment of foster youth, English learner, and low-income students. George Washington Carver School of Arts and Science must describe how it intends to increase or improve services for high needs students in the LCAP. George Washington Carver School of Arts and Science plans to spend $266,298 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what George Washington Carver School of Arts and Science budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what George Washington Carver School of Arts and Science estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, George Washington Carver School of Arts and Science's Learning Continuity Plan budgeted $1,676,689 for planned actions to increase or improve services for high needs students. George Washington Carver School of Arts and Science actually spent $1,679,000 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
George Washington Carver School of Arts and Science	Allegra Alessandri Principal	allegra-alessandri@scusd.edu 916-395-5266

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

In order to increase percentage of students who are on track to graduate college and career ready, there is a need to provide additional academic support for struggling students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	SCUSD Strategic Plan Pillar 1; GTS

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teachers appropriately assigned and credentialed.	100% of teachers are appropriately assigned and credentialed. Due to the Pandemic and school closure, state testing was suspended. Provided professional learning in Visual and Performing Arts focusing on Arts Integration for 100% of teachers Maintained 100% textbook sufficiency which included one to one lap top for each student. Increased a-g completion to 40%.

Expected	Actual
19-20 Maintain high school graduation rate at 90% or greater. Math & ELA proficiency goals increase by 5 points Continue to provide professional learning in Visual and Performing Arts focusing on Arts Integration for 100% of teachers Maintain 100% textbook sufficiency Increase percent of students who demonstrate college and career readiness on the California School Dashboard from 28% to 35% Increase a-g completion to 35% or greater Increase percent of students scoring 3 or above on AP exams Increase percent of students earning 3 or more California State University, Sacramento -ACE credit from 35% to 37% Increase reclassification rate from 22% to 25%	
Metric/Indicator Student access to standards-aligned instructional materials. **19-20** 100% of students have access to standards-aligned instructional materials **Baseline** 100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials. We increased access to technolgy, offering one to one laptops for every student.
Metric/Indicator	Administrator and teachers possess knowledge of state standards, including ELD standards, and demonstrated the capacity to develop standards-aligned lessons and assessments. Teacher

Expected	Actual
Administrator and teachers possess knowledge of state standards, including ELD standards, and have the capacity to develop standards-aligned lessons and assessments.	collaborated to contribute to the Families Project during the pandemic-- writing a K-12 curriculum centered on learning from home.
Metric/Indicator Student achievement in grade 11 on standardized ELA assessment (CAASPP) **Baseline** 2015-16 CAASPP achievement (status) is 43.1 points above level 3.	CAASPP was suspended due to the Pandemic and school closure.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
English teacher integrating the arts through drama and other artistic activities to support the Waldorf model.	Salary 1.0 FTE (expected) 1000-3000 Suppl/Con 105,599 CSI funding for 19-20 4000-4999: Books And Supplies Grant	Salary 1.7 FTE 1000-3000 Suppl/Con 205,406 CSI 4000-4999: Books And Supplies Grant 24630
Partial FTE for English teacher integrating the arts through drama and other artistic activities to support the Waldorf model.	Salary .5 FTE 1000-3000 Suppl/Con 55,525 Supplemental Instructional Materials 4000-4999: Books And Supplies Suppl/Con 333	0 0

Goal Analysis

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

Funding and addressing issues were diverted to address the pandemic and finding new was to support students, teachers, families and staff.

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

The major challenge was school closure. Supporting struggling studnets was far more difficult in the distance learning model. Different students began to struggle in different ways due to school closure and the Pandemic. Teahcers tried to engage students and encourage them to join office hours for support.

Goal 2

The school will provide more varied opportunities to enhance student learning and increase student engagement through the arts.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facilities Attendance Chronic Absence Suspension Expulsion Dropout rate	Due to school closure, learning occurred at home and not on campus. All metrics and outcomes were altered with distance learning. Maintained FIT (Facilities Inspection Tool) Inspection Rating at 100%. Decreased Chronic Absence rate to 4%. Suspension: decreased from 8 to 0 per100 students Maintained Expulsion Rate of 0%. Dropout rate was maintained at 2014-15 level: 0% school wide; EL 0%; Low income 0%.

Expected	Actual
19-20 Maintain FIT (Facilities Inspection Tool) Inspection Rating at 100% School-wide Attendance Rate for 2014-15 is unavailable; 2013 baseline was 95.66%; 2016-17 goal is increase to 97.5% Decrease Chronic Absence rate to 8% or below Suspension: decrease from 8 to 7.5 per 100 students Maintain Expulsion Rate of 0%. Dropout rate will be maintained at 2014-15 level: 0% school wide; EL 0%; Low income 0%.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Visual Arts Teacher teaches every ninth grade and AP Art for advanced students in 11th and 12th grades. As a Waldorf school, we use arts to engage all students in learning throughout the entire curriculum. We also use the arts to address social emotional development	Visual arts teacher 1000-3000 Suppl/Con 125,591	1000-3000 Suppl/Con 74563

Goal Analysis

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

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

Arts integration is a fundamental component of our school. Teachers continued to do so through teh pandemic, though were limited in their ability to actively support studnets because they were not in a classroom setting. Art displays, artistic activities, drama, music, and expos were all cancelled.

Goal 3

Improve school climate and student engagement with targeted intervention and support to include parent engagement for college going culture

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Dashboard Suspension Indicator **19-20** Fall 2019 Dashboard: 6% or lower (green) **Baseline** Fall 2017 Dashboard: 3.1% suspended (green)	Suspensions fell dramatically during the pandemic and school closure.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement Restorative Practices and Parent Engagement for College Going Culture	CSI Funds 1000-6000 Other 40,000	1000-6000 Grant 23395

Goal Analysis

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

By contracting with Trauma Literacy, we were able to hold parent forums. We were able to conduct in depth student study, hold empathy interviews, and work collaboratively with teachers to address restorative practices with teachers. We also contracted with a college adviser to work with parents to consult about college going culture and to support students applying to early college classes and community college classes as well as applying to college.

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

All staff participated in restorative practices through district trained specialist and an outside consultant from Trauma Literacy. Staff reviewed suspension data and the disproportionality of student of colors suspensions. They learned and developed new ways to address discipline. Working with Trauma Literacy coach enabled a smooth transition to distance learning. Due to COVID19 school closure

Goal 4

Carver will add academic supports for struggling students in three ways: add an independent study model to increase students attending school; add after school academic support and credit recovery.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	Increase student attendance and academic achievement.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator independent study enrollment **19-20** open program and enroll those students otherwise leaving to attend outside SCUSD **Baseline** there are currently no students enrolled 	We are working on a material revision of the charter to officially add an Independent Study program.

Expected	Actual
Metric/Indicator reduce attrition by 75% from 20 to 5 students **19-20** enroll15 new students to program by 11/20/19 **Baseline** 20 students disenroll	Six students worked with an independent study teacher.
Metric/Indicator after-school academic support enrollment **19-20** Start after school program 2x week by 11/20/19. **Baseline** There are no students enrolled.	Twenty students took advantage of the after school program for study support. The program was cut short due to school closure.

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
We planned to offer Independent Study for up to 10 students and to offer after school homework support on a drop in basis.	CSI funding 1000-1999: Certificated Personnel Salaries Other $50,000	CSI 1000-1999: Certificated Personnel Salaries Grant 4037

Goal Analysis

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

Due to COVID19 school closure, we were unable to build the desired attendance in the after school program.

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

The independent study program was an important step to supporting studnets continuous learning despite mental health concerns. When school closure occurred, the need arose for an alternative to large classrooms and ZOOM classes, and a total of seven students took advantage of the program. The after school home work support class was starting to be accessed by students but closed at a critical time due to school closure. The class experienced peaks at the end of the semester and at Quarter grading periods.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. SCUSD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom.	5000	5000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

At this writing, the plan is to reopen high schools on May 6, 2021. Office staff returned to the school campus, but students and teachers have not. Google Classroom was implemented in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including interaction via virtual 'breakout room' groups. Teachers would use a camera to record lessons, enabling students to later watch or rewatch instruction. This model of delivery would also ensure that continuity of instruction would be maintained in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.
Most of the District's related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
Additional considerations for Students with Disabilities: For some special education instructional programs and certain related services, the optimum service delivery model is in-person, face-to- face. As each program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.

School reopened high schools on April 22, 2021

Analysis of In-Person Instructional Offerings

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

In person began on April 22. For over a year learning was through zoom and google classrooms. For some students, distance learning was a great support due to the organization of GC. Fewer, shorter classes enabled students to stay organized and complete more home work. For others the lack of in -person learning was not successful. For some, attendance was a huge challenge. By March, everyone was exhausted and any novelty was well worn off. The technology for each students, access to ZOOM and Google classrooms were huge benefits. Mental health needs became a top priority.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We moved 100% to distance learning using ZOOM and Google Classrooms. All studnets who needed one were able to borrow a chomebook. Classrooms were outfitted for hybrid learning as well, adding large monitors and polycams to every classroom. Teachers developed a distance learning model that incorporated focus group and survey feedback from all stakeholders. Clubs returned to meeting through ZOOM. All community meetings were held through ZOOM which increased participation of parents.	333,633	334,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.

- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or video. Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.
- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

The total (synchronous and asynchronous combined) instructional minutes for each grade-level is subject to district negotiations with labor partners, but at minimum, student instructional minutes will meet state requirements for high school 240 minutes.
In addition to the instructional day, teachers will be available for office hours on a regular schedule. We will utilize Google Classroom and Infinite Campus as a way of facilitating ongoing communication between families and staff members.
As GWC begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. Carver's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning. During the spring school closures Carver distributed Chromebook devices for every student who was in need. In planning for the fall, the school has prepared sufficient devices to supply all those in need.
Also continuing into the fall are partnerships with city/regional agencies and corporate entities to provide connectivity. The 'super hotspot' program launched in partnership with Sacramento Regional Transit provides connectivity to strategic zones via city buses that have been equipped with free internet/Wi-Fi. The Sac City Kids Connect program provides eligible families with several months of free internet access through a partnership with the City of Sacramento and Comcast's Internet Essentials program. The district will continue to promote both of these opportunities in its outreach to families and explore how additional partnerships might expand connectivity access. Existing and future communications and information requests concerning district learning will continue to assess technology access and support needs. Parent Election forms for schedule options (Distance Learning or Blended) and outreach efforts from the Attendance and Engagement Office specifically assess technology needs and connect students and families to services. This includes specific technology support following Home Visits conducted for 'unreachable' students. On a case-by-case basis, hot spots may be provided to families who are in need of internet access and are not eligible for the Sac City Kids Connect Program.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of instruction was a challenge at first, though students and teachers found a rhythm to that. For some students it was successful, for others it was not. We were able to ensure 100% access to devices and connectivity. Pupil participation was good considering the enormous disruptive change, though it was significantly less than usual. We met as staff weekly to review student progress. Professional learning was robust as we were able to spend more time dedicated to our work on anti-bias teaching and curriculum. Supporting students with unique needs was most challenging due to distance learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Classroom teachers are being provided a full month of time in which to administer the initial assessment to ensure that students and teachers can effectively create a safe learning environment and re-engage students in school. As noted in the Council of Great City Schools' (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures: Learning Loss will be addressed through a Multi-tiered system of supports. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. Eligible Foster Youth will be provided online tutoring services based upon needs identified in the case management support process.	1,338,056	1,340,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Assessing learning loss is our greatest challenge. There is no doubt that we could not achieve thee same robust and demanding curriculum as we would offer in person. However, teachers were creative using a wide variety of techniques and methodologies and media to support students' learning. Learning happened best when it was non-traditional: creating assignments were students were asked to discover cooking or observing the outdoors from their homes. Students greatest needs at the high school level were in the social emotional realm.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

SCUSD has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive in across all of the 'Return' plans

To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary and secondary and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include:

1. Opening of each class with a welcoming/inclusion activity
 a. Includes all voices
 b. Supports new learning ahead
c. Can be related to an academic content area or be non-academic
 2. Engaging Activities
 a. Anchor thinking and learning throughout the experience
 b. Individual and collective engagement and learning are supported
 c. Balance of interactive and reflective experiences to meet the needs of all participants
 3. Ending each class with an optimistic closure
 a. Highlights individual and shared understanding of the importance of the work
 b. Provides a sense of accomplishment and supports forward-thinking
 c. Engages group in reflection, helps identify next steps, and/or makes connections

Also available is a set of supports focused on racial and social justice for the SCUSD community. Included is support for educator advocacy for students, guidance for community collaboration and collective efficacy, self-care resources, and resources for supporting youth.

Expanding upon the work in the SEL lesson materials, the Social Emotional Learning team has developed two full web pages that provide support, resources, and guidance. The first, Social Emotional Learning for Distance Learning and Beyond, includes specific resources for students, family members, and educators, including resources specific to SEL as a lever for racial justice and anti-racism. The second, The Anti-Racist Classroom, provides teachers and other instructional staff guidance and resources to guide learning, reflection, connection, and engagement specific to eliminating racism in our school system.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation.

As was done during spring school closures with the 'SEL Check-in Survey,' staff will use the results to guide targeted outreach to students/families and potential referral to tiered supports for mental health and/or social and emotional well-being interventions.

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness.' Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students. Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.

Tiered supports for mental health promotion, awareness, and supports are outlined below and will be supported by a full-time Student Support Center:

TIER 1: UNIVERSAL MENTAL HEALTH PROMOTION AND AWARENESS STRATEGIES-provide to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional and behavioral skills and well-being of all students

*Virtual Calming Room
*Community Resources
*Mindful Classes
*School-wide SEL curriculum and lessons
*Parent Teacher Home Visits
*Professional Learning for staff: Trauma-Informed Practices k-12, Mindfulness, Suicide Prevention and Mental Health Crisis Response
*District-wide focus on promoting well-being
*Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc.
*Wellness Warm-line (available 9am-3pm, Mon-Fri) (916) 643-2333

TIER 2: TARGETED STRATEGIES-Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning system, Early Identification and Intervention System (EIIS), as well as other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using EIIS, with a focus on connection students to school and supporting their engagement.

*Coordination of Services Team (COST) process
*Check-in/Check-out
*Psycho-educational groups: provides additional practices in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.

*Linkage to community-based services
*School-based mental individual counseling (in person or virtually) for students and their caregivers
*mentoring
*Case Management services (ensuring needs are met)
Professional Learning for staff & caregivers
TIER 3: INTENSIVE STRATEGIES-Individualized support to improve a student's behavioral and academics outcomes. Goal is to enhance a student;s quality of life by increasing adaptive skills and decreasing problems behaviors. Continuing to use EIIS and all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.
*Referral and linkage to community-based services
*Suicide Risk Assessment & Safety Planning
*Crisis Intervention
*Behavior contract support
*Special Education advocacy
*504 advocacy & supports
*School Attendance Review Board (SARB) process
*Student Behavior and Placement advocacy to assist with appropriate school placement
District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

SCUSD's 'Return to Connect' plan begins by reaffirming the important of attendance and engagement in school. It states, 'A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. We believe this to be true regardless of what school looks like when we return this fall. Not only do we want students to be present or "logged in," we want them to be engaged: interacting, thinking and connecting.' During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:
1. Behavioral engagement (physical actions) The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching

2. Cognitive Engagement (Cognitive Processing) Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task
3. Emotional Engagement (Motivation and Emotional Response) Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus
The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning.
The core expectations for each stakeholder group for attendance/engagement are: Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school. Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model. Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary. Administrators: Ensure attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the SCUSD Attendance and Engagement Office.
Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports (MTSS) mode:
TIER 1-Students attending school regularly *Positive relationships, engaging school climate, clear and consistent communication between school and families
TIER 2-Students who attend/engage moderately *Phone calls home, informal postcards, training with technology, provide device for distance learning (as needed), referral to student support center or Connect Center
TIER 3-Students who attend 40% or less *Referral to Student Support Center or Connect Center, Action Plan created with student and family, School Attendance Review Team (SART) meeting
TIER 4-Unreachable students: No contact or engagement *Home visits, referral to ACCESS, referral to outside agencies
To support implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. Data review is supported by the Early Identification and Intervention System (EIIS), a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind. When a student is unable to attend/engage daily, either virtually or in person, the school site will offer Short Term Independent Studies contracts. This option would not be distinct from the full distance learning model for all students. Students on Short Term Independent Studies contracts are required to work independently without synchronous learning time.

Analysis of School Nutrition

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

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru,

curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders.
With summer meal flexibility and the associated waivers ending on August 30, 2020, SCUSD will be opening on September 3, 2020 with limited flexibility in place under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to SCUSD enrolled students only and meal eligibility requirements at non-Community Eligibility Provision (CEP) schools. The Nutrition Services department is actively seeking additional waivers to include the continuance of the Summer Food Service Program from state and federal agencies that would extend meal flexibilities, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but a waiver for this flexibility has not been confirmed at the time of this writing.
The district is also seeking to qualify more schools under the Community Eligibility Provision (CEP) due to the increased number of students relying on Cal Fresh food assistance since March. This status allows schools to serve breakfast and lunch to all students at no cost to the student and without the added burden of eligibility applications. Currently 57 SCUSD schools qualify under the CEP and early data suggests that 9 more may be approved for the 2020-21 school year plus 3 more years. The Nutrition Services department will likely experience staffing shortages so it is our intention to provide meals at the most needy of our schools and all of them being CEP schools where breakfast and lunch is served at no cost. Enrollment documents are required for both school-aged children as well as child development enrolled students in order to obtain meals. All SCUSD, charter school, and child development families will be advised where meals will be available for their children and the process for obtaining meals.
When SCUSD moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria at elementary schools and in multiple locations on campus at secondary schools (using longer bell schedules and multiple meal periods) including outdoors. All students will either consume meals in the classroom or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning. In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone. The Nutrition Services Department is collaborating with community partners including The Food Bank of Sacramento, Food Literacy Center, and Farmers to Family Food Box Program to offer additional food resources and support for our families and students in the new school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We learned the value of hybrid learning especially enhanced with google classrooms and one to one technology. We know there is a need to address the social emotional development of our students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We continue to check in daily and weekly with our studnets with unique needs. We will take a qualitative and quantitative approach to monitoring students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Assessing learning outcomes was a challenge for 2019-2021. School closure tested our ability to imagine and create new forms of teaching and learning for all students. The Families Project-- a joint collaboration between AM Winn, Alice Birney and Carver to create weekly menus of Waldorf activities meeting the CCSS- was an innovative and enriching program for all studnets and families who engaged. For teachers it was a healthy and robust deep professional learning linking the entire Waldorf program k-12 around one theme weekly. Some students and teachers were able to participate extensively which increased their participation and engagement. We focussed on attendance and social emotional support for all students which helped to increase attendance and participation. The disruption of the school year has led us to consider more carefully the systemic bias of the school system. If high school is compulsory and if students attend, how is it that they can flunk out? The rules change without warning for students. We will be addressing how our high school studnets who attend our program will all pass and meet the requirements for graduation in a multitude of ways as we dismantle and reassemble our school system.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	377,048.00	332,031.00
	0.00	0.00
Grant	0.00	52,062.00
Other	90,000.00	0.00
Suppl/Con	287,048.00	279,969.00

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

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	377,048.00	332,031.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	50,000.00	4,037.00
1000-3000	286,715.00	279,969.00
1000-6000	40,000.00	23,395.00
4000-4999: Books And Supplies	333.00	24,630.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	377,048.00	332,031.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Grant	0.00	4,037.00
1000-1999: Certificated Personnel Salaries	Other	50,000.00	0.00
1000-3000	Suppl/Con	286,715.00	279,969.00
1000-6000	Grant	0.00	23,395.00
1000-6000	Other	40,000.00	0.00
4000-4999: Books And Supplies	Grant	0.00	24,630.00
4000-4999: Books And Supplies	Suppl/Con	333.00	0.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	161,457.00	230,036.00
Goal 2	125,591.00	74,563.00
Goal 3	40,000.00	23,395.00
Goal 4	50,000.00	4,037.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$5,000.00	$5,000.00
Distance Learning Program	$333,633.00	$334,000.00
Pupil Learning Loss	$1,338,056.00	$1,340,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$1,676,689.00	$1,679,000.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$5,000.00	$5,000.00
Distance Learning Program	$333,633.00	$334,000.00
Pupil Learning Loss	$1,338,056.00	$1,340,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$1,676,689.00	$1,679,000.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
George Washington Carver School of Arts and Science	Allegra Alessandri Principal	allegra-alessandri@scusd.edu 916-395-5266

Plan Summary [2021-22]

General Information

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

George Washington Carver School of Arts and Science is located in the Sacramento City Unified School District. Carver is located in the city of Rancho Cordova, surrounded by the City and County of Sacramento. Results of the 2010 Census reported that the racial makeup of Rancho Cordova was 60.4% White, 13.1% African American, 1.0% Native American, 12.1% Asian (3.6% Filipino, 2.0% Indian, 1.6% Vietnamese, 1.4% Chinese, 1.0% Korean, 0.4% Japanese, 2.0% Other), 0.9% Pacific Islander, 8.5% from other races, and 7.0% from two or more races. Hispanic or Latino of any race make up 19.7%. Nearly 50% of students are identified as socioeconomically disadvantaged. The student population also includes a significant percentage of Students with Disabilities (22 %). Many Carver students speak a primary language other than English: Spanish and Russian are the most frequently occurring languages other than English.

Carver is guided by the SCUSD Core Value and overarching Equity, Access, and Social Justice Guiding Principle. These both address the notion that 'Every system is perfectly designed to get the results that it gets' and acknowledge the presence of fundamental inequities that must be interrupted and addressed for the district to achieve its stated goals for all students and families. We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.'

The COVID-19 pandemic, closure of the physical school site, and implementation of distance learning have had profound and lasting impacts on our school. The challenges faced by families include food and housing insecurity, lack of access to technology/connectivity, unemployment, and lack of access to health care. These issues have exacerbated existing inequities and helped to shine a light on the gaps that were already present. The learning loss experienced by students during the pandemic will require focused effort in the coming years to address. In responding to the challenges of school closures and distance learning, Carver benefitted from the district's accelerating its progress in providing technology to students and taking advantage of the opportunities available in the digital space. This growth in the use of digital resources happened in the areas of classroom instruction and for multiple types of school and district operations.

Our mission here at Carver High School is to help teenagers become in the deepest sense, the people they are meant to be. This is an education that prepares students for college and more. It is not simply an education geared to the requirements of national tests. At Carver, the curriculum is rigorous; academic classes emphasize the development of independent investigation, critical thinking, and applied academic and creative skills that Carver students will later use to contribute to their community.

To achieve this vision, we will engage all students in developing 21st Century Skills–critical thinking and creative problem-solving skills–in an integrated and rigorous college-preparatory curriculum that integrates the arts and environmental stewardship. Ultimately, through the course of four years at Carver, each student will find his/her own unique path toward becoming intelligent, self-confident, and socially responsible individuals. Our students will have the skills and knowledge to address the question: How will you engage the world?

At Carver, our mission is to implement Waldorf methods as our best teaching practices. Teaching and learning is a process that engages the head (the intellect and academic content), the heart (students must feel excited and in relationship to what they are learning), and hands (students transform what they have learned and how they felt about it into a product). We integrate creativity, critical thinking and creative problem solving in all our lessons. Students write across the curriculum and engage in discussion of ideas, theories and findings in all their subjects.

Each day students and teachers greet each other with a handshake. Class begins with a poem, verse or song. Teachers engage students in an active review of the previous day's class, refreshing the memory and rebuilding the subject. The teacher delivers new material in an artistic way through imagery, or storytelling, which activates the visual memory. The lesson offers students opportunities to activate their thinking, their feeling and the lesson ends with students doing—turning their new knowledge into an essay, illustration, research or math problem. Every lesson is three-fold in this way with artistic, reflective and active work by every student. We train our teachers so that they practice teaching as an art form—reading the class and individual students before them; masters of their subject matter and State Standards; expertly weaving in creativity, discussion, and critical thinking through the lesson. At Carver, the central themes that weave throughout the curriculum and school activities are Social and Environmental Justice with a lens on racial justice.

Reflections: Successes

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

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in fall 2020. As a small high school, Carver is a safe place that focuses on each individual. Due to COVID and school closure, we have not assessed students in two years. Despite the move to online learning, we found that our strong school culture and bonds between teachers and students helped carry students and teachers through the transitions. The school Climate Survey results showed very positive growth in school culture and a sense of belonging. The overall rate of Belonging/Connectedness increased from 65% in 2019-20 to 80% in Fall 2020-21. There was a double-digit increase in the "Almost all of the time" and "Often" markings by students on each of the five surveyed areas: "At least one adult at this school thinks I'm smart" (increase of 11%), "I have at least one adult at school that I can go to for support" (increase of

14%), “Adults at this school encourage me to work hard and help me when I need it” (increase of 15%), “I am happy to be at this school” (increase of 16%) “I have chances at school to share my voice and give ideas” (increase of 18%).

College Readiness indicators grew: On track status 55%; ON Track retention rate 82%readiness and a-g on track 72%. School successes reflected in the California Data Dashboard are: College/ Career Green; ELA Blue; Mathematics Green.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to school closure, we experienced the loss of social emotional learning and support that we provide as a school within every classroom. SEL is at the very core of our program and distance learning interrupted this integrated part of our program. School closure made teaching and learning more challenging and we see the results in more student disengagement measured by attendance and grades. We see the need to add opportunities for students to engage in social emotional experiences like extra-curriculars, hands on and experiential learning. We also continue to focus on College Readiness by focusing on our graduate profile and a-g readiness. Areas of Need as reflected in the California Data Dashboard are Suspension rates Orange; Graduation Rates Orange.

LCAP Highlights

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

Highlights of this LCAP are the broad and focused goals on the mission of our high school education: college readiness. Under this broad umbrella, we are focusing on our graduate profile, a-g readiness, and students on track for graduation. We will also look at MTSS to offer layered supports for struggling students. We will continue to do work required to dismantling racism in our curriculum, school processes and systems.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

The Parent Guild meets monthly to review and discus school improvement and school goals. Based on these discussions we surveyed the parents four times in the last twelve months, most recently in April 2021. We have also surveyed students and asked them to join a review committee. Teachers share input weekly in staff meetings. All considerations were discussed and reviewed. For over three years the staff has focused on understanding racism and the implications for curriculum, policies and procedures that are part of a white dominant culture. Continuing this work is a priority for our staff and students.

A summary of the feedback provided by specific stakeholder groups.

Stakeholders are generally supportive of the school and the teaching and learning that occurred throughout school closure. They report that they feel their input is heard and incorporated into plans. Specifically stakeholders request more experiential learning to address learning loss. They request more artistic opportunities and college classes and more in person time with teachers and at school. Stakeholders requested more supports for students, especially those who do not receive Special Education supports.

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

Stakeholder input influenced the broad and focused goals of the LCAP. Specifically, stakeholders requested access to college level classes through the ACE program, developing more robust Waldorf methods and arts integration, and more access to academic support in the form of tutoring. Student stakeholders, teachers and parents also requested continuation of racial equity training and program review to dismantle racism. The LCAP reflects this specific stakeholder input.

Goals and Actions

Goal

Goal #	Description
1	BROAD: College and Career Readiness BROAD: Every student will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Growth in Graduation Rate and College/Career Readiness will be accelerated for Students with Disabilities, English Learners, African American students, and other student groups with gaps in outcomes until gaps are eliminated. We are committed to increasing student success and removing barriers to success, with special attention to racist practices.

An explanation of why the LEA has developed this goal.

Our vision and mission are to prepare every student to graduate college and career ready with a wide array of post-secondary options. We are working to build supports and remove barriers to student success as measured by a-g course completion, graduation rates, students enrolled in college classes like ACE and community college courses, and college application submission.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students on track for a-g coursework completion	32% of seniors are on track for a-g completion				100% of seniors graduate with a-g courses
Number of College applications	20% of seniors apply to 4 year colleges				80% of seniors apply to 4 year colleges
Number of students enrolled in ACE classes	30% of 11th and 12th graders apply for ACE classes				75% of students in 11th and 12th grades apply for CE classes
Number of Students earning Ds and Fs	30% of students earn Ds or Fs				No students earn Ds or Fs
CA Data Dashboard College/Career 2019	Green				Blue
CA Data Dashboard Graduation Rate 2019	Orange				Blue

Actions

Action #	Title	Description	Total Funds	Contributing
1	Grading Policy	Review grading policy and calibrate grading system. Ensure that grading policies and practices are equitable and removing barriers for students.		No
2	Academic Intervention	Regular review of progress and final grades to offer targeted support for students to provide ongoing, sustained intervention for all students who are struggling.	$60,000.00	Yes
3	ACE and College Applications	Through the support of a college adviser and teaches of 11th and 12th grade classes, continue to promote, enroll and support students taking college classes on campus through the ACE program at Sac State. Support students so more are applying to 4 year colleges.	$20,000.00	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	School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, and Homeless Youth. We are exploring behaviors and restorative ways to address both the harmed and the perpetrator. We are also in need of supports for student attendance, which contributes to student success and appropriate behaviors related to attendance. Our goal is to keep students at school learning, understanding barriers to behaviors and attendance to increase student success.

An explanation of why the LEA has developed this goal.

We are building a safe haven school. There has been a rise in race related incidents. Teachers are working to respond through restorative practices and changes to the curriculum. We also are committed to addressing incidents of bias, addressing the harmed and the person committing the biased incident. Restorative practices will be critical to addressing this concern.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	Disproportionate suspension rate between white, African American and Students with Disabilities				No suspensions
CA Data Dashboard Suspension Rate	Orange				Blue
Attendance Monitoring	Attendance rates fell to 89% in 2020				Attendance rate at 99%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Restorative Practice Training	Teachers will engage annually in Restorative Practice Training to address their curriculum and classroom practices for optimal equity. Trainings will be available to parents and student as well.	$61,005.00	No
2	Attendance/Office technician	Create an FTE for Attendance/Office technician to monitor and support attendance more carefully	$40,000.00	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
3	Promote the achievement of all students, and particularly for low-income and English learner students, by working collaboratively with students, parents, teachers, and the community during the 2021-22 school year to review educational practice and research for the purpose of revising and updating our graduate profile using a holistic definition of a successful high school graduate and identifying an approach that in future years will increase the opportunities available to our students upon graduation from high school. This goal is essential to Carver's development as a social and environmental justice school, committed to addressing white dominant culture in the school system. it is important that we build in supports for all learners, review policies that act as barriers to success and increase the graduation rate to 100%. We also want to enhance and invigorate the holistic portfolio review and our graduate profile to better support all student learning and demonstrating learning.

An explanation of why the LEA has developed this goal.

Carver has a Graduate Profile that would benefit from updating to reflect our holistic definition of a successful high school graduate. Additionally, there is analysis and revision to be done to the grading system so that we remove barriers to graduation and college admissions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	90%				100%
Student completion of Portfolio Review Process	0% due to Covid19				100%
CA Data Dashboard Graduation Rate	Orange				Blue
Graduate Profile Update	adopted in 2017				revised Graduate Profile
Fully Credentialed teaching staff	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Graduate Profile	Review and Update Graduate Profile to reflect out stance on equity and social justice. It will also provide a more holistic approach to student success and graduation, beyond semester grades.		No
2	Integrating Waldorf Methods	Insuring that all classes integrate the arts, offer hands on projects, make connections to the community will offer students more creative ways to show their learning and to pass classes with a C or higher.	$206,298.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.3%	$236,436

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.

At Carver, a public Waldorf school, we integrate the arts throughout the curriculum which offers flexible, creative and alternative ways for studnets to become engages, show their learning, and to practice high levels of critical thinking through analysis and synthesis. By broadening and deepening the types of assignments studnets have, struggling learners in particular find multiple entry points to the subject matter. TheArts increase student engagement. The Arts also provide supports for English Language learners by removing the words and showing the learning visually. The arts are also a medium for students to access their social-emotional learning through non-verbal creativity. The artistic process is one way for studnets to access their inner selves and learning, when words are difficult to find.

In addition, we will provide Academic Intervention to support all students, including those who would not have access through Special Education. Students who earn a D or F at anytime will be referred for targeted support. Foster Youth, EL, low income andDepending on the subject, they will be assigned a tutor-- a peer tutor, instructional aide or teacher to meet and intervene with targeted supports. This would occur during class work time, before or after school or at lunch time. The student and tutor will work closely with the teacher to support learning which will be reflected in the grading and passing the class.

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

We are increasing services to foster youth , ELL and low income students by targeting intervention services. We will focus our initial referral and intervention plans for these students.At Carver our main group of students for intervention are Title 1. Targeting interventions is a challenge because their status is highly confidential. Teachers and staff are prohibited from knowing who qualifies for Title 1. This is a

paradox: knowing but not knowing. This mystery is why we integrate the arts throughout the curriculum which offers flexible, creative and alternative ways for studnets to become engages, show their learning, and to practice high levels of critical thinking through analysis and synthesis. By broadening and deepening the types of assignments studnets have, struggling learners in particular find multiple entry points to the subject matter. TheArts increase student engagement. The Arts also provide supports for English Language learners by removing the words and showing the learning visually. The arts are also a medium for students to access their social-emotional learning through non-verbal creativity. The artistic process is one way for studnets to access their inner selves and learning, when words are difficult to find.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$326,298.00		$20,000.00	$41,005.00	$387,303.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$326,298.00	$61,005.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Grading Policy					
1	2	English Learners Foster Youth Low Income	Academic Intervention	$60,000.00				$60,000.00
1	3	11th and 12th graders	ACE and College Applications			$20,000.00		$20,000.00
2	1	All	Restorative Practice Training	$20,000.00			$41,005.00	$61,005.00
2	2	All	Attendance/Office technician	$40,000.00				$40,000.00
3	1	All	Graduate Profile					
3	2	English Learners Foster Youth Low Income	Integrating Waldorf Methods	$206,298.00				$206,298.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$266,298.00	$266,298.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$266,298.00	$266,298.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**2**	Academic Intervention	Schoolwide	English Learners Foster Youth Low Income		$60,000.00	$60,000.00
3	**2**	Integrating Waldorf Methods	Schoolwide	English Learners Foster Youth Low Income		$206,298.00	$206,298.00

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

f) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

h) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	New Joseph Bonnheim Community Charter
CDS Code:	34-67439-6034094
LEA Contact Information:	Name: Christie Wells-Artman Position: Principal Phone: 916 277-6294
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$3,122037.00
LCFF Supplemental & Concentration Grants	$626,065.00
All Other State Funds	$192711.
All Local Funds	$0
All federal funds	$78,956.00
Total Projected Revenue	$3,393,704

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$2,957,784.73
Total Budgeted Expenditures in the LCAP	$795,141
Total Budgeted Expenditures for High Needs Students in the LCAP	$692,091
Expenditures not in the LCAP	$2,162,643.73

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$609,975
Actual Expenditures for High Needs Students in Learning Continuity Plan	$536,489

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$66,026
2020-21 Difference in Budgeted and Actual Expenditures	$-73,486

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Central office department budgets(except for those specifically included) other employee salaries and benefits(except those specifically included)and special education services.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this	The planned actions for increasing or improving services for high needs students were overall, implemented as planned. The primary reasons for the difference between the total budgeted expenditures an estimated actual expenditures were reduced cost to implement expanded learning programs and a projected, because our school was closed for most of the year we spent less on this cost.

difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Joseph Bonnheim Community Charter

CDS Code: 34-67439-6034094

School Year: 2021-22

LEA contact information:

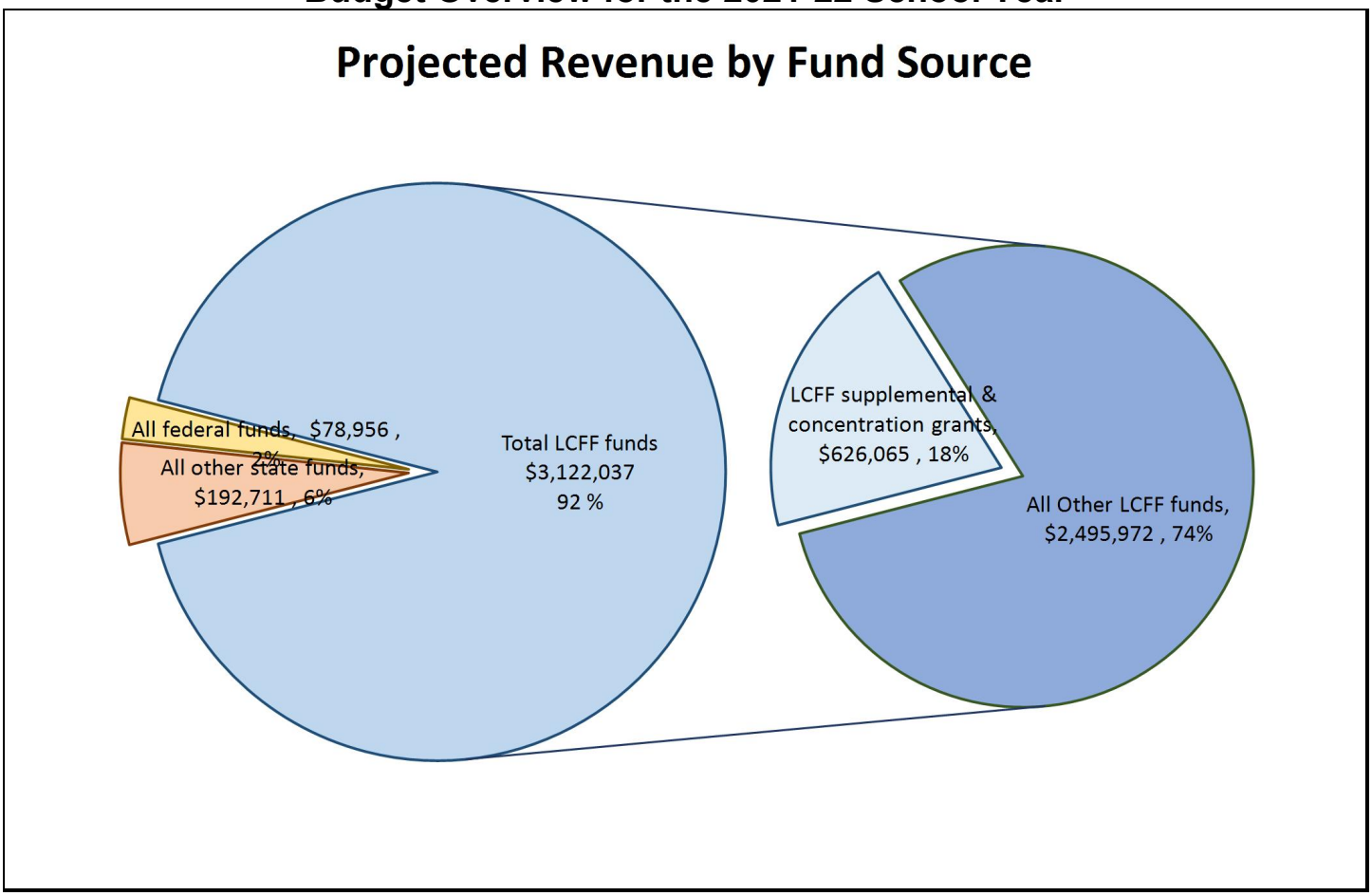
Christie Wells-Artman

Principal

916 277-6294

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

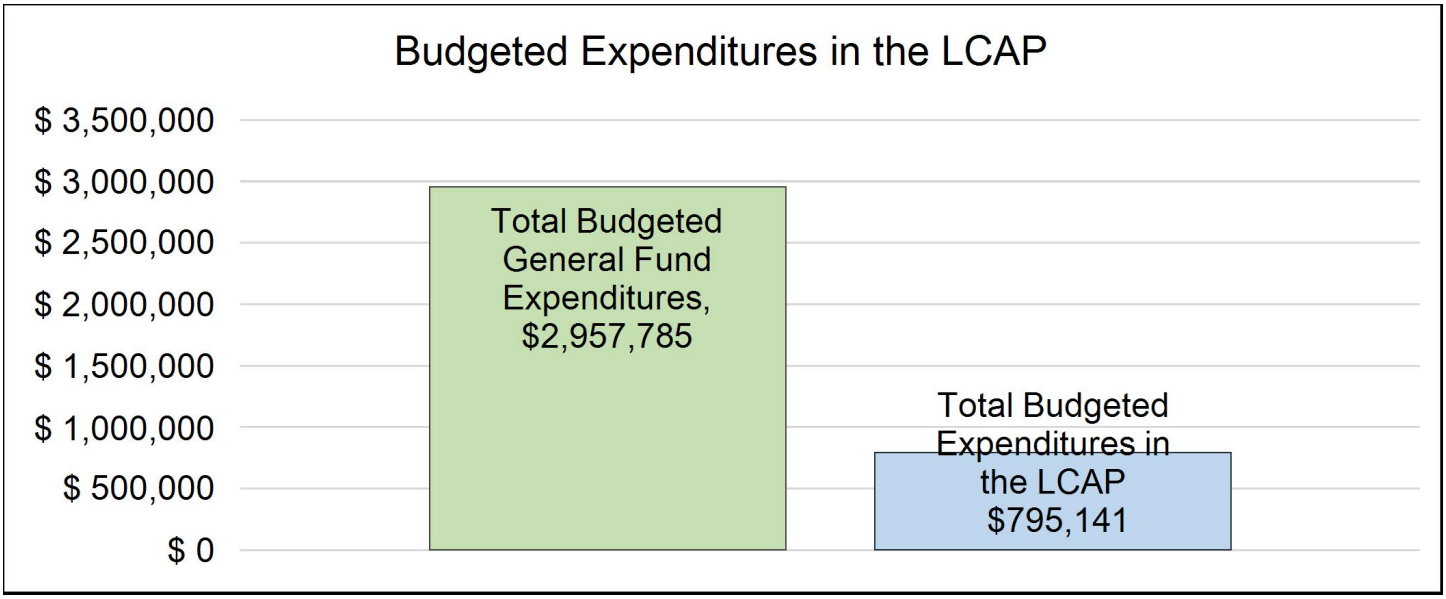


This chart shows the total general purpose revenue New Joseph Bonnheim Community Charter expects to receive in the coming year from all sources.

The total revenue projected for New Joseph Bonnheim Community Charter is $3,393,704, of which $3,122037.00 is Local Control Funding Formula (LCFF), $192711. is other state funds, $0 is local funds, and $78,956.00 is federal funds. Of the $3,122037.00 in LCFF Funds, $626,065.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much New Joseph Bonnheim Community Charter plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

New Joseph Bonnheim Community Charter plans to spend $2,957,784.73 for the 2021-22 school year. Of that amount, $795,141 is tied to actions/services in the LCAP and $2,162,643.73 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

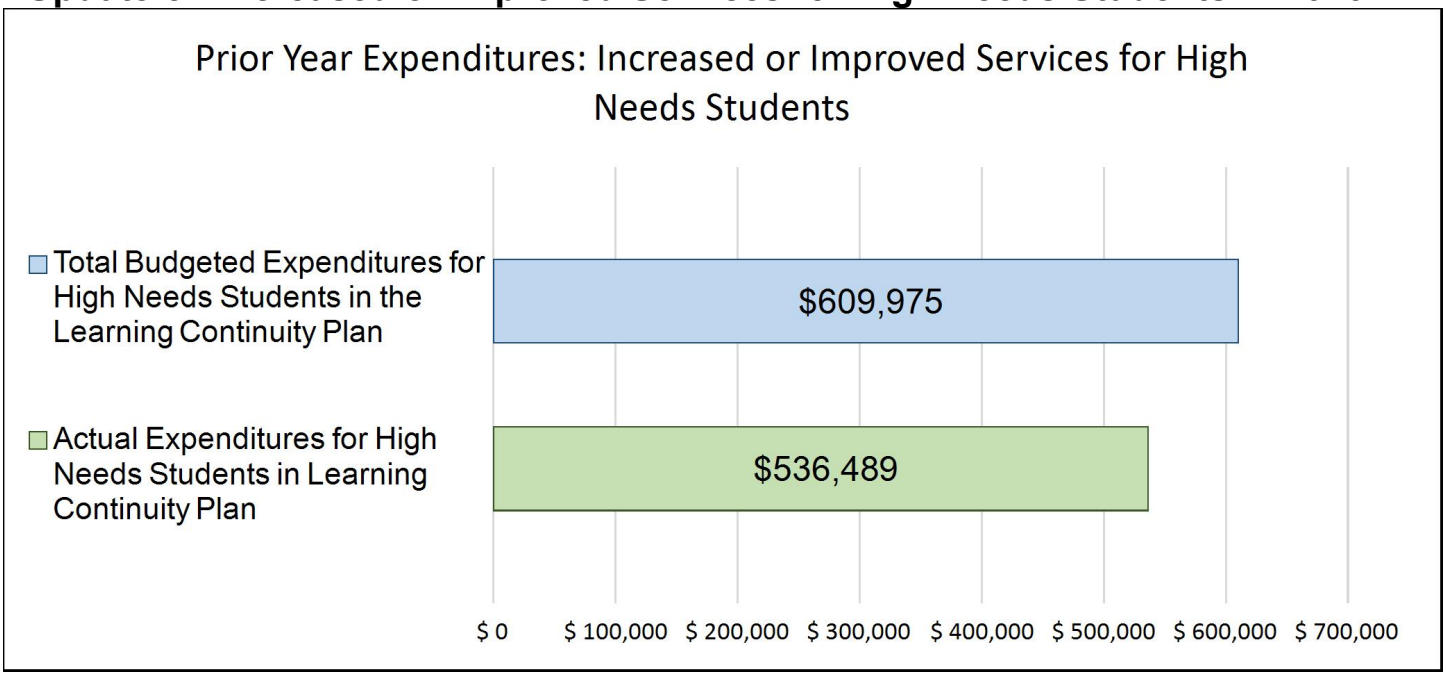
Central office department budgets(except for those specifically included) other employee salaries and benefits(except those specifically included)and special education services.

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

In 2021-22, New Joseph Bonnheim Community Charter is projecting it will receive $626,065.00 based on the enrollment of foster youth, English learner, and low-income students. New Joseph Bonnheim Community Charter must describe how it intends to increase or improve services for high needs students in the LCAP. New Joseph Bonnheim Community Charter plans to spend $692,091 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what New Joseph Bonnheim Community Charter budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what New Joseph Bonnheim Community Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, New Joseph Bonnheim Community Charter's Learning Continuity Plan budgeted $609,975 for planned actions to increase or improve services for high needs students. New Joseph Bonnheim Community Charter actually spent $536,489 for actions to increase or improve services for high needs students in 2020-21.

The planned actions for increasing or improving services for high needs students were overall, implemented as planned. The primary reasons for the difference between the total budgeted expenditures an estimated actual expenditures were reduced cost to implement expanded learning programs and a projected, because our school was closed for most of the year we spent less on this cost.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
New Joseph Bonnheim Community Charter	Christie Wells-Artman Principal	christie-wells-artman@scusd.edu 916 277-6294

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Create the foundation to support high quality teaching and learning.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Common Core aligned instructional materials to support the school's agricultural theme. Professional Learning to implement the body-brain approach to instruction and learning. HET Mastery Rubric with the 10 body/brain compatible learning elements are used to measure effectiveness of all staff. Observations and evidence of LIFESKILLS, respect agreements, body/brain movement with mindfulness used in each classroom daily. Checklist of cleaning dates/rooms/tasks for overall maintenance of clean school. CELDT Testing and Home Language Survey for EL scholars. Agricultural and Civic projects presented in three Celebration of Learning events in the school year.	Common Core aligned instructional materials to support the school's agricultural theme. We have FOSS, Soil Bourne Farms, Science equipment and other science kits. Ongoing and monitored Professional Learning to implement the body-brain approach to instruction and learning. Ongoing and monitored HET Mastery Rubric with the 10 body/brain compatible learning elements are used to measure effectiveness of all staff. Observations and evidence of LIFESKILLS, respect agreements, body/brain movement with mindfulness used in each classroom daily. Teachers use townhalls, units of study, and target talk daily. Checklist of cleaning dates/rooms/tasks for overall maintenance of clean school. CELDT Testing and Home Language Survey for EL scholars. Now move to ELPAC testing and teachers have been trained on GLAD (Guided Language Acquisition Development) Due to COVID, No Agricultural and Civic projects presented in three Celebration of Learning events in the school year. Continue to maintain instructional materials. 2. In 2019, Teachers attended a training for body brain learning at YPSA for the need for staff and scholar training to implement the school’s body-brain approach to instruction and learning. Traditional professional development does not focus on this approach. Outcomes were monitored throughout the year.

Expected	Actual
19-20 Continue to maintain instructional materials. 2. There is a need for staff and scholar training to implement the school's body-brain approach to instruction and learning. Traditional professional development does not focus on this approach. 3. There is a need to focus on the foundational skills in Reading, Math, and Writing. 4. There is a need to develop stronger relationships between teachers and students, between teachers and parents, and between teachers and teachers to improve academic and social skills of our scholars. The assumption is that students and parents don't care how much you know until they know how much you care. Reducing class size is a strategy to increase the quality of relationship between all three groups. 5. There is a need to maintain a clean, safe, and welcoming school. 6. There is a need to support English learners with effective core instruction as well as appropriate learning supports and interventions to ensure that EL's make expected progress in attaining English and in academic achievement. The 2018-19 CELDT/ELPAC identified 72 English learners out of 289 enrolled students. The English learners are primarily native Spanish speakers. There is a need to continue training all teachers on GLAD, and progress monitor the effectiveness. 7. There is a need to provide social emotional support to many NJB students and for teachers to learn and use restorative strategies to keep students in schools and turn them into scholars. In 2017-18 eight boys accounted for 16 suspensions mainly for disobedience and secondarily for committing battery on another student. Two boys had two or more suspensions. The suspension rate was 3.0% based on Education Code sections 52060 and 52066. Leader in Me program and professional development grant was awarded to NJB to build	3. Still a need to focus on the foundational skills in Reading, Math, and Writing. Due to COVID, a year and a half gap has been determined so we will focus on 4. There is a need to develop stronger relationships between teachers and students, between teachers and parents, and between teachers and teachers to improve academic and social skills of our scholars. The assumption is that students and parents don't care how much you know until they know how much you care. Reducing class size is a strategy to increase the quality of relationship between all three groups. 5. Still is a need to maintain a clean, safe, and welcoming school. 6. There is a need to support English learners with effective core instruction as well as appropriate learning supports and interventions to ensure that EL's make expected progress in attaining English and in academic achievement. The 2018-19 CELDT/ELPAC identified 72 English learners out of 289 enrolled students. The English learners are primarily native Spanish speakers. There is a need to continue training all teachers on GLAD, and progress monitor the effectiveness. In 19-20 7. There is a need to provide social emotional support to many NJB students and for teachers to learn and use restorative strategies to keep students in schools and turn them into scholars. In 2017-18 eight boys accounted for 16 suspensions mainly for disobedience and secondarily for committing battery on another student. Two boys had two or more suspensions. The suspension rate was 3.0% based on Education Code sections 52060 and 52066. Leader in Me program and professional development grant was awarded to NJB to build school culture and climate, support the LIFESKILLS, and transform leadership and academics. This will support and improve our suspension data along with a new afterschool program "Fathers for Families." 8. There is a need to increase annual attendance from 94.30% to 96% and to reduce the number of students who miss more than five days of school (aka chronically absent). Due to COVID, absenteeism dropped to 70.01% We are working with attendance

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue with 1 FTE Plant Manager and 1 FTE night custodian for clean environment	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Maintain 3.5 FTE attendance clerk who speaks Spanish to track attendance daily, call parents of absent scholars, prepare paperwork for attendance hearing, and related tasks.	177364 2000-2999: Classified Personnel Salaries Other	172018 2000-2999: Classified Personnel Salaries
Continue second step to LIFESKILLS using the Leader In Me Program to support conflict resolution and restorative practices in Social-Emotional Learning. This will continue build on positive school climate, low suspension rates, and equity and access.	8,500 4000-4999: Books And Supplies LCFF	8,500 4000-4999: Books And Supplies LCFF
Continue to use La Familia and UC Davis services to foster social-emotional growth and crises issues.		
Continue with 1 FTE office manager	95156 2000-2999: Classified Personnel Salaries	95156 2000-2999: Classified Personnel Salaries
Maintain full-time school principal.	167852 1000-1999: Certificated Personnel Salaries	167852 1000-1999: Certificated Personnel Salaries
Continue with three yard duties each 0.438 FTE to monitor yard before school, during recesses and lunch, and after school. Typically a school the size of NJB has two yard duties.	43158 2000-2999: Classified Personnel Salaries	56679 2000-2999: Classified Personnel Salaries
Continue with 15 teachers to meet collective bargaining agreement maximum class sizes of 31 in primary and 33 in intermediate. NJBCC is a CSR school with a ratio of 22 scholars in primary and 24 in intermediate grades.This includes Spanish/English speaking resource teacher to provide additional ELD intervention to EL students, coordinate reclassification, coordinate CEDLT administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for colleagues % parents.	1131647 1000-1999: Certificated Personnel Salaries 400508 1000-1999: Certificated Personnel Salaries LCFF	113167 1000-1999: Certificated Personnel Salaries 308116 1000-1999: Certificated Personnel Salaries LCFF
Not recommended		
Professional Development on Literacy and Writing across content areas.	20756 1000-1999: Certificated Personnel Salaries Title I	20756 1000-1999: Certificated Personnel Salaries Title I

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Progress monitoring on ELD Strategies and Supports to English Language Learners to Increase levels in ELPAC and reclassify to English. GLAD Training	2600 4000-4999: Books And Supplies Suppl/Con EL	8000 4000-4999: Books And Supplies Suppl/Con EL -5400
Continue to maintain academic tutoring program to improve mastery of foundational skills in ELA and Math.		
Professional development on ELD strategies, home visits, data inquiry, Common Core. Provide free by SCUSD or SCOE.		
Admission and transportation for off campus study trips to build prior knowledge to support ELA and science. There will also be free trips to public library, Science Night, and marches for civil rights on birthdays of MLK, Jr. and Cesar Chavez.	0: Due to COVID	0: Due to COVID
Curriculum Associates iReady one year license to support academic achievement via electronics	14000 4000-4999: Books And Supplies Title I	14000 4000-4999: Books And Supplies Title I
Various materials and supplies identified in school budget to support instruction and operation of the school. Does not include $23,109.89 instructional reserve in this resource and object code.	30000 4000-4999: Books And Supplies Title I	32000 4000-4999: Books And Supplies Title I -2000
Books and instructional materials for all grades.	30000 4000-4999: Books And Supplies Title I	30000 4000-4999: Books And Supplies Title I
ESGI software to support data capture and analysis of student work.	745 4000-4999: Books And Supplies Title I	755 4000-4999: Books And Supplies Title I -15

Goal Analysis

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

There were no substantive differences between planned action and implemented action.

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

Goal 2

Create an organizational culture that supports and sustains high quality teaching and learning, and builds family and community engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance and Suspension Data form California Dashboard and Infinite Campus Portal Sign In Sheets from Parent Meetings and Events Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff Agendas of Meetings and notes posted	96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets. Maintain 81% staff participation in Parent Teacher Home Visit Program due to COVID. Parent, student and staff survey shows 100% agreement that the school is clean and welcoming. Parent survey shows 100% agreement that parents know when, where and how to participate in the Steering Committee process. The Steering Committee is the school's decision-making process described in the charter. A ELAC group was sustained, Survey of English learners and their parents shows 100% agreement that the EL students are progressing

Expected	Actual
19-20 96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets. Maintain 90% staff participation in Parent Teacher Home Visit Program. Parent, student and staff survey shows 100% agreement that the school is clean and welcoming. Parent survey shows 100% agreement that parents know when, where and how to participate in the Steering Committee process. The Steering Committee is the school's decision-making process described in the charter. Survey of English learners and their parents shows 100% agreement that the EL students are progressing Suspensions will be reduced. **Baseline** Attendance and Suspension Data form California Dashboard and Infinite Campus Portal Sign In Sheets from Parent Meetings and Events Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff Agendas of Meetings posted	Suspensions will be reduced and no suspensions this year due to COVID. We held many of our meetings through zoom due to COVID.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences.		
Continue after school enrichment programs with new program "Fathers For Families" and tutorial programs for students who need additional support. Implement 4-H program.		
Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring 2020 Charter School Leadership Institute to learn more about governance, budgeting and instruction.		
Continue Town Hall meetings to ensure two way communication with families regarding LCAP. Also maintain Parent Academy to meet the needs of parents and community.		

Goal Analysis

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

There were no substantive differences between planned action and implemented action.

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

Goal 3

Increasing the percentage of scholars demonstrating:
a) Mastery of state standards;
b) college and career orientation;
c) knowledge of how American democratic institutions work; and
d) the ability to recite the Gettysburg Address and discuss it orally and in writing.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Rubrics and CAASPP Data Benchmarks	Increase the percent of students meeting/exceeding standards on the CAASPP, due to COVID, SCUSD and collective bargaining group SCTA decided on using Iready benchmarks instead. We will have the data end of June/ early July 2021. Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric. Each classroom will participate in at least one social action project during the 2019-20 school year, as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives, Due to COVID classes were unable to do projects and display at our Celebration of Learning. Classes did a smaller tailored version, i.e. powerpoint, or zoom presentation via zoom.

Expected	Actual
19-20 Increase the percent of students meeting/exceeding standards on the CAASPP. Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric. Each classroom will participate in at least one social action project during the 2019-20 school year, as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives Student surveys will show that 100% of 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 100% can also identify at least two colleges/universities and what they have to offer. 100% of sixth grade scholars can recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. **Baseline** Rubrics and CAASPP Data Benchmarks	Due to COVID, the 5th and 6th grade scholars had speakers joined them via zoom, instead of college and career day. 100% of sixth grade scholars can recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. Due to COVID classes were unable to do projects and display at our Celebration of Learning.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks.		
School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights. School will have College Fridays each month for awareness.		
Provide a Career Day and three trimester set Celebration of Learning that showcases and provides information of opportunities in the Agricultural and Civic Services.		
Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. Continue with Academic Olympic challenge to support middle school readiness.		

Goal Analysis

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

There were no substantive differences between planned action and implemented action.

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

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering the school site and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	District and County Funded	n/a	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	District and County Funded	n/a	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of hightouch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks	District and County Funded	n/a	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	District and County Funded	n/a	No
Custodians/Plant Managers: Maintain staffing at sites to ensure that, in addition to standard maintenance and cleaning, facilities are routinely disinfected high-touch areas.	151,756	148,009	Yes
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	District and County Funded	n/a	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	District and County Funded	n/a	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

-3747 difference in because the custodian did start until September.

Analysis of In-Person Instructional Offerings

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home. HP Laptops or Apple MacBooks provided to teachers for distance learning. Hot spots provided as needed on a case-by-case basis.	District funded	n/a	No
Maintain staffing and access to district provided instructional supports for students with disabilities with .Speech and RSP.	Funded Under SELPA	n/a	No
Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	Part of teacher contract (collective Bargaining)	n/a	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between planned action and implemented action.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Data Dashboard and Software Tools: Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard.	District oversight costs: 131,728	n/a	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between planned action and implemented action.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Families, staff and school following the current data give by county.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Able to provide learning hubs, hot spots, and computers for children who needed it.

Analysis of School Nutrition

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

Some of our successes is that our students got planned meals for both breakfast and lunch, every day ,that nutrition services handed out during the school closure.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	District funded		No
Mental Health and Social and Emotional Well-Being	Utilize district provided SEL coach and support. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	District funded		No
Mental Health and Social and Emotional Well-Being	Utilize district provided Nurses and Social Workers to provide critical health information, referrals, and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	District funded		No
Mental Health and Social and Emotional Well-Being	Staff a Student Support Center to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Collaborate in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic.	District Funded		No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Implement Virtual Parent Teacher Home Visit Program: Utilize existing staffing and supports.	Home Visit Grant		No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Because the school year remained clothes, there is substantial as differences between the planned actions and budget expenditures that are far less because we were closed.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Because the achievement gap has widened with distance learning for the last 18 months, and now we're going back into in person learning, we have learned many lessons from this; one is to strategically offer our tutoring and summer programs for students to learn, and to is to progress monitor effectively throughout the year the 21 through 23 to close the gap.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Data and progress monitoring will be used and address with all stakeholders.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

IN/A

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Again, an analysis of student outcomes in 2019 and the continued Learned attendance plan have informed our 21-22 two 23- 24 in a myraid of ways; we will continue to progress monitor and change any plans that we need to.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	0.00	-7,415.00
Suppl/Con EL	0.00	-5,400.00
Title I	0.00	-2,015.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	0.00	-7,415.00
4000-4999: Books And Supplies	0.00	-7,415.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	0.00	-7,415.00
4000-4999: Books And Supplies	Suppl/Con EL	0.00	-5,400.00
4000-4999: Books And Supplies	Title I	0.00	-2,015.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	0.00	-7,415.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$151,756.00	$148,009.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$151,756.00	$148,009.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$151,756.00	$148,009.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$151,756.00	$148,009.00

NEW JOSEPH BONNHEIM
COMMUNITY CHARTER SCHOOL
7300 MARIN AVENUE, SACRAMENTO, CA 95820 - PHONE (916) 277-6294

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
New Joseph Bonnheim Community Charter	Christie Wells-Artman Principal	christie-wells-artman@scusd.edu 916 277-6294

Plan Summary [2021-22]

General Information

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

Welcome to New Joseph Bonnheim Community Charter School!

The New Joseph Bonnheim team extends a warm welcome to all of our scholars, parents, family, and community partnerships. NJB is an excellent neighborhood charter school that is centered on agriculture and science, and on the very community it serves. With a dedicated and caring team of highly qualified teachers, support staff, wonderful children, and involved and supportive parents and partnerships, our mission is to develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.

We are deeply committed in all aspects of our scholars' learning by providing a quality education using the Highly Effective Teaching model, LIFESKILLS and the Leader in Me/ 7 Habits to promote positive relationships, and implementing the Common Core State Standards. At NJB, scholars are fully engaged in their thinking and demonstrate mastery of learning effectively. Our goal is to guide children to become fully participating citizens by giving them a strong academic education in a nurturing environment that recognizes diversity, promotes healthy choices, positive mindset, and embraces community involvement.

Our scholars receive a challenging and rigorous academic curriculum that is thematic and based in science and agriculture. Our project based learning and inquiry is supported with enrichment activities, hands-on and real-life experiences, community resources, and active parent participation and involvement. Parent and community partnerships are encouraged and continue to provide vital assistance to our educational program.

In addition to instruction in the core curriculum and units of study in science, students are provided learning opportunities in our community garden, library, art and music, sports, technology, and various after school and enrichment programs. NJB also has smaller class sizes to support learning and every grade level has a bi-lingual teacher.

To further optimize our students' learning and development of staff, this year we are utilizing a year-round calendar designed to support a high level of on-going professional development without interfering with the instructional day.

Our school's Steering Committee, PTA, and other site committees are very active and highly committed to supporting and improving the educational program and school environment through its involvement with the school and its many planned school and family activities.

New Joseph Bonnheim Community Charter is a wonderful neighborhood school establishing a tradition of curious intellectual learners, high student achievement and academic success for all students, and outstanding parent and community involvement. We believe in our scholars and their educational success is our priority!

Reflections: Successes

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

Based on i-ready data and data from Illuminate, NJBCC went up 11 points from the previous year in ELA, and 12 points in Math. It is not a apples to apples comparison to the SBAC. With that stated, we feel at NJB a huge loss of reading and math skills has opened the achievement gap for the last 19 months of the pandemic.

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.

As highlighted on the previous page, our NJB mission is to develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim (NJB) being centered on agriculture and on the very community it serves.

"Our NJB vision is to create a quality education program through a variety of learning intelligences to prepare students for the 21st Century."

1. Improve academic and social outcomes through ethical practices.
2. Create a school culture that emits a civic, social and educational responsibility and involves parents, scholars and staff.
3. Foster communication and positive relationships between school personnel, students, parents and community.
4. All persons will take personal responsibility and accountability for their actions and the actions of others.

5. Have a school climate in which every student, parent, and teacher is willing to help one’s neighbor, respectful of all people around them, and is willing to be the light in the darkness.

With that said our focus using surveys, CA data dash board, SBAC, I-ready, and district assessments from the previous years, there are four identified needs:
1. Serving our EL's and create the foundation to support high quality teaching and learning in supporting EL's.
2. Create an organizational culture that supports and sustains high quality teaching and learning, and builds family and community engagement and inclusionary practices for African American and Hispanic/Latino scholars. We will increase the sense of community pride on campus.
3. Increasing the percentage of scholars demonstrating:
a) Mastery of state standards;
b) college and career orientation;
c) knowledge of how American democratic institutions work; and
d) the ability to recite the Gettysburg Address and discuss it orally and in writing.
4. Due to COVID, Improve attendance and engagement during Distance and in person Learning. Hire an attendance clerk and form attendance committee team to support outreach and engagement to families in need. Address operational needs to mitigate learning loss and ensure a safe learning environment.

LCAP Highlights

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

As previously stated our focus using surveys, CA data dash board, SBAC, I-ready, and district assessments from the previous years, there are four identified needs:
1. Serving our EL's and create the foundation to support high quality teaching and learning in supporting EL's.
2. Create an organizational culture that supports and sustains high quality teaching and learning, and builds family and community engagement and inclusionary practices for African American and Hispanic/Latino scholars. We will increase the sense of community pride on campus.
3. Increasing the percentage of scholars demonstrating:
a) Mastery of state standards;
b) college and career orientation;
c) knowledge of how American democratic institutions work; and
d) the ability to recite the Gettysburg Address and discuss it orally and in writing.
4. Due to COVID, Improve attendance and engagement during Distance and in person Learning. Hire an attendance clerk and form attendance committee team to support outreach and engagement to families in need. Address operational needs to mitigate learning loss and ensure a safe learning environment.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

The LCAP was developed in collaboration by the Steering Committees (which serve as School Site Councils) of each small learning community (SLC) within New Joseph Bonnheim Elementary School. Input is provided in the way of recommendations by the English Learner Advisory Committee. Input was also requested from staff and was shared with Steering Committee to inform their decision making process.

Dates of Engagement: All meetings cover the LCAP process.

NJB Steering - 9/4/20, 10/8/20, Special Meeting 10/25/20, 11/2/20, 12/3/20, 1/6/21, 3/5/21, 4/6/21, 5/3/21, 06/04/21 and special meeting 06/15/21 (all virtual meetings)
ELAC - 04/18/21, and 05/25/21

A summary of the feedback provided by specific stakeholder groups.

The NJB staff specifically set priorities for the 21-22 budget through an anonymous survey. Their priorities included adopting a core curriculum for ELA and Math, English Language Learner support and a focus on reading. Closing the achievement gap between African-American and Hispanic students. Improving the proficiency of the English language in our EL students. Parents within the Steering Committee also expressed the need for a fully staffed bi-lingual reading intervention teacher and 2 bi-lingual aides to support for high risk students .A data team to be formed to progress monitor and present to all stakeholders of aligned common assessments. Training and development of body/brain compatible learning and full use of the agricultural units of study. The Steering Committee also provided feedback that the goals needed to be worded in such a way that parents can understand them more easily.

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

The goals were created collaboratively with Steering Committee by reviewing data as well as reviewing staff recommendation based on their data review.
Goals were revised to be more specific and clearer to people by removing "educational jargon."
The metrics were presented and Steering Committee collaboratively set objectives with those metrics that would show us we were achieving our goals. When the LCAP requirement for 20-21 was removed, the LCAP goals were the basis for our cycle of improvement. The stakeholder groups for each small learning community reviewed the document and make necessary revisions to actions based on the distance learning context we are faced with for the 21-22 school year. Due to COVID, we are continuing to develop the plan for 21-22.

Goals and Actions

Goal

Goal #	Description
1	1. Create the foundation to support high quality teaching and learning in supporting EL's. We will increase the number of students approaching proficiency in English Language Arts and Mathematics, particularly our underserved subgroups. NJB serves 58.6% English learners. Everything we do academically must be done with that context in mind. Our English learners will not make adequate progress without specific attention to their academic and social-emotional strengths and needs. At NJB, English Learners at 41.03% (36 EL scholars) Kinder- 3rd grades are not meeting Foundational Standards and are off track, receiving a 1 or 2 (did not meet standards) on their Trimester 2 and Trimester 3 report card. NJB has identified a need to address early literacy and foundational reading skills in grades K-3rd. 2. There is a need for integrated curriculum to support EL's in both ELA and Math. Supplemental foundational skills in the SIPPS program and EL leveled texts are used along with instructional invention to support EL's to meet and exceed grade level standards and mastery of skills. Provide Integrated and Designated ELD connected to content area instruction as well as appropriate content area intervention for English learners and recently reclassified students. (Certificated Staff) add details on curriculum supports texts.... readers.... 3. Continue with 15 teachers trained in GLAD (Guided Language Acquisition Development) trained in ELD strategies, SIPPS Professional Development and SCUSD trainings on ELD. 4. Provided to all, but targeting needs of parents who speak languages other than English, and address the lack of consistency in opportunities for parents to engage in their child's learning.

An explanation of why the LEA has developed this goal.

Integrated ELD in all content areas is not consistently occurring. Students lack effective ELD instruction, intervention opportunities for supporting student foundational skills are limited and inconsistent. A lack of professional knowledge, of ELA/EL Foundational standards, strategies and implementation. To monitor this we do the following:
1. ELPAC 2021-22 - 60% making progress
2. District Common Assessments Benchmark- 80% of ELs increase proficiency
3. SIPPS and Foundational Skills BPST/CORE/PASS Assessments- 80% of ELs increase proficiency
Purchase Core ELA/EL and Math Curriculum using the CARES and other funding resources. Provide supplemental materials to provide access and meet the needs of English Learners (LCFF EL)
SIPPS Professional Development and Instructional Program for EL's (LCFF EL). All purchased in December 2020 and 3 year adoption. Teachers will be trained to implement. Progress Monitoring on ELD Strategies and Supports to English Language Learners to Increase levels in ELPAC and reclassify to English. GLAD Training. This includes all teachers trained in GLAD strategies to provide additional ELD intervention to EL students, coordinate reclassification, coordinate ELPAC administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for scholars and support parents, and finally, increase EL parent involvement in education by removing barriers to participation (e.g., translation, interpretation, childcare, etc.)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC	2019 - 55% making progress				2023-24 - 85% making progress
District Common Assessment Benchmark	Baseline coming out in October 2021				2023-24 - 85% making progress
SIPPS and Foundational Skills BPST/CORE/PASS Assessments	Baseline coming out in October 2021				2023-24 - 85% making progress

Actions

Action #	Title	Description	Total Funds	Contributing
1	Monitor and implement ELA/EL and Math Curriculum (Supplimental)Provide supplemental materials to provide access and meet the needs of English Learners (LCFF EL)	Purchase Core ELA/EL and Math Curriculum using the CARES and other funding resources. Provide supplemental materials to provide access and meet the needs of English Learners (LCFF EL)	$24,000.00	No
2	SIPPS and GLAD Professional Development and Instructional Program for EL's (LCFF EL)	Continue with 15 teachers trained in GLAD (Guided Language Acquisition Development) trained in ELD strategies, SIPPS Professional Development and SCUSD trainings on ELD.	$31,000.00	Yes
3	Progress Montoring ELD Strategies and Supports	Progress Monitoring on ELD Strategies and Supports to English Language Learners to Increase levels in ELPAC and reclassify to English. GLAD Training. This includes all teachers trained in GLAD	$59,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strategies to provide additional ELD intervention to EL students, coordinate reclassification, coordinate ELPAC administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for scholars and support parents.		
4	Provide training to all ELD parents, and increase EL parental invovement.	Provided to all, but targeting needs of parents who speak languages other than English, and address the lack of consistency in opportunities for parents to engage in their child's learning. Increase EL parent involvement in education by removing barriers to participation (e.g., translation, interpretation, childcare, etc.)	$2,500.00	Yes
5	Resource Teacher	Hire a resource teacher to serve the EL population with push in and out.	$200,000.00	Yes
6	2 Bilingual aids	Hire 2 bilingual aids to support resource teacher to serve the EL population with push in and out.	$28,992.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	There is a need to create an organizational culture that supports and sustains high quality teaching and learning, and builds family and community engagement and inclusionary practices for African American and Hispanic/Latino scholars. We will increase the sense of community pride on campus. 1. All students will be provided access to a responsive school community as well as case- management, mental-health services, with particular attention paid to African American and Hispanic/Latino students and families. 2. There is a need for highly trained teachers to support the charter and getting every child to grade level readiness and support social-emotional growth within the charter's tenets and agricultural focus in science that supports children of color, cultural and language diversity to be ready for the 21st Century college and careers in science. Agriculture is shifting from rural to urban areas in the United States. By providing an educational program unique to NJB, such as the school and community farm, bio-diversity environments, 4-H programs and other science agricultural programs such as sustainability, we are closing the gap in achievement, promoting critical thinking and learning, and providing more hands on, inclusionary programs in science to engage our scholars. 3.Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences. Develop the Leader In Me program in creating a nurturing and empowering school culture and climate. 4. Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring Charter School Leadership Institute to learn more about governance, budgeting and instruction and serving cultural/racial diversity

An explanation of why the LEA has developed this goal.

There is a need to have highly trained teachers in body brain compatible learning, Leader In Me and culturally responsive teaching and learning to address the learning gaps in African-American and Hispanic students, by creating a school-wide culture that is inclusionary in practices, through our data collection, NJB noticed that the gap for our African American and Hispanic students cuts across academics, attendance, and behavior data. We recognize that a root cause is likely our school climate and the way our African American and Hispanic students and families are experiencing school in general. We are committed to addressing this issue through efforts to improve our overall school climate, but also focusing efforts specifically to improve relationships with African American and Hispanic students and families. While much of the needs assessment/baseline used Dashboard data, the dashboard has been eliminated for this school year. Some metrics will have to move to local data.
We see a consistent discrepancy across different types of data (academics, attendance, and behavior), showing that our African American students are not benefiting from our school services in the same way as other demographic groups in our unique agricultural programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism - Whole Site	10.2%				6%
School Climate Survey Data positive responses - Whole site	83%				97%
Chronic Absenteeism - African American Students	23.5%				10%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences. Develop the Leader In Me program in creating a nurturing and empowering school culture and climate.	Train teachers on culturally responsive teaching and learning, race and gender bias, and understanding and changing systems. If we provide consistent school communication and highly trained staffing focused on removing barriers to school success, students and families will have a stronger sense of belonging at school which will lead to increases in attendance and achievement.		Yes
2	Maintain highly trained teachers in developing and integrating science and agriculture, (4-H, Foss Science program, UC Davis	Maintain highly trained teachers in developing and integrating science and agriculture, (4-H, Foss Science program, UC Davis Agricultural, and Soil Born and Urbano Farm programs, in delivering the tenets of the charter's program and closing the achievement gap in AA and H/L students. All teachers are to be progress monitored and coached in charter.	$113,591.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Agricultural, and Soil Born and Urbano Farm programs.			
3	Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring Charter School Leadership Institute to learn more about governance, budgeting and instruction and serving cultural/racial diversity	Train SC members on inclusionary practices and understanding biases and racism. Provide Leader In Me Training to SC and parents.	$12,000.00	Yes
4	There is a need for smaller class sizes for each grade level to support the instructional differentiation model and tier intervention supports in closing the achievement gap and have every scholar at grade level readiness.	Reduce class sizes in K-6 to 24 to 1 in order to develop meaningful relationships, provide more targeted instructional time for students working below grade-level. Differentiated model to include academic tutoring, small group instruction, computer adaptive programs such as I-Ready, and collecting meaningful data to spiral in the standards. Offered to all students, but targeted at low income students, African-American,Hispanic/Latino, and EL's. (I-Ready, 16,000 Title Funds to be used) the remaining funds are used to support class size reduction.	$39,600.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Increasing the percentage of scholars demonstrating: a) Mastery of state standards; b) college and career orientation; c) knowledge of how American democratic institutions work; and d) the ability to recite the Gettysburg Address and discuss it orally and in writing.

An explanation of why the LEA has developed this goal.

in our charter, the significance of the Gettysburg Address is the very center of NJB's mission in developing citizens to be proactive in democracy, by creating a community charter and school of excellence that is truly for the people, by the people. In that we use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, I-ready diagnostics and ESGI software to support data capture and analysis of student work. PDSA and improvement science utilized to measure academic growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, I-ready diagnostics and ESGI	A pre-test shows overall low depth of knowledge in skills and key enduring understandings about agriculture and content in the units of study.				All students will have depth of knowledge in skills and key enduring understandings about agriculture and content in the units of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
software to support data capture and analysis of student work. PDSA and improvement science utilized to measure academic growth					
Use the CCI beta tool and SBAC Summative to measure grade level readiness in ELA	NJB has identified a need to address literacy and reading skills in grades 4th-6th. Overall 4th-6th grade performance on reading comprehension skills: 45.09% (62 scholars out of 159) are not meeting Reading Standards and are off track, receiving a 1 or 2 (did not meet standards) on their Trimester 2 report card.				Increase percent of 4th-6th grade students who are on grade level on-track in ELA (reading) in understanding genre specific text from 42.6% to 80% as measured on the CCI tool EOY and SBAC administered in May 2023.
Use the CCI beta tool and district common assessments/benchmarks to measure grade level readiness in ELA	NJB has identified a need to address early literacy and foundational reading skills in grades K-3rd. Overall 3rd grade performance on Foundational Skills:				Increase percent of K-3rd grade students who are on grade level on-track in ELA (reading) in foundational reading skills from 41.03% to 80% as measured on the district common

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	41.03% (53 scholars out of 165) Kinder- 3rd grades are not meeting Foundational Standards and are off track, receiving a 1 or 2 (did not meet standards) on their Trimester 2 report card.				assessments, CCI tool EOY, and SBAC 3rd grade administered in May 2023.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, diagnostics and ESGI software to support data capture and analysis of student work. PDSA and improvement science utilized to	Under the above mentioned the funding listed below will support training, conferences and professional development in these area: Highly Effective Teaching and Learning with Kovalik Associates, Agricultural Conference at Soil Born and Urbano Farms, 4-H Academy at UC Davis, and SCUSD trainings for academic and social-emotional needs. These programs support EL's and low-income students to provide career and college of choice opportunities and pathways, 21st century skills for jobs that are not even yet created or conceptualized.	$116,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	measure academic growth.			
2	School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community.	School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community. Following the UBD approach.	$21,846.00	Yes
3	Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights.	School will have College Fridays each month for awareness. Each scholar will create a Leadership Notebook and use the Leader in Me program to support academics and social-emotional growth within the 7 Habits. Each scholar will develop a project based in science and agriculture in our college and career readiness day.	$26,562.00	Yes
4	Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. (6th grade students)	Provide Instructional support and curriculum, texts, being there experiences for grades K-6 on agricultural and cultural projects that aligns to the charter mission and supports EL's and all learners. CLOSE Analytical training for teachers to implement with enriched text dependent questions and thematic units will expand and promote English proficiency in our EL scholars in all ELD standards. Continue with Academic Olympic challenge to support middle school readiness.	$30,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Improve attendance and engagement during Distance Learning. Hire an attendance clerk and form attendance committee team to support outreach and engagement to families in need. Address operational needs to mitigate learning loss and ensure a safe learning environment.

An explanation of why the LEA has developed this goal.

In the Spring of 2020, distance learning attendance and engagement was much lower than in- person instruction. There is a need for hot spots and technology needs for families that cannot access learning. Based on experience in Spring of 2020, many students did not progress academically and many families struggles to engage meaningfully in the academic work. Additionally, the district's return to health plan outlines an increased need for custodial services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
COVID-19 Attendance	Spring 2020 - 89% attendance				23-24 school year 98% attendance
COVID-19 Attendance and Engagement	COVID-19 Attendance and Engagement				20-21 - 95% engagement in distance learning

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provide supplies to students for at-home learning activities.	Provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provide supplies to students for at-home learning activities. Provide adequate technology for teachers to teach at home and students to engage in learning at home. Tools and programs such as Standards Plus, I-ready computer adaptive learning programs, Class Dojo and other programs promote and support distance learning and grade level readiness. Hot spots for low income scholars in need	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that cannot access curriculum and instruction.(Title I-funds of 4,000 will be used for the hot spots)		
2	Launch Parent Academy	There is a need to inform and support parents with remote learning tools to improve academics, social emotional growth, attendance and engagement. A parent academy will be created to support families with tools.	$3,000.00	Yes
3	Maintain Atendance Clerk and office Manager	Maintain and train Attendance Clerk and Office manager	$79,050.00	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
25.08%	$626,065

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.

There are several actions that are being implemented at in JB that are increasing or improving services for unduplicated students. The explanation below includes discussion of outcome data and implementational results.
In JB has identified the use of funds to provide academic interventions across all subgroups, however there has been a significant considerations for English learners. EL students are identified at 65.3 points below the standard and ELA as compared two English only students being at 43% below standard. Our focus on reading across the curriculum and writing have targeted interventions for students and into increased the points toward standard as well as increase student achievement in all subjects.
In JB is maintaining the use of funds reduce class sizes are all grades K– Six and to provide targeted instruction in the form of additional staffing period class size reduction(maintaining class size at twenty-four to 1 in grades K-6) allows the school to maintain programs above and beyond what would possibly be possible with base funding alone. Given that the broad nature of this action is difficult to attribute to any specific causal relationship or correlation to the specific improvement of other outcomes. There is a community interest in maintaining the breath and depth of program offerings. In the schools consideration of budget proposals during the 2021 school year, stakeholders emphasize importance of maintaining current program offerings that enable the school to meet a range of student and family needs an interest.
In JB has allocated funding towards improving. Relationships at school, the need for the supports as evidenced by chronic absenteeism rates rising 2.4%. Higher rates were observed for socially and economically disadvantaged students increasing to 2.1%. During distance-learning the gap was widened as significant gap has emerged for socially economic disadvantage students. In addition we see it just proportion and suspension rates of our English learners increasing to 1.5%. The funds allocated to improve peer relationships Will all serve as a means to lower these rates.

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

Overall services to foster youth, English learners and low income students are being increased to improve the range of actions that include focusing only on one or more unduplicated student groups. Actions that are funded by multiple resources with one or more consequences components focus on the needs of under the case students, and actions that funded only/primarily by LCFF funds and implemented broadly, with the expectation that the implementation is principally benefiting unduplicated students.

The actions and services described in the plans that are being provided as an increase or improvement to unduplicated students include:

- -class size reduction
- -Parent involvement
- -building stronger relationships with all stakeholders
- -Academic interventions in ELA and mathematics
- -Reading intervention and writing

Of the actions described within this plan, several our are services that are provided only or primarily to;

- -English language instruction in access to core content
- -provide translation to increase parent involvement in education and in the school

Actions described in this plan that are funded by multiple sources and half components with a particular focus on increasing and improving services for an duplicated peoples include;

- -Academic interventions in ELA and mathematics
- -encourage parental involvement

Actions that are funded only /primarily by LCFF at funding, are being implemented on a broad basis, and are intended to principally benefit unduplicated students include the following. Detail descriptions of these actions have been provided in the previous section.

- --class size reduction
- --encourage reading and writing across the curriculum
- --building stronger. Relationships through leader in me and life skills

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$716,245.00			$78,896.00	$795,141.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$540,433.00	$254,708.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Monitor and implement ELA/EL and Math Curriculum (Supplimental)Provide supplemental materials to provide access and meet the needs of English Learners (LCFF EL)	$24,000.00				$24,000.00
1	2	English Learners	SIPPS and GLAD Professional Development and Instructional Program for EL's (LCFF EL)	$31,000.00				$31,000.00
1	3	English Learners	Progress Montoring ELD Strategies and Supports	$59,000.00				$59,000.00
1	4	English Learners	Provide training to all ELD parents, and increase EL parental invovement.	$2,500.00				$2,500.00
1	5	English Learners	Resource Teacher	$200,000.00				$200,000.00
1	6	English Learners	2 Bilingual aids	$28,992.00				$28,992.00
2	1	English Learners Foster Youth Low Income	Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences. Develop the Leader In Me program in creating a nurturing and empowering school culture and climate.					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Maintain highly trained teachers in developing and integrating science and agriculture, (4-H, Foss Science program, UC Davis Agricultural, and Soil Born and Urbano Farm programs.	$113,591.00				$113,591.00
2	3	English Learners Foster Youth Low Income	Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring Charter School Leadership Institute to learn more about governance, budgeting and instruction and serving cultural/racial diversity	$12,000.00				$12,000.00
2	4	English Learners Foster Youth Low Income	There is a need for smaller class sizes for each grade level to support the instructional differentiation model and tier intervention supports in closing the achievement gap and have every scholar at grade level readiness.	$23,600.00			$16,000.00	$39,600.00
3	1	English Learners Foster Youth Low Income	Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, diagnostics and ESGI software to support data capture and analysis of student work. PDSA and improvement science utilized to measure academic growth.	$87,000.00			$29,000.00	$116,000.00
3	2	English Learners Foster Youth Low Income	School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community.	$8,000.00			$13,846.00	$21,846.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights.	$26,562.00				$26,562.00
3	4	English Learners Foster Youth Low Income	Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. (6th grade students)	$30,000.00				$30,000.00
4	1	English Learners Foster Youth Low Income	Provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provide supplies to students for at-home learning activities.	$4,000.00			$4,000.00	$8,000.00
4	2	English Learners Foster Youth Low Income	Launch Parent Academy	$3,000.00				$3,000.00
4	3	All	Maintain Atendance Clerk and office Manager	$63,000.00			$16,050.00	$79,050.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$629,245.00	$692,091.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$321,492.00	$321,492.00
Schoolwide Total:	$307,753.00	$370,599.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**2**	SIPPS and GLAD Professional Development and Instructional Program for EL's (LCFF EL)	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NJBCC K-6	$31,000.00	$31,000.00
1	**3**	Progress Montoring ELD Strategies and Supports	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NJBCC K-6	$59,000.00	$59,000.00
1	**4**	Provide training to all ELD parents, and increase EL parental invovement.	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NJBCC K-6	$2,500.00	$2,500.00
1	**5**	Resource Teacher	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NJBCC K-6	$200,000.00	$200,000.00
1	**6**	2 Bilingual aids	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NJBCC K-6	$28,992.00	$28,992.00
2	**1**	Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences. Develop the Leader In Me program in	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC K-6		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		creating a nurturing and empowering school culture and climate.					
2	2	Maintain highly trained teachers in developing and integrating science and agriculture, (4-H, Foss Science program, UC Davis Agricultural, and Soil Born and Urbano Farm programs.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC K-6	$113,591.00	$113,591.00
2	3	Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring Charter School Leadership Institute to learn more about governance, budgeting and instruction and serving cultural/racial diversity	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC	$12,000.00	$12,000.00
2	4	There is a need for smaller class sizes for each grade level to support the instructional differentiation model and tier intervention supports in closing the achievement gap and have every scholar at grade level readiness.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC K-6	$23,600.00	$39,600.00
3	1	Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC	$87,000.00	$116,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, diagnostics and ESGI software to support data capture and analysis of student work. PDSA and improvement science utilized to measure academic growth.					
3	**2**	School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC	$8,000.00	$21,846.00
3	**3**	Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC	$26,562.00	$26,562.00
3	**4**	Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC	$30,000.00	$30,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. (6th grade students)					
4	**1**	Provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provide supplies to students for at-home learning activities.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC	$4,000.00	$8,000.00
4	**2**	Launch Parent Academy	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC	$3,000.00	$3,000.00

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

f) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

h) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Sacramento City Unified School District
CDS Code:	34-67439-0101881
LEA Contact Information:	Name: Jessica Martin Position: Principal Phone: 916 395 5254
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$2107111
LCFF Supplemental & Concentration Grants	$367250
All Other State Funds	$123002
All Local Funds	$
All federal funds	$38631
Total Projected Revenue	$2,268,744

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$2,174,822
Total Budgeted Expenditures in the LCAP	$528,884
Total Budgeted Expenditures for High Needs Students in the LCAP	$528,884
Expenditures not in the LCAP	$1,645,938

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$409330
Actual Expenditures for High Needs Students in Learning Continuity Plan	$366450

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$161,634
2020-21 Difference in Budgeted and Actual Expenditures	$-42,880

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Staffing, both certificated and classified, instructional materials and supplies. Building, utility, and service fees imposed by the district.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of	Data-driven decision making, support programs for students, focus on individual students and individual needs to find trends and create an MTSS that meets the needs of all students at various levels of needed support.

the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	Staffing that enables students to receive instruction and content that supports college and career readiness, higher math achievement, and increased proficiency in ELL students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento City Unified School District

CDS Code: 34-67439-0101881

School Year: 2021-22

LEA contact information:

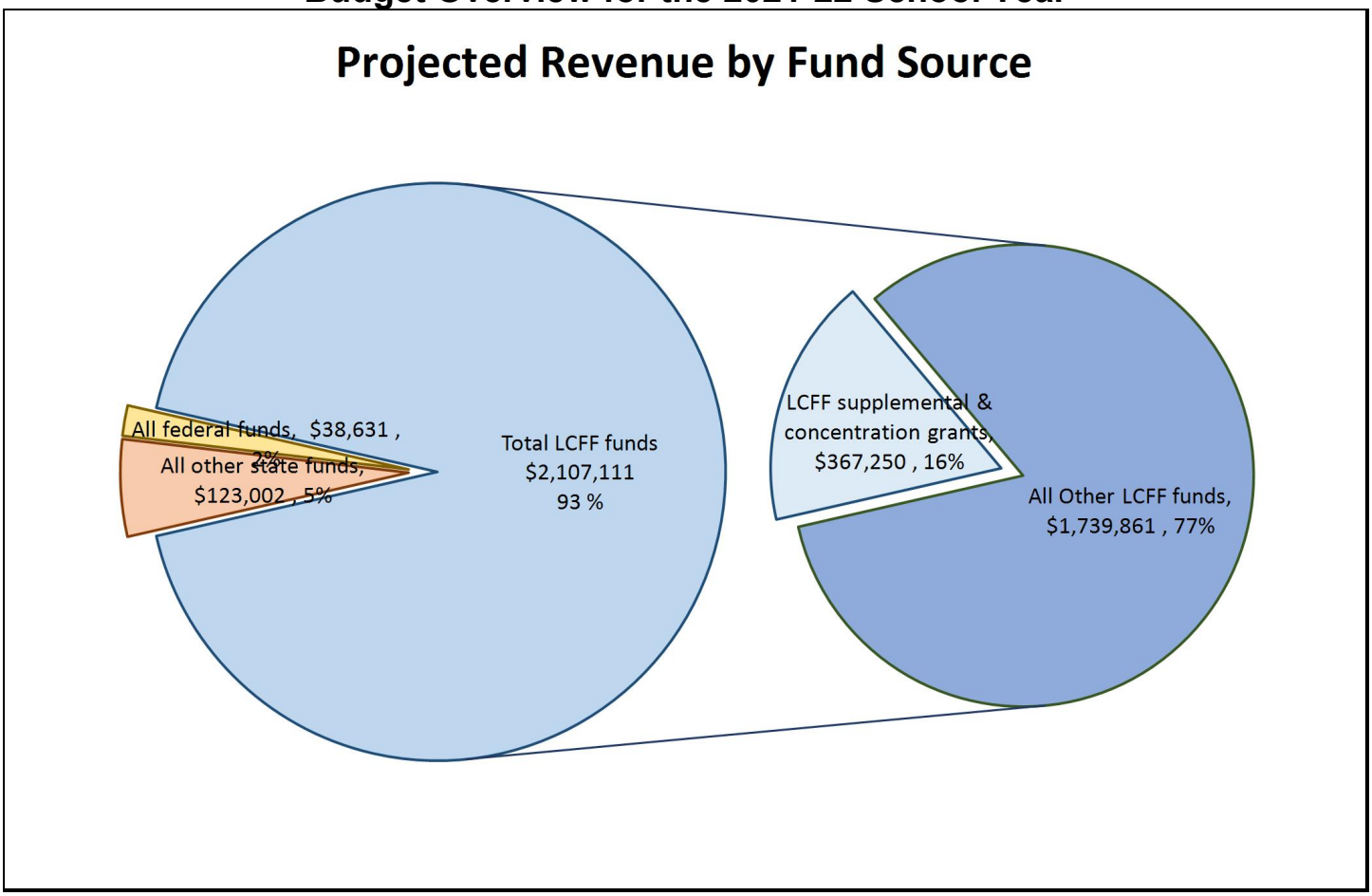
Jessica Martin

Principal

916 395 5254

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

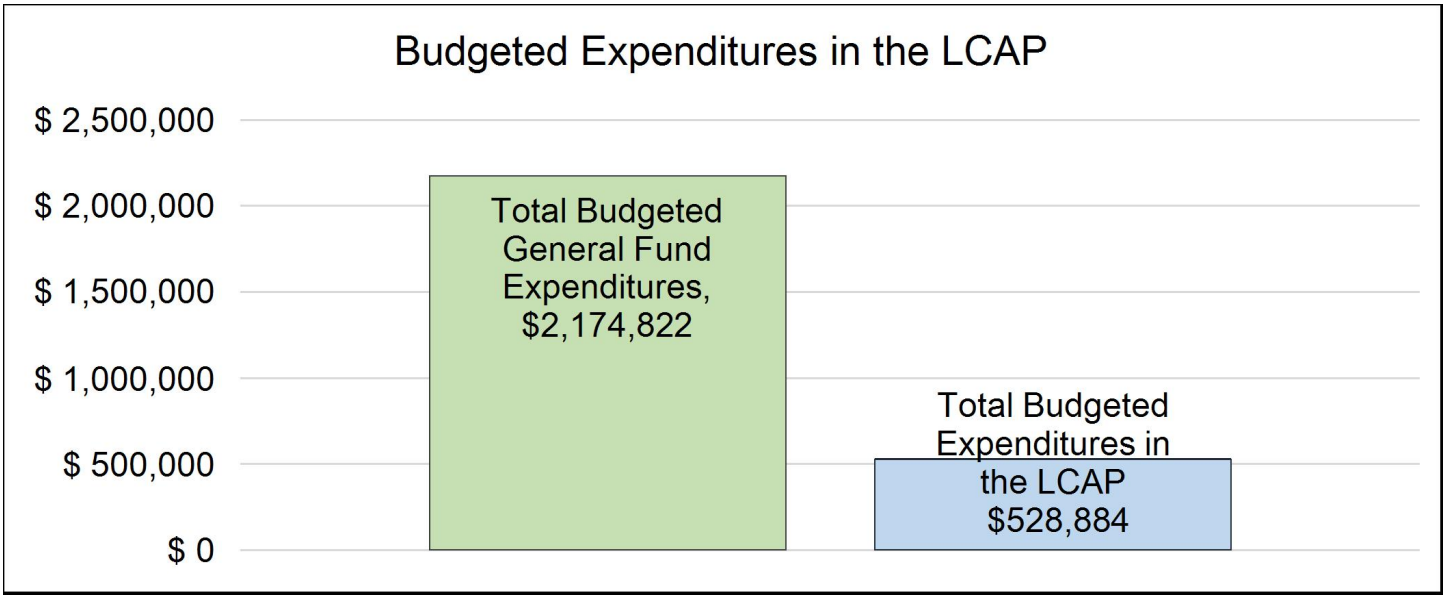


This chart shows the total general purpose revenue Sacramento City Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Sacramento City Unified School District is $2,268,744, of which $2107111 is Local Control Funding Formula (LCFF), $123002 is other state funds, $ is local funds, and $38631 is federal funds. Of the $2107111 in LCFF Funds, $367250 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sacramento City Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sacramento City Unified School District plans to spend $2,174,822 for the 2021-22 school year. Of that amount, $528,884 is tied to actions/services in the LCAP and $1,645,938 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Staffing, both certificated and classified, instructional materials and supplies. Building, utility, and service fees imposed by the district.

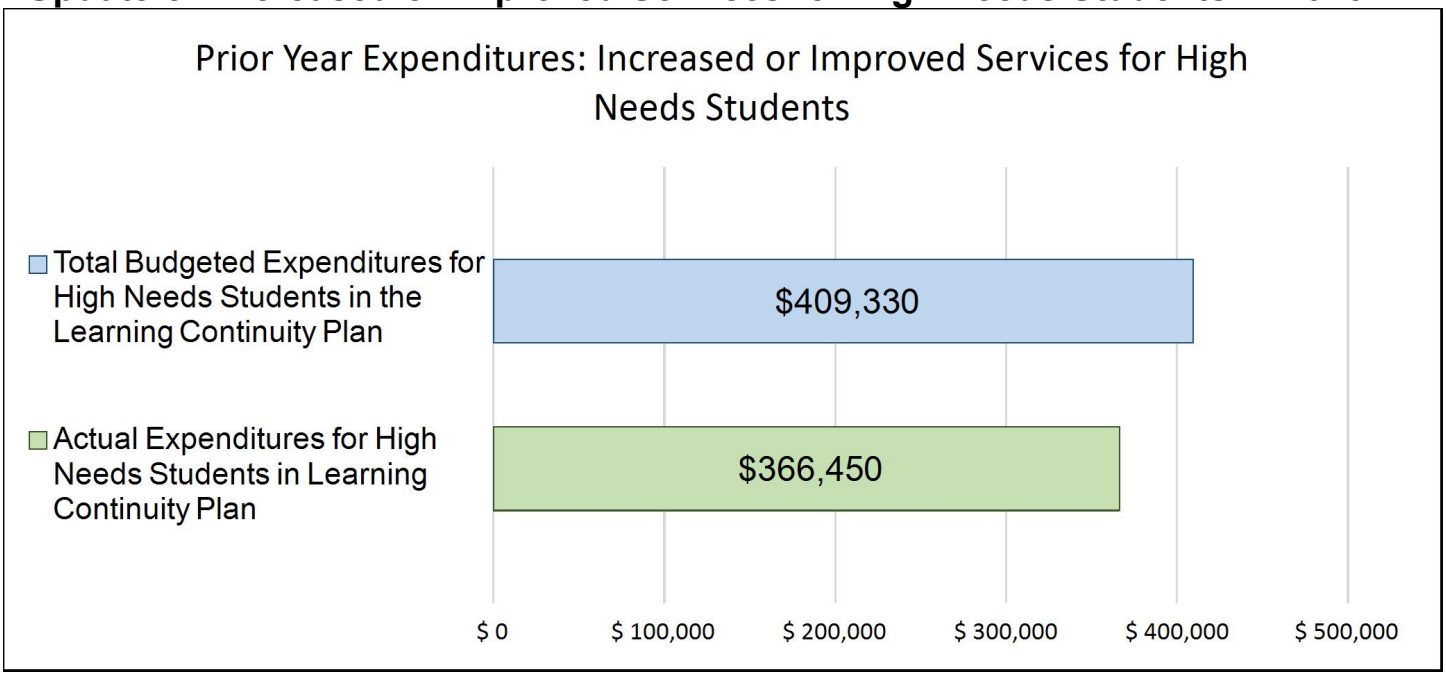
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sacramento City Unified School District is projecting it will receive $367250 based on the enrollment of foster youth, English learner, and low-income students. Sacramento City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento City Unified School District plans to spend $528,884 towards meeting this requirement, as described in the LCAP.

Data-driven decision making, support programs for students, focus on individual students and individual needs to find trends and create an MTSS that meets the needs of all students at various levels of needed support.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Sacramento City Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sacramento City Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Sacramento City Unified School District's Learning Continuity Plan budgeted $409330 for planned actions to increase or improve services for high needs students. Sacramento City Unified School District actually spent $366450 for actions to increase or improve services for high needs students in 2020-21.

Staffing that enables students to receive instruction and content that supports college and career readiness, higher math achievement, and increased proficiency in ELL students.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Sacramento City Unified School District	Jessica Martin Principal	jessica-martin@scusd.edu 916 395 5254

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Priority One Humanities

Expand the capacity to assess individual student academic growth by implementing activities where students will with greater independence, read, analyze and draw meaning from multiple forms of text, develop and articulate more comprehensive written and spoken responses to text, utilize literature to substantiate thoughts and respond to essential and provocative questions within course projects, and develop writing skills that demonstrate growth in mastery of language.

These activities will include measurable benchmarks and/or formative assessments, and follow-up testing to ensure individual student progress, including EL students, students who have a 504 plan or IEP and students who are not producing grade level work.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Participation in Pathways/Career Academy **19-20** Maintain 100% of students participating in Pathways/Career Academy. **Baseline** 100%	100% of the students continue to participate in one or more of the CTE Pathways

Expected	Actual
Metric/Indicator CAASPP English Language Arts **19-20** Increase by 2% a year **Baseline** Established math (11% Met/Exceeded) and ELA (42% Met/Exceeded) proficiency baselines as measured by 2015 CAASPP 2016 Math (15%) and ELA (30%) proficienc	Due to the COVID-19 Pandemic, the CAASPP was not administered in the 2019-20.
Metric/Indicator Graduation Rate **19-20** Graduation Rate will increase to 95% (schoolwide) **Baseline** Graduation Rate will increase to 95% (schoolwide)	Graduation rate for 2019-20 decreased by 4.6%. In large, this was likely do to the March 2019 school closures during the COVID-19 pandemic.
Metric/Indicator A-G Completion **19-20** A-G completion rate will increase by 2% per year **Baseline** A-G completion rate will increase by 2% per year	21 of the 28 cohort graduates met A-G requirements in the 2019-20 school year.
Metric/Indicator College Readiness (ELA) **19-20** Increase by 2% a year **Baseline**	Due to the COVID-19 Pandemic, the CAASPP was not administered in the 2019-20.

Expected	Actual
Establish baseline for College Readiness with 11th Grade CAASPP results (2015: 11% Exceeded 2016: 7% Exceeded)	
Metric/Indicator Formative Assessments **19-20** Discontinued metric **Baseline** Literacy Tasks, Benchmark Assessments, Admin Walk-through log, Checks for Understanding, as evidenced by Administration walk-through log and teacher peer feedback; Student Progress on Ongoing Interventions	
Metric/Indicator Attendance Rate **19-20** Maintain attendance at 97% **Baseline** Increase attendance to 97%	Due to the COVID-19 Pandemic and school closures, attendance for the 2019-20 school year could not be accurately reported.
Metric/Indicator Chronic Absence **19-20** Decrease Chronic Absence rate from 12% **Baseline** Chronic absence rate over 12%	Due to the COVID-19 Pandemic and school closures, chronic absenteeism for the 2019-20 school year could not be accurately reported.
Metric/Indicator Suspension Rate **19-20** Decrease suspension rate from 5.882% **Baseline** Suspension rate is over 5%	Due to the COVID-19 Pandemic and school closures, suspension rates for the 2019-20 school year could not be accurately reported.

Expected	Actual
Metric/Indicator Restorative Practices Implementation **19-20** Continue Restorative Practices Implementation **Baseline** Implementation	Due to the COVID-19 Pandemic and school closures, restorative practices could not be measured for the 2019-20 school year could not be accurately reported.
Metric/Indicator Parent Information Events **19-20** Maintain parent information events at 2 per year. **Baseline** Offer at least two parent information events each year.	Monthly parent meetings were held for the duration of the 2019-20 school year, despite the COVID-19 Pandemic.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staffing (Teachers, Counselor)	Staffing 1000-3000 Suppl/Con 139,768	Staffing 1000-3000 Suppl/Con 251,070.64
Professional Development	Staffing 1000-3000 Title I 13,523	Staffing 1000-3000 Title I 22,095.38
Supplemental Instructional Materials	Professional Learning 1000-6000 Suppl/Con 2500	Professional Learning 1000-6000 Suppl/Con 0
	Supplemental Instructional Materials 4000-7000 Title I 6000	Supplemental Instructional Materials 4000-7000 Title I 0
Parent Outreach and Communication	Staffing: Clerk/Parent Advisor 1000-3000 Suppl/Con 35,383	Staffing: Parent Advisor 2000-2999: Classified Personnel Salaries Suppl/Con 17,322.16
	Niche Software: Website 1000-6000 Suppl/Con 10,000	Niche Software: Website 1000-6000 Suppl/Con 0
	Security and Safety: Cameras, Fencing, Signage 1000-7000 Suppl/Con 25,000	Security and Safety: Cameras, Fencing, Signage 1000-7000 Suppl/Con 0

Goal Analysis

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

Please note, there was another principal assigned to this site at the time this plan was created. The responses to this analysis are based on current available data and conversations with various site and district staff. Due to the school shut down as a result of the COVID-19 Pandemic, professional learning did not occur in the 2019-2020 school year. The Parent Advisor position was covered but the Clerk position funding was transferred to general fund, so supplemental funds were not used. No extra cameras, fencing, or signage was installed. No software was purchased.

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

Due to the former principal needing to take personal time off, the site had several substitute administrators. In March 2020, the school has to shut down due to the COVID-19 Pandemic. As a result of several administrator behavior management styles, the suspension rate increased from 6.7% in 2018-19 to 7% in the 2019-2020 school year before the school shut down in March. Also, as a result, the 4-Year Adjusted Cohort Graduation rate decreased from 90.9% in 2018-19 to 85.7% in 2019-20.

Goal 2

Priority Two Mathematics

Improve student understanding and performance in mathematics by designing learning opportunities where content is organized into coherent, rigorous and relevant units of study or “critical areas”. Project Based Learning fosters an independent and team capacity to apply learned concepts, develop ‘agency’ and persevere. Measurable benchmarks and/or formative assessments, and follow-up testing will be utilized to ensure individual student progress, including EL students, students who have a 504 plan or IEP and students who are not producing grade level work.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student learning results on Individual Assessments of Knowledge and Thinking (IAKTS) **19-20** Metric discontinued **Baseline** Student learning results on Individual Assessments of Knowledge and Thinking (IAKTS)	Since the metric was discontinued, no data was collected for this metric/indicator.
Metric/Indicator Student progress on four year math sequence **19-20** Student progress on four year math sequence	Due to the COVID-19 Pandemic and school closure, many students did not complete a 4th year of math.

Expected	Actual
Baseline Students encouraged to take four years of math	
Metric/Indicator Formative assessments **19-20** Metric discontinued **Baseline** Student progress on targeted interventions, Admin Walk-through log, Checks for Understanding, as evidenced by Administration walk-through log and teacher peer feedback	It is unknown if formative assessments were given. Due to the COVID-19 pandemic, the school shut down and students participated in distance learning. The math teacher at the time has since resigned and the principal at the time also resigned. This data is not currently available.
Metric/Indicator CAASPP Mathematics **19-20** Increase by 2% a year. **Baseline** Established math (11% Met/Exceeded) proficiency baseline as measured by 2015 CAASPP Actual 2016: 15%	Due to the COVID-19 Pandemic, the CAASPP was not administered in the 2019-20. Results for 2018-19 according to the CA Dashboard indicated that New Tech had an increase of 16.9 points but an overall score of 100.3 points below standard.
Metric/Indicator College Readiness as measured by CAASPP Mathematics **19-20** Increase by 2% a year. **Baseline** Percent exceeded: Actual 2015 1%; Actual 2016: 4%	Due to the COVID-19 Pandemic, the CAASPP was not administered in the 2019-20. Results for 2018-19 according to the CA Dashboard indicated that New Tech had an increase of 16.9 points but an overall score of 100.3 points below standard.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staffing Professional Development Supplemental Instructional Materials	Staffing 1000-3000 Suppl/Con 112,311 Professional Development 1000-6000 Suppl/Con 2500 Hardware/Software Title I 0 Supplemental Instructional Materials 1000-6000 Title I 6000	Staffing 1000-1999: Certificated Personnel Salaries Suppl/Con 112,311 Professional Development 1000-6000 Suppl/Con 0 Hardware/Software Title I 0 Supplemental Instructional Materials 1000-6000 Title I 0

Goal Analysis

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

Please note, there was another principal assigned to this site at the time this plan was created. The responses to this analysis are based on current available data and conversations with various site and district staff. Due to the COVID-19 Pandemic, the site was not able to accurately measure student success in math.

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

Due to the COVID-19 Pandemic, the site was not able to obtain assessment data in order to identify growth or decline in this goal.

Goal 3

Priority Three English Language Learners

Examine how the school supports its English Language Learners and increase the percentage of students meeting the requirements of reclassification. Establish a school-wide identification of the EL learners and increase collaboration and consistency of system practices of all adult stakeholders at New Technology High School,by calibrating norms and implementing school-wide and New Technology theories of practice, especially in regard to EL students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Formative assessments **19-20** Metric discontinued **Baseline** Individual Assessments of Knowledge and Thinking (IAKTS), Projects, Defense of Learning; Student success on ELD objectives and interventions	Metric discontinued, no data collected
Metric/Indicator College Readiness assessments **19-20** Increase by .5%	College and Career indicator on the CA Dashboard reports 31.4% are prepared with 1.7% maintained for 2019-20.

Expected	Actual
Baseline CAASPP ELA: N size of EL students too small CAASPP Math: N size of EL students too small	
Metric/Indicator Reclassification rate **19-20** English Learner Reclassification Rate will increase by 2% **Baseline** Reclassification rate 2016-17: 5.3%	Zero ELL students were reclassified in the 2019-20 school year.
Metric/Indicator Annual Measurable Achievement Objective (AMAO) 2 **19-20** Metric discontinued **Baseline** Increase AMAO 2 by 2%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staffing	Staffing 1000-3000 Suppl/Con EL 80,700	Staffing 1000-1999: Certificated Personnel Salaries Suppl/Con EL 66,653.92
Supplemental Instructional Materials	Supplemental Instructional Materials 1000-6000 Title I 4123	Supplemental Instructional Materials 1000-6000 Title I 0
Parent Outreach/Workshops	Supplemental Instructional Materials 1000-6000 Suppl/Con EL 1165	Supplemental Instructional Materials 1000-6000 Suppl/Con EL 444.28
	Parent Workshops 4000-7000 Title I 827	Parent Workshops 4000-7000 Title I 0

Goal Analysis

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

Please note, there was another principal assigned to this site at the time this plan was created. The responses to this analysis are based on current available data and conversations with various site and district staff. Due to the COVID-19 Pandemic, the site was not able to accurately measure student success of ELL students. The funds allocated for student supports were not able to be used as planned.

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

After the March 2020 school closures, the site was not able to administer the ELPAC nor the CAASPP and therefor was not able to accurately measure the success or need of the ELL population. While the staff did meet regarding teaching and learning strategies, the focus was on how to conduct distance learning for all students rather than a focus on any single subgroup.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Custodian: Maintain staffing at sites to ensure that, in addition to standard maintenance and cleaning, facilities are routinely disinfected high-tough areas.	36456	36456	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction.

Analysis of In-Person Instructional Offerings

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

There were a total of 4 staff working on campus through April 21st. On April 22nd, about 50% of the student population returned to campus for in-person learning 2 days a week for 3 hours each day. All of the teaching staff were also on campus at those times. A stated success would be that students were able to return to a very clean and sterile learning environment complete with hand sanitizing stations and extra masks as needed. The campus was also staffed with a medical tech and voluntary COVID-19 testing that was funded by the district. There have been no challenges in this area.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Echo User Agreement - learning management system used by all school stakeholders	8840	8840	No
Maintain staffing and access to district provided instructional supports for students with disabilities	79504	79504	No
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	10000	0	No
Get Focused Stay Focused Online Program - Articulated with college credits, students create a 10 year plan that starts in 9th grade and goes into post-secondary life choices and plan.	2200	0	

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Chromebook devices were provided by the district, therefore the site did not need to spend the allocated amount for chromebooks. Get Focused, Stay Focused Online Program was not purchased because although the program itself is online, the instruction that coincides with the online program is best when it is done in person. The teacher for this course was able to provide a model that fit better with the distance learning model.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Some of the challenges that we faces as a result of distance learning were:
*While students had access to devices, there were frequent connectivity issues
*Several students experienced loss of motivation, or were in situations where they had to care for younger siblings during the day. This gravely effected attendance and continuity of instruction.
Some of the successes were:
*The Echo Learning Management system did provide support for students and parents to track current grades and progress

*Staff collaborated weekly on instructional supports for students with disabilities and all other student subgroups
*The class schedule remained consistent throughout the school year and this supported continuity of instruction and pupil participation
*Teachers were still able to use the PBL model to engage students in their own learning even in the distance learning model

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Due to the COVID-19 Pandemic and school closures along with the CDC Health and Safety Guidelines, money that was budgeted for college and career field trips along with special event field trips were not used. The amount of supplemental material that would be used in a regular year when students are on campus, was also not used. Funding was instead used on online services and programs that would benefit student achievement in a distance learning model.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The largest challenge was the ability to effectively intervene with students in the distance learning model. Many students were at home while their parents were at work. As a result some students were not engaged in learning for a variation of personal issues happening in the home. For some students, distance learning was easier as students did not have to spend extra time getting ready for school. Everything they needed to be successful was with them on their computers. In our small school learning community, our leadership student group continued to provide opportunities for students to stay connected with school and participate in some enrichment and culture building activities.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Social and Emotional Well-Being was monitored. As a small school, our administration, school counselor, and parent advisor maintained contact with every family throughout the school year. The school provided many opportunities for students to engage in enrichment activities both online and in person once students were allowed to return to campus. The counselor provided virtual college tour opportunities and a weekly meditation session. The administration and teaching staff did weekly student success recognition. The school was able to maintain several traditional activities (awards ceremonies, competitions, and clubs). The largest challenge was keeping unmotivated students connected to these events. Despite many phone calls to parents, students who were living in unsupportive or difficult home situations were still hard to connect with on a regular basis.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Family Outreach was a success. Parents seemed to be more available to attend a zoom call, than if meetings were in person. Monthly evening meetings for parents to talk to the principal occurred consistently. The School Site Council met 6 times this year. Parents were able to attend virtual awards ceremonies. PTSA General meetings were planned in collaboration with the school staff to provide engaging and helpful topics to parents as they navigated distance learning with their students. Every pupil and family had the ability to directly connect with the school principal through a cell phone along with email.

Analysis of School Nutrition

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

We are a dependent charter school, so students do not all live in our surrounding areas. Nutrition services was provided at select school sites. This may have been beneficial for some students. However, students who live outside of the district or who did not live near a school that provided meal services may have struggled to get free school provided meals. During in-person learning which started in April, students who attended the school in person had the opportunity to get a meal for the in-person day plus one meal for the following day.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The largest lesson learned from the distance learning program was the importance of maintaining collaboration and involvement from all stakeholders. This is much more difficult in a virtual environment when stakeholders are accustomed to being in person. In a small school environment, all departments and actions are closely linked and easily affect each other. Using data from the year prior to the school closures and comparing that to the available data during school closures is important and all stakeholders should be aware of what the data says in order to collectively create goals and actions for the 21-24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The school will start to use the district created benchmarks to help measure the success or decline of our student subgroups. The school team will meet quarterly to specifically look at math and EL proficiency assessment results and create and adjust learning outcome plans to better meet the needs of our students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

A substantive difference between the prior actions and services provided to students will be the school community's ability to analyze data and collaborate on student need based on data. This will include, but is not limited to content benchmark data and school climate data.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2019-20 LCAP called out the need for improvement in mathematics and EL student proficiency. During the school closures and the distance learning program, we believe many of our students suffered great learning loss as a result of not being able to be present at school and obtain the additional support that generally comes from a small school environment. Many students struggled with motivation which directly impacted attendance. In developing the 21-22 and 23-24 LCAP, we know that we must create an in-person program that supports students academically but that also creates enrichment opportunities for students to be able to reconnect with the school.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	439,800.00	469,897.38
Suppl/Con	327,462.00	380,703.80
Suppl/Con EL	81,865.00	67,098.20
Title I	30,473.00	22,095.38
	30,473.00	22,095.38

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

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	439,800.00	469,897.38
	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	178,964.92
1000-3000	381,685.00	273,166.02
1000-6000	26,288.00	444.28
1000-7000	25,000.00	0.00
2000-2999: Classified Personnel Salaries	0.00	17,322.16
4000-7000	6,827.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	439,800.00	469,897.38
	Title I	0.00	0.00
1000-1999: Certificated Personnel Salaries	Suppl/Con	0.00	112,311.00
1000-1999: Certificated Personnel Salaries	Suppl/Con EL	0.00	66,653.92
1000-3000	Suppl/Con	287,462.00	251,070.64
1000-3000	Suppl/Con EL	80,700.00	0.00
1000-3000	Title I	13,523.00	22,095.38
1000-6000	Suppl/Con	15,000.00	0.00
1000-6000	Suppl/Con EL	1,165.00	444.28
1000-6000	Title I	10,123.00	0.00
1000-7000	Suppl/Con	25,000.00	0.00
2000-2999: Classified Personnel Salaries	Suppl/Con	0.00	17,322.16
4000-7000	Title I	6,827.00	0.00
		6,827.00	0.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	232,174.00	290,488.18
Goal 2	120,811.00	112,311.00
Goal 3	86,815.00	67,098.20

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$36,456.00	$36,456.00
Distance Learning Program	$100,544.00	$88,344.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$137,000.00	$124,800.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$36,456.00	$36,456.00
Distance Learning Program	$100,544.00	$88,344.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$134,800.00	$124,800.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

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
Sacramento City Unified School District	Jessica Martin Principal	jessica-martin@scusd.edu 916 395 5254

Plan Summary [2021-22]

General Information

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

Sacramento New Technology High School (SNTHS), a “dependent” charter, is a small, safe, college preparatory, innovative high school based upon a very successful national model of project based learning associated with the over 200 NewTech Network schools across the country and around the globe. New Tech uses Project Based Learning as its primary method of curriculum delivery and technology as a primary tool. Project Based Learning or “PBL” is where learning is contextual, creative, and shared. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant to them in this way, students see a purpose for mastering state-required skills and content concepts. This is a challenging and exciting approach to learning that will better prepare students for college and careers in the 21st Century. All New Tech graduates will be proficient in the Sacramento New Technology Five Learning Outcomes: Knowledge and Thinking, Agency, Collaboration, Written Communication and Oral Communication. New Tech’s vision is to support the unique needs of every student in an environment where they can feel safe and experience academic success. New Technology student’s complete additional graduation requirements: 260 credits, 12 college units, Profession Digital Portfolio, job shadows, community service, and an Internship.

Sacramento New Technology High School was founded, developed and continues to be governed by highly-qualified and vision-aligned educators and community leaders. The entire staff shares the explicit belief that all students, regardless of socio-economic background, can learn and should have access to a high quality public high school education. Our school community works with the greater community to support student-centered learning which enables New Tech to offer a challenging college preparatory education for all students in the greater Sacramento Metropolitan area. At full implementation, New Tech will be a small (9-12) high school with 200-300 students. The School is located on a District property and does not project any facilities needs at this time.

Sacramento City Unified School District is a forward thinking district that chooses to offer a broad range of secondary educational environments and opportunities to a diverse population of students. Sacramento New Technology High School is a school that has proven to help SCUSD fill this need by preparing and graduating high percentages of students who are College and Career Ready. Furthermore, New Tech students are enrolling and persisting in two and four-year schools at an extraordinary rate. New Tech offers students interested in a small, safe, and academically challenging and supportive environment a place to engage, learn and achieve.

Reflections: Successes

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. From our local data, we have seen an increase in overall attendance since starting in-person learning. It seems the ability to connect with students in person has also increased their likeliness to attend their online courses more often. Although attendance has increase from first semester, we have also seen an increase in D and F grades. It is believed that students are feeling fatigued after spending more than a year and a half in distance learning from their homes and on their computers. In additions, several of our students experienced monetary family issues, evictions, deaths of family members, and much more during the COVID-19 pandemic. When parents had to return to work leaving their students at home to care for younger siblings and to be self-motivated to attend classes online, we saw a decline in positive grades and in attendance. In the area of college and career readiness, we had 13 students graduate with the Golden State Seal Diploma, 1 graduate with the Seal of Biliteracy, and 35 of the 38 graduates, completed one or more CTE pathway.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. It would be remiss to attempt to identify areas that need significant improvement based on the data we have collected during the COVID-19 pandemic. Since the plan is to return to school full time in the fall, it seems most reasonable to continue to address the areas that needed improvement prior to the school shut down when all students were on campus attending live instruction. Those areas remain to be math achievement, ELL achievement and re-designation, and college and career readiness rate. The school was not able to address the math achievement rate

during the 2020-21 school year due to the math teacher resigning at the beginning of February and the district not allowing the school to rehire in that position. This left the students with a 30-day substitute to teach Math II, Math III, and Pre-Calculus. With regard to ELL support, the staff were given Professional Development on a weekly basis on the topics of Project Based Learning, Student Centered Lesson Design and Universal Design for Instruction. With regard to graduation rate, there were 6 students who started the year with extreme credit deficiency and they were sent to the district's Sacramento Accelerated Academy to attempt to recover the needed credits for graduation. 3 of the 6 students were able to do that. Of the students who remained in the school's regular program, of the 37 12th graders, one decided to drop out of school in the middle of the second semester. The school counselor met with every 12th grader as needed to ensure they were keeping up with their current grades and any credit recovery courses they were enrolled in. In addition, the school has one 11th grader who will be graduating this year. The school counselor and the principal held meeting with the parents of every 12th grader who was in danger of not graduating at the beginning of the Spring semester.

Math Achievement:
Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. The 2019 Data Dashboard indicated that the 35 students that took the CAASPP assessment were on average 100.3 points below the standard. This was a slight increase (16.9 points) from 2018 which gave the color indicator of YELLOW for 2019. Due to the low number of students in each subgroup, no color indicators were given for specific student demographic groups.

College and Career:
According to the 2019 CA Data Dashboard, the school achieved a color indicator of Orange with a maintained 1.7% and 34.1% prepared. Due to the low number of students in each subgroup, no color indicators were given for specific student demographic groups.

ELL:
According to the CA Data Dashboard in 2019, the EL student group (27 Students) had a performance level of "Very Low" with 18.5% of the students making progress towards English Language Proficiency

LCAP Highlights

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

This LCAP will show the identification and recognized need for improvement in the areas of Mathematics, College and Career Readiness, and EL Student Achievement. In Goal 1: Mathematic Achievement, actions that will be take to improve mathematic achievement will include, all students in Math I, Math II, and Math III will take the district developed math benchmark assessments using the district assessment timeline. The assessment results will be analyzed by the administration and math department and planned, specific, target goals will be set and reviewed throughout each school year. Afterschool tutoring will be available to students for specific support in math practice and instruction. Additional staff support will be provided to students in their math courses. In Goal 2: ELL Achievement and Proficiency, along with extra support from additional staff and after school tutoring, the certificated staff will continue to participate in professional development that targets the needs of EL students through Project-Based Learning and Universal Design for Instruction using the district's MTSS model to

provide appropriate interventions to students based on individual student need. Goal 3 will focus on College and Career Readiness by creating a master schedule that allows 100% of the student body to complete one or more of the 3 CTE pathways. The administration and school counselor will maintain the school's graduation requirement of 100% of the students must take one or more college course at the community college through the advanced education program. Guidance is provided to students every step of this process from registering and enrolling to requesting a transcript to submit to the high school upon completion of the course. Students and parents will also be training and informed on A-G requirements and students will be provided content that meets A-G in their content courses.

This LCAP represents this school's vision for the next three years to continue its efforts to level the playing field and provide opportunities for all students to learn and grow. We believe that ALL students can set goals and meet those goals no matter what they are. At New Tech, we develop "round" students through out 5 Learning Outcomes. We specifically teach our student to sharpen their Knowledge & Thinking, have excellent Agency and self-advocacy skills, learn how to effectively Collaborate with others, learn how to effectively communicate in writing, and finally, learn how to be great oral communicators.

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

At New Tech, stakeholder engagement is at the forefront of any LCAP decision making process. Stakeholders are defined as parent, students, staff, and community members. Parent Stakeholders have the following opportunities to engage in the LCAP decision making processes:

1. Monthly meetings with the Principal
2. PTSA board and general meetings
3. School Site Council
4. Monthly School Newsletter
5. Weekly Phone and email announcements

Student stakeholders have the following opportunities to engage in the LCAP decision making process:

1. Weekly ASB Meetings
2. Students can also attend all of the above meetings listed for parent stakeholders

Staff stakeholders have the following opportunities to engage in the LCAP decision making process:

1. Weekly Collaboration Meetings
2. Staff can also attend all of the above meeting listed for parent stakeholders

Community members have the following opportunities to engage in the LCAP decision making process:

1. School Site Council Meeting
2. Neighborhood Association meetings (principal attends all surrounding area meetings)

At each of these meetings and opportunities, school data was presented with pre-covid data and current data in the areas of academic achievement, attendance and graduation rates. Proposed goals were reviewed and discussed. Final goals were drawn.

A summary of the feedback provided by specific stakeholder groups.

The stakeholders agreed that Math Achievement and ELL Achievement are significant weaknesses based on the data that was provided. It was also suggested that Math 1 and math 2 are year long courses like humanities instead of a semester course on our block schedule like the other content areas.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholders are in agreement to use the ELO funding to hire .5 math teacher and a part time instructional assistant could positively impact math and ELL achievement.

Goals and Actions

Goal

Goal #	Description
1	Increased achievement in mathematics

An explanation of why the LEA has developed this goal.

In May 2021, 10th and 11th grade students enrolled in Math II and Math III were given the end of year math assessment that was developed by the district. 68% of the students who took the test scored in the "Standard Not Met" range. Only 5% of the students who took the test scored in the "Standard Met" range. We know our students received math instruction via distance learning and in February of 2021 the full time math teacher resigned and the students had a substitute that did not have a math credential through the remainder of the school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessment Data	68% scored "Standard Not Met" - 5% scored "Standard Met"				40% or more students will meet the Standard for math.
Number of D's and F's in Math I	50% of the students enrolled in Math I achieved a D or F				10% or less of students enrolled in Math I will receive a D or F

Actions

Action #	Title	Description	Total Funds	Contributing
1	All students will take the Math Benchmark Assessments	All New Tech students who are enrolled in Math I, Math II or Math III will take the SCUSD Benchmark Assessments in accordance with the districts assessment windows. The math department will analyze those assessments and create plans to increase achievement in math based on indicated student weaknesses.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2	After School Tutoring provided	Students will receive after school tutoring from peer tutors and teachers, 1-2 days per week.	$70,682.69	Yes
4	Instructional Assistant Support provided for EL and High Risk Students	A part time instructional aide will be assigned to assist EL and High Risk Students both in class and after school in Math achievement.	$6,401.50	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	English Language Learner Achievement and Re-designation

An explanation of why the LEA has developed this goal.

Due to the school shut down and the COVID 19 Pandemic, it was difficult to get our ELL students to attend testing sessions for the ELPAC. As such, we do not have comprehensive data for the 2020-2021 School year. It was also very difficulty to provide specific resources and support to our 32 EL students due to being in distance learning for the entire year. Although we did come back in person for just over a month, this was optional for students. Over half of our EL students elected to remain in distance learning for the duration of the school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC	1 Student Reclassified in 2020				5 or more students Reclassified each year
Benchmark Assessments	ELA Assessment - 46% avg correct, Math - 36.3% correct				EL students will score 60% correct or above on both ELA and Math District Benchmark Assessments

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Assistant provided for ELL Support	An instructional assistant will be assigned to support ELL students in math and English both in their classes and in the after school program	$6,401.50	Yes

Action #	Title	Description	Total Funds	Contributing
2	After School Tutoring made available to students	ELL students will be able to access a computer lab/learning center that is staffed by at least one teacher and 1 instructional assistant for support in Math and English	$32,269.00	Yes
3	Professional Development in PBL/PrBL and Student Centered Learning	All staff will participate in Project-Based/Problem-Based Learning with a specific emphasis on supporting ELL students through this method of teaching and learning.	$31,408.00	Yes
4	Parent Training Opportunities provided in English and Spanish	Parents of ELL students will be given opportunities and workshop offerings on how to effectively use ECHO, how to support students at home, and knowledge of post secondary options so they can better support their students academically. The Parent Advisor will help coordinate these training and provide translation to Spanish Speaking families.	$40,463.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	College and Career Readiness

An explanation of why the LEA has developed this goal.

With the change of leadership and school closures to to the COVID 19 pandemic, the college and career data dropped in the metrics listed below. As a result, we will be taking steps to bring our numbers back up for College and Career readiness as stated below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion Rate	97% completion in 1 or more CTE Pathways				100% completion in 1 or more CTE Pathways
Enrollment in College Courses	95% of the graduating students completed at least one college course prior to graduating high school				100% of the graduating students will complete at least one college course prior to graduating high school
A-G Completion	11% 5/43 students completed A-G requirements				85% of all 12th graders will complete A-G requirement

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling and guidance in CTE Pathways and Programs	Students will complete 1 or more of the 3 CTE pathways at new Tech. Computer Science, Graphic Design, and Animation Motion Graphics. The school counselor and administrator will inform, guide, and	$25,423.50	Yes

Action #	Title	Description	Total Funds	Contributing
		schedule students in a way that will make pathway completion possible.		
2	Counseling and Guidance for Enrollment in College Courses	Every student student will enroll in at least one community college course through the Advance Learning program before they are able to graduate from New Tech. The school counselor will guide students through this process from beginning to end. Completing the college application, navigating the online college system, and obtaining a transcript to turn in to the high school registrar.	$25,423.50	No Yes
3	Highly Qualified and fully credentialed teachers provide content in A-G Courses	Students will complete all course work with a grade of C or higher in order to meet the A-G completion requirements. The school counselor, faculty, administration, and support staff will assist students in this area through the MTSS system of support. Highly qualified, fully credentialed teachers will provide content and support for students.	$290,411.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.11%	367,250

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.

Sacramento New Technology High School is a small dependent charter school. This allows us the ability to quickly identify students who need the most support. We have 32 ELL students, 0 foster youth, and 65% of our students are considered low-income. When we look at the data for each subgroup compared to the general population of the school we are quickly able to identify specific needs within the sub group. This allows us to use our MTSS to determine higher levels of intervention as needed. Our goal is to ensure that all of our students have the maximum amount of post-secondary options possible so they can choose the path they want to proceed down after they graduate. Our data shows that our ELL student struggle more significantly with the ability to have as many post-secondary options. The goals we have developed in this LCAP were designed to specifically target weaknesses as indicated by school data and add supports that will specifically help these students. For our low-income students, these goals and actions are designed to ensure they have access to resources they may not have in order to maximize their learning and success potential.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Because we are a small school, we are able to quickly identify every single ELL student, every foster student (when we have them) and every single low-income student, and we know them by name. In addition, we are able to individually identify their specific needs, as well as their group needs. Through this, we are able to design a school program that engages our students in project-based, hands-on learning. Our teaching and learning strategies are based on providing our students lessons that will allow them to reach mastery in our 5 Learning Outcomes (Agency, Knowledge and Thinking, Collaboration, Written Communication, and Oral Communication. Rather than grade on just content knowledge, our students are graded on each of the learning outcomes independently. This allows us to identify weaknesses and provide extra support to strengthen them. Our school is known for it's 3 CTE Technology based pathways so our students choose to attend

with us for these programs. Every student will graduate as a pathway completer of one or more pathways. Because we are able to provide so many engaging opportunities in our small school environment, our smaller subgroup students have opportunities to be higher achievers than they would at a large comprehensive high school.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$367,250.00	$123,002.69		$38,631.00	$528,883.69

Totals:	Total Personnel	Total Non-personnel
Totals:	$473,315.69	$55,568.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	All students will take the Math Benchmark Assessments					$0.00
1	2	English Learners Low Income	After School Tutoring provided		$48,236.69		$22,446.00	$70,682.69
1	4	English Learners Low Income	Instructional Assistant Support provided for EL and High Risk Students		$6,401.50			$6,401.50
2	1	English Learners	Instructional Assistant provided for ELL Support		$6,401.50			$6,401.50
2	2	English Learners	After School Tutoring made available to students	$1,714.00	$30,555.00			$32,269.00
2	3	English Learners	Professional Development in PBL/PrBL and Student Centered Learning		$31,408.00			$31,408.00
2	4	English Learners	Parent Training Opportunities provided in English and Spanish	$24,278.00			$16,185.00	$40,463.00
3	1	English Learners Low Income	Counseling and guidance in CTE Pathways and Programs	$25,423.50				$25,423.50
3	2	All English Learners Low Income	Counseling and Guidance for Enrollment in College Courses	$25,423.50				$25,423.50
3	3	English Learners Low Income	Highly Qualified and fully credentialed teachers provide content in A-G Courses	$290,411.00				$290,411.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$367,250.00	$528,883.69
LEA-wide Total:	$0.00	$0.00
Limited Total:	$25,992.00	$110,541.50
Schoolwide Total:	$341,258.00	$418,342.19

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	After School Tutoring provided	Schoolwide	English Learners Low Income	All Schools		$70,682.69
1	4	Instructional Assistant Support provided for EL and High Risk Students	Schoolwide	English Learners Low Income	All Schools		$6,401.50
2	1	Instructional Assistant provided for ELL Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$6,401.50
2	2	After School Tutoring made available to students	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,714.00	$32,269.00
2	3	Professional Development in PBL/PrBL and Student Centered Learning	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$31,408.00
2	4	Parent Training Opportunities provided in English and Spanish	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$24,278.00	$40,463.00
3	1	Counseling and guidance in CTE Pathways and Programs	Schoolwide	English Learners Low Income	All Schools	$25,423.50	$25,423.50

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	Counseling and Guidance for Enrollment in College Courses	Schoolwide	English Learners Low Income	All Schools	$25,423.50	$25,423.50
3	3	Highly Qualified and fully credentialed teachers provide content in A-G Courses	Schoolwide	English Learners Low Income	All Schools	$290,411.00	$290,411.00

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

f) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

g) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

h) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	The Met Sacramento High School
CDS Code:	34-67439-0101907
LEA Contact Information:	Name: Denise Lambert Position: Principal Phone: (916)395-5417
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$2,649,874.00
LCFF Supplemental & Concentration Grants	$264,856.00
All Other State Funds	$179,762.00
All Local Funds	$
All federal funds	$44,054.00
Total Projected Revenue	$2,873,690

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$2,624432.00
Total Budgeted Expenditures in the LCAP	$308,910.00
Total Budgeted Expenditures for High Needs Students in the LCAP	$309,910.00
Expenditures not in the LCAP	$2,315,522

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$364682.00
Actual Expenditures for High Needs Students in Learning Continuity Plan	$318214.00

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$45,054
2020-21 Difference in Budgeted and Actual Expenditures	$-46,468

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund expenditures are being utilized for staffing, charter oversight fees, and general supplies.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this	All of the LCFF funds were not utilized because of COVID funds received and had to be utilized first.

difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Met Sacramento High School

CDS Code: 34-67439-0101907

School Year: 2021-22

LEA contact information:

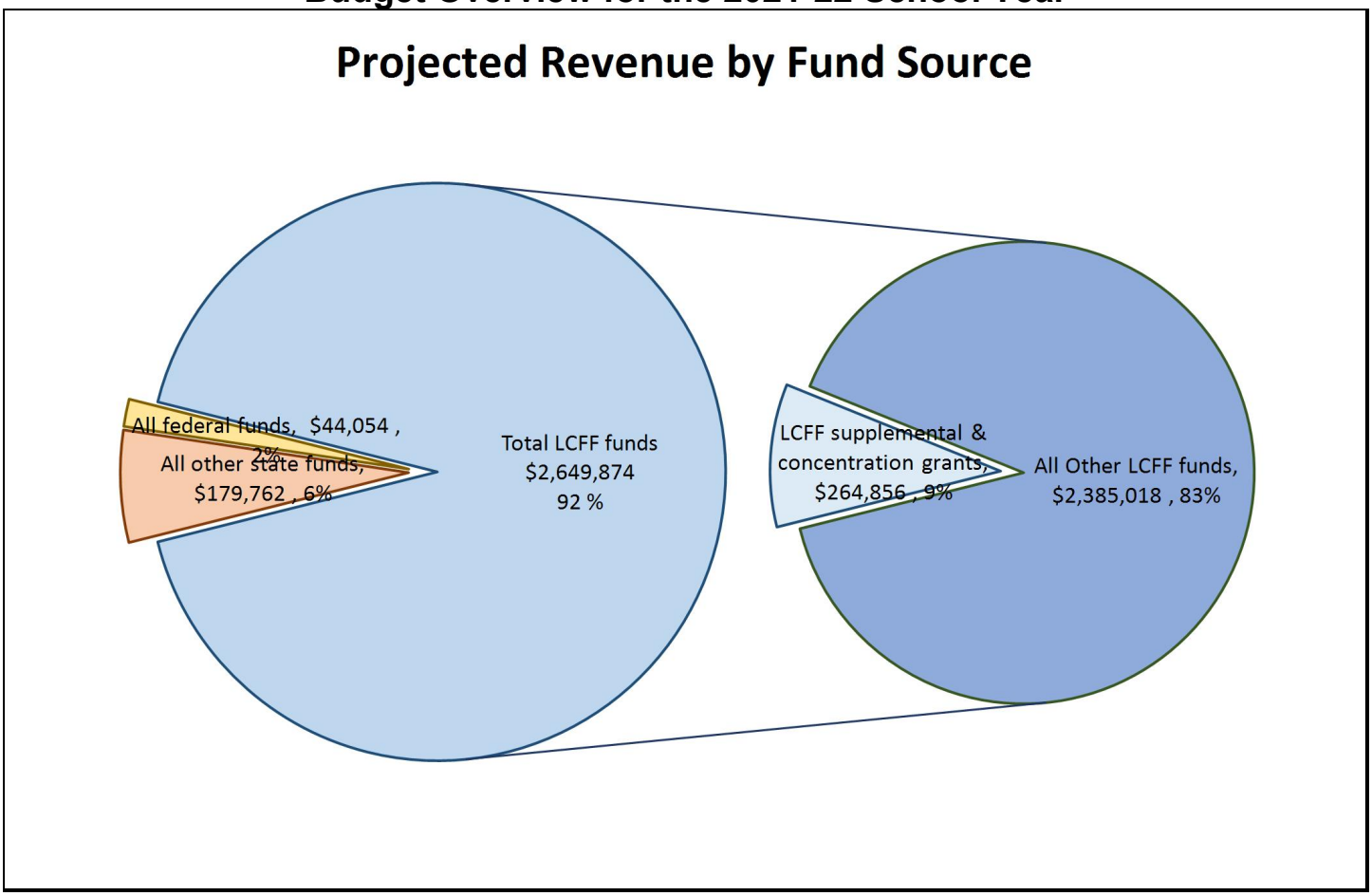
Denise Lambert

Principal

(916)395-5417

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

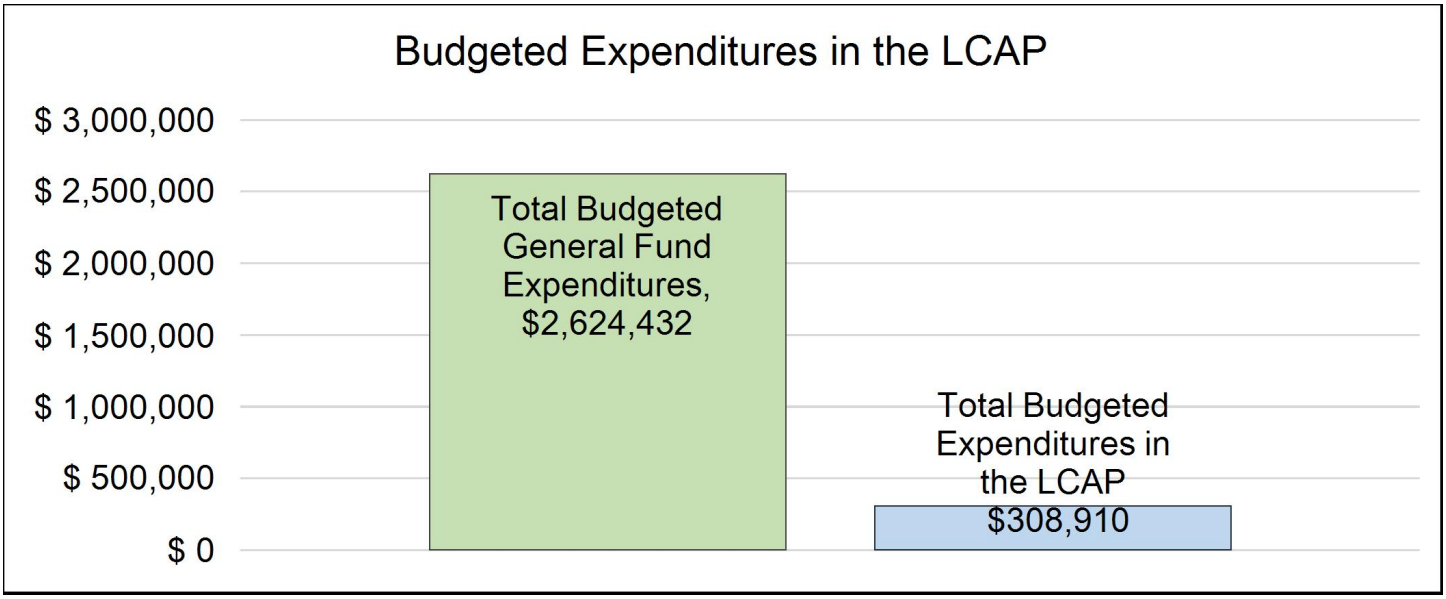


This chart shows the total general purpose revenue The Met Sacramento High School expects to receive in the coming year from all sources.

The total revenue projected for The Met Sacramento High School is $2,873,690, of which $2,649,874.00 is Local Control Funding Formula (LCFF), $179,762.00 is other state funds, $ is local funds, and $44,054.00 is federal funds. Of the $2,649,874.00 in LCFF Funds, $264,856.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much The Met Sacramento High School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

The Met Sacramento High School plans to spend $2,624432.00 for the 2021-22 school year. Of that amount, $308,910.00 is tied to actions/services in the LCAP and $2,315,522 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

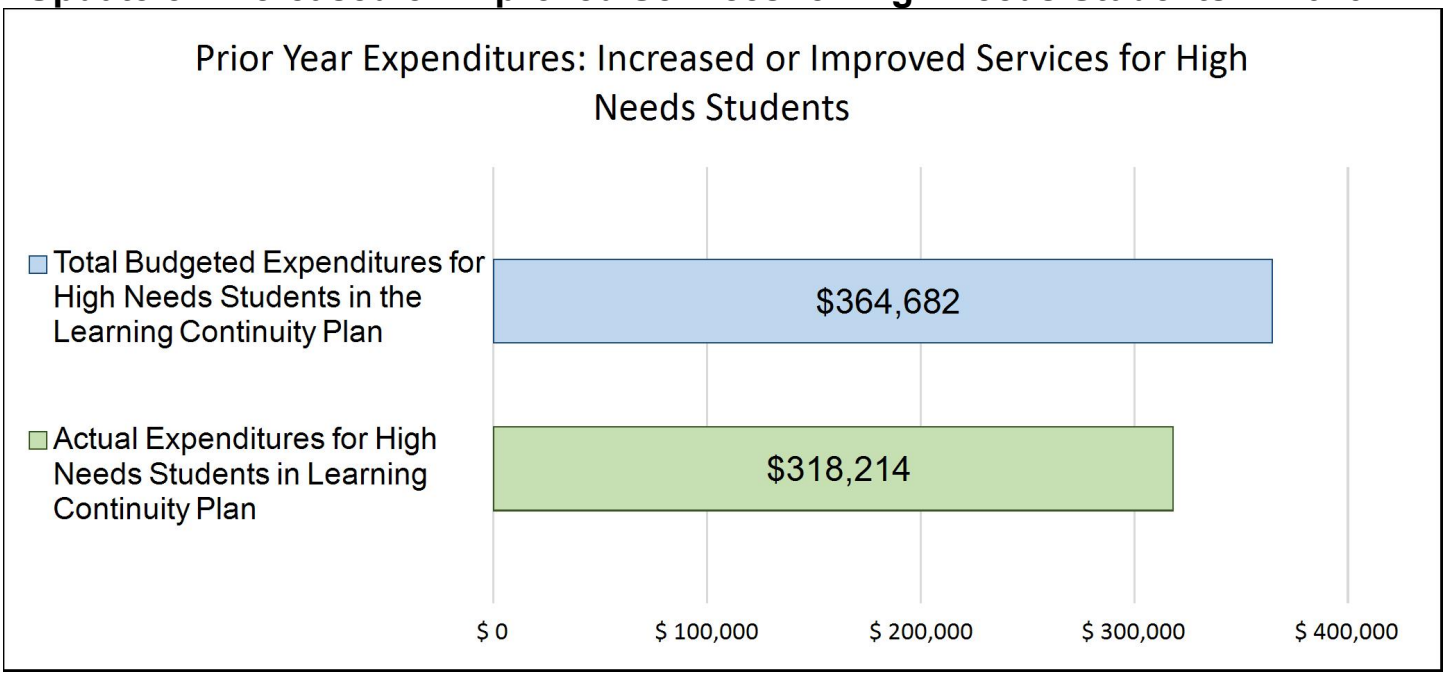
All general fund expenditures are being utilized for staffing, charter oversight fees, and general supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, The Met Sacramento High School is projecting it will receive $264,856.00 based on the enrollment of foster youth, English learner, and low-income students. The Met Sacramento High School must describe how it intends to increase or improve services for high needs students in the LCAP. The Met Sacramento High School plans to spend $309,910.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what The Met Sacramento High School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what The Met Sacramento High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, The Met Sacramento High School's Learning Continuity Plan budgeted $364682.00 for planned actions to increase or improve services for high needs students. The Met Sacramento High School actually spent $318214.00 for actions to increase or improve services for high needs students in 2020-21.

All of the LCFF funds were not utilized because of COVID funds received and had to be utilized first.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
The Met Sacramento High School	Denise Lambert Principal	Denise-lambert@metsacramento.org (916)395-5417

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1 has been modified to reflect the WASC goals developed after the completion of our self study and WASC visit. Support student learning with staff development in the implementation of the Common Core Standards in a way that works with the Met Sacramento's ideology and model and concurrently helps prepare students to be career and college ready. Staff development will include greater uniformity of expectations school wide including syllabi, curriculum maps and rubrics for project work and exhibition expectations. In addition the school management system will be streamlined and there will be an updated staff handbook. Specific goals for students include identified by the Met are: critical thinking, communication, content knowledge, and action (raising expectations on creating authentic projects that apply to the real world or to real issues, and raising expectations on the presentation of that project work for authentic assessment.). The Met should continue to develop and use assessments that capture career and college readiness alongside the more traditional assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Appropriately assigned and credentialed teachers **19-20** 100% teachers appropriately assigned and credentialed **Baseline** 100% teachers appropriately assigned and credentialed	100% of teachers assigned and credentialed.
Metric/Indicator - Work with the district to maintain school facilities [district building, appropriate budget allocation in 2016-17 budget]	Appropriate amounts budgeted to maintain school facility. We continue to work closely with district in maintaining the facilities.

Expected	Actual
19-20 - Continue to maintain school facilities **Baseline** Appropriate budgeted amounts to maintain school	Due to COVID the site has undergone many upgrades to help in the return process for staff and students.
Metric/Indicator • Continue to implement CCSS in ELA and Math across the curriculum [Master Schedule, professional development] **19-20** Spend at least 8,000 on professional development (in house, over the summer). **Baseline** Professional Development opportunities provided (in school, district, and out of district)	During the summer of 2019 3 days of professional development was provided to teachers and staff. Approximately 50% of the professional development was spent working on ELA and Math.
Metric/Indicator - Continue to provide access for English learners to the CCSS standards. Increase reclassification rate. **19-20** Increase reclassification rate at 5%. **Baseline** Current year is 0%. Baseline in previous years 5%	Due to the COVID-19 Pandemic, no results for the English Learner. Progress Indicator (ELPI) were published on the 2020 Dashboard.
Metric/Indicator - Continue to provide curriculum and classes that meet the A-G requirements **19-20** - Continue to provide curriculum and classes that meet the A-G requirements **Baseline**	Our master schedule was created to ensure that students have the opportunity to meet all of the A-G requirements.

Expected	Actual
- Continue to provide curriculum and classes that meet the A-G requirements	
Metric/Indicator • Increase percentage of students who graduate having met the A-G requirements [Current year - 35%] **19-20** 45% A-G completion **Baseline** Baseline is 35%	A-G rates remained the same at 35%. Students in this graduating class decided to go onto junior college rather than applying to 4 year colleges. Our Panther Pipeline program which is a partnership with Sacramento City College works with our students and develops college grad plans to ensure they are on track to transfer to 4 year colleges and universities.
Metric/Indicator • Maintain internship program, which includes CTE, applied arts, work-based learning, and real-world learning [95% internship rate] **19-20** Maintain internship program at 95% **Baseline** 90% internship rate	Our internship rate remained the same at 95% before COVID. After March of 2020 students were no longer able to attend internships due to COVID.
Metric/Indicator • Maintain low dropout rates for all groups [EL - 0%; SPED - 0%, Low Income - 3.4%, All students - 3.4%] **19-20** Maintain dropout rate at below 5% for SPED and low income **Baseline**	Our dropout rate for EL, SPED, Low Income has remained below 7%.

Expected	Actual
The Met's dropout rate should be maintained at below 7%.	
Metric/Indicator - Increase cohort graduation rates for EL and SPED students, maintain for Low Income and All students [EL - 60%, SPED - 66.7%, Low Income - 90%, All students - 90%]. **19-20** - Increase reclassification rate to 6%. Maintain dropout rate at below 5% for SPED and low income **Baseline** The Met's graduation rate should be 85% minimum.	Graduation rate for the 19-20 school year was not calculated by the CA dashboard due to COVID.
Metric/Indicator - Maintain Early College program for 9-12. **19-20** Maintain Early College program for 9-12. Maintain current enrollment of students in college classes [30% over school year]. **Baseline** The Met has approximately 30% of it's students participate in the early college program.	The number of students enrolled in college courses increased to 35%.
Metric/Indicator Increase percentage of students who met or exceeded standards on the Smarter Balanced 11th Grade assessments by 2% annually **19-20** ELA: 57.36% Math: 21.3% **Baseline** Baseline: 2016-17 ELA 55.36% Math 19.30%	Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A basic educational program is provided to all students attending the Met as the foundation to developing Career and College-ready students. Services include a part time Internship coordinator and an ELA specialist.	Teachers, regular Ed 1000-1999: Certificated Personnel Salaries LCFF 1,500,000 Teacher, ELA specialist position (.25 FTE) 1000-1999: Certificated Personnel Salaries Title I 28,000	1000-1999: Certificated Personnel Salaries Other 1,510,635 1000-1999: Certificated Personnel Salaries Suppl/Con EL 18,029
Offer on-going professional learning. Services will include: • On-site collaboration, • Instructional coaching at the district, • Attending conferences, • Professional Learning for SPED staff, • Substitutes for teachers attending professional development	Pay for conferences, Professional development, and corresponding fees for Common Core 5000-5999: Services And Other Operating Expenditures Suppl/Con 10,000 Teacher substitute pay (for conference attendance) 1000-1999: Certificated Personnel Salaries Suppl/Con 2000 Work-based learning Professional development, at district and over summer on site 2000-2999: Classified Personnel Salaries Suppl/Con 3000 Special Ed Encroachment 7000-7439: Other Outgo LCFF 200,000 Special Education Digital materials (eBooks), particularly for Low income SPED students. Can be utilized by RSP teacher and other staff. 4000-4999: Books And Supplies Suppl/Con 1500 Summer, collaboration training for returning and new staff 1000-1999: Certificated Personnel Salaries Suppl/Con 4500	0 0 7000-7439: Other Outgo Other 300,450 0 0000: Unrestricted Other 4,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide technology (devices) that can help deliver digital CCSS-aligned instructional materials and curriculum. Services include: • Providing eBooks, especially for Low-income students, • CCSS instructional materials/software with embedded assessments, • Computer Hardware including Chromebooks and Carts, • Software for student portfolios and Hapara student-management systems. • Fleet of Chromebooks to send home with students who need them (borrowed)	Technology (OverDrive eBooks and digital Library) 4000-4999: Books And Supplies Suppl/Con 7,000 Tech 4000-4999: Books And Supplies Suppl/Con 16,000 Carts, etc. 4000-4999: Books And Supplies LCFF 3,000 Hapara Software 4000-4999: Books And Supplies Suppl/Con 1500 13 more Chromebook laptops with protective shells 4000-4999: Books And Supplies Suppl/Con 4500	7000-7439: Other Outgo Other 1000 0 0 7000-7439: Other Outgo Other
Align Common Core curriculum/metrics with current Met curriculum. Services include: • Incorporating Common Core strategies, particularly ELA, into systems already in place, such as exhibitions, internship work, and advisory. • Summer Pay for teachers to create curriculum and innovate new ways to utilize Big Picture model in service of the Common Core. • Purchasing supplemental novels, textbooks, and art curiculum	Summer pay for teachers (curriculum writing) 1000-1999: Certificated Personnel Salaries Suppl/Con 2000 Purchase supplemental novels, textbooks, art materials 4000-4999: Books And Supplies Suppl/Con 3000 Continual staff development 7000-7439: Other Outgo 0	0000: Unrestricted Other 1574.76

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of the budgeted funds were in this goal area were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. Areas in which funds were expended on other actions or services and/or additional funds were used for:

Providing technology and materials to ensure distance learning. Beginning with one device per family, chromebooks were distributed to all students who needed a device. Hotspots were provided upon request.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The closure of school sites due to COVID-19 pandemic presented unique and significant challenges to the implementation of some actions/services in this area. Beginning in March 2019 and lasting through the end of the school year, many school site activities had to postponed, canceled, or significantly modified. In addition, the cancellation of state assessments in Math, English Language Arts, and Science and the changes in how data were collected impacted the reporting of student outcomes. Overall, student outcomes indicate some progress toward achieving the stated goal of increasing the percent of students who are on track to graduate college and career ready while affirming the need to address inequitable outcomes between student groups and improve outcomes for all students.

Successes:

- When the district shifted to distance learning, it took the opportunity to launch professional development for staff in Universal Design for Learning (UDL) as a part of the foundational training. As part of phase 1 of Professional Development for Distance Learning, staff completed three self-paced modules on UDL.
- The professional development provided for staff also included self-paced modules for instructional staff in a variety of distance learning tools - collaborative tools, accessibility tools and supports for students with disabilities. The skills acquired in this training supported the transition to distance learning and will support the ability for staff to implement hybrid instruction and other uses of instructional technology in the future.

Challenges:

- Physically connecting with unengaged students was and remains a challenge.
- Providing the appropriate technology (hardware) and connectivity to deliver distance learning.

Goal 2

Improve communication with parents and students, including those who speak languages other than English. Including establishing an ELAC and assuring that non-English speaking parents can participate on the SAB. Provide a space for parents to use technology to check on their students' progress, research college and career. Increase parent and mentor involvement in the school by streamlining the district mandated protocols for volunteers on campus and as much as possible encouraging parents to be involved in the school on a day to day basis.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Promote overall parent participation in exhibitions, along with other school events **19-20** Maintain at 85% exhibition rate **Baseline** 80% parent exhibition rate for exhibitions	At the start of the year we had 90% of parents attending exhibitions. During the spring exhibitions were cancelled due to COVID.
Metric/Indicator Increase parental participation from parents of EL students at back-to-school night and other school events. **19-20** 60% of participation from parents of EL students **Baseline** 50% participation of parents of EL students	EL family participation remains relatively low. Less than 50% for EL families attended the back to school night.

Expected	Actual
Metric/Indicator Maintain suspension numbers at below 5 per year for non-drug or non-violence related offenses **19-20** Maintain at below 5 per year for non-drug or non-violence related offenses **Baseline** Below 5 per year for non-drug or non-violence related offenses	Suspension rates for the 19-20 were not available due to COVID
Metric/Indicator Maintain 0% expulsion rate **19-20** Maintain 0% expulsion rate **Baseline** Maintain 0% expulsion rate	There were no expulsions for the 19-20 school year.
Metric/Indicator Continue to monitor parent, staff, and student surveys about school safety **19-20** 50% parent survey participation, 60% student survey participation **Baseline** 30% parent survey participation, 50% student survey participation	School surveys were not administered at the end of the year due to COVID
Metric/Indicator Use of Schoology by parents **19-20** 90% of families regularly using Schoology **Baseline** 75% of families regularly using Schoology (question needs to be added to parent survey)	The Schoology usage rate of parents remained approximately the same at 75%
Metric/Indicator Use of translation services by Spanish-speaking families **19-20**	We continue to use staff to help with translation in meetings and documents that contain important information for families

Expected	Actual
Maintain log of meetings between staff and families **Baseline** Maintain log of meetings between staff and families	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Using Technology to communicate with all families. Services include: • Funding Schoology, the Met's in-house Learning Management System (LMS). Schoology allows all parents, students, and staff to curriculum, access content, and monitor grades, attendance, and content mastery.	Schoology: cost for use, link to Infinite campus 4000-4999: Books And Supplies Suppl/Con 5000	0000: Unrestricted Other 5000
Provide funding for Spanish translation services. Services include: • One-on-one translation for parent/teacher meetings or parent/principal meetings. • Translation services for all call messaging to families • Translation services for important document translation • Spanish-language presentations and information at Back to school night.	Provide funding for Spanish translation service for one-on-one parents meetings with teachers. 1000-1999: Certificated Personnel Salaries Suppl/Con 2000 Provide funding for Spanish translation service for all-call messaging to families and to help with translating important documents into Spanish. 1000-1999: Certificated Personnel Salaries Suppl/Con 1500 Provide food at back-to-school night to draw in all families. Provide spanish-language presentations and information at the event, including LMS adoption for these families. 4000-4999: Books And Supplies Suppl/Con 400	0 0 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of the budgeted funds in this goal area were dedicated to our data management system, Schoology and continued to support student learning during our school closure. The budget amount for translation services was not utilized due to the school closure and staff taking on the responsibility to translate primarily for our Spanish speaking families. Also, due to the school closure we were not able to sponsor events on campus and thus did not utilize the budgeted amount that would have been used to help bring more of our Spanish speaking families to school events.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The closure of our school site due to COVID-19 pandemic during the second half of the 2019-20 school year brought new and unexpected challenges and opportunities. Due to the program of our school, students already were expected to do independent work. Our schedule prior to COVID-19 was students attended school three days a week and the other two days they were at their internships. Students were already used to doing independent work and were adjusted to a modified schedule of direct instruction. Challenges continued to be connecting with student that were unengaged.

Goal 3

School Culture and student engagement

- Increase the college-going culture at the Met through college-oriented events and better utilization of California College Guidance Initiative (CCGI).
- Continue to provide school-wide cultural events, such as Black History Celebration, Cinco de Mayo, and the Winter Formal
- Provide more mental health support for students
- Continue to provide opportunities for students to engage in Art and Music opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Maintain attendance rates at 97% or higher **19-20** Maintain 97.5% attendance **Baseline** 97% attendance	Attendance rate was approximately 95% according to Calpads
Metric/Indicator Maintain chronic absence rate at below 3% **19-20** Maintain 3% or lower chronic absence rate **Baseline** 3% or lower chronic absence rate	Chronic absence rates continue to fall below 3%.
Metric/Indicator Maintain low dropout rate for all cohorts, below 10% **19-20**	We have continued to meet this goal. The drop out rate did not exceed 10%

Expected	Actual
Maintain low dropout rate for all cohorts, below 10% **Baseline** Maintain low dropout rate for all cohorts, below 10%	
Metric/Indicator Maintain growth in passage rate from Integrated Math I to Integrated Math II (including use of summer school) **19-20** Maintain passage rate of 80% **Baseline** Passage rate of 75%	Passage rate dropped to 72% due partly to distance learning.
Metric/Indicator Maintain or increase parental involvement in Met cultural events **19-20** Maintain 40+ parent/guardian participants in main cultural events (Black History, Cinco De Mayo, Women's history) **Baseline** 30+ parent/guardian participants in main cultural events (Black History, Cinco De Mayo, Women's history)	Due to COVID these events were cancelled.
Metric/Indicator Increase art supplies and curriculum **19-20** 2 art classes, film studies, music appreciation, paid after school music program. Add dance or drama program. **Baseline** 2 art classes, film studies, music appreciation	Music class was dropped due to staffing. All the other classes and programs were maintained.
Metric/Indicator Student participation in out-of-school career and college experiences **19-20** Maintain 10th/11th/12th graders on college visit. Maintain at least 2 other college event/exposure for all students	Due to budget college trips were not planned.

Expected	Actual
Baseline 11th graders go on college visit	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Create opportunities for teachers to develop assessments more holistically assess students. Services include: • Summer work in content areas (developing assessments) • Teacher summer pay and/or stipends to create more effective rubrics to assess student learning for exhibition presentations, writing assignments, and projects.	Teacher pay for summer work (developing content-area assessments) 1000-1999: Certificated Personnel Salaries Suppl/Con 2,000	0
This action is modified to reflect funding provided by District (college field trips will take place but no financial responsibility for The Met).	0	0
This action is modified to reflect funding provided by District (college field trips will take place but no financial responsibility for The Met).	Instructional supplies and materials 4000-4999: Books And Supplies Suppl/Con 0	0
Continue to use part-time social worker at .2 FTE	0.2 FTE social worker 1000-1999: Certificated Personnel Salaries Suppl/Con 29,380	Suppl/Con 29,380
Continue to utilize part-time counselor	0.4 FTE academic counselor 1000-1999: Certificated Personnel Salaries LCFF 40,928	Other 40,928

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of budgeted funds were used towards the targeted services. Materials and supplies were not needed due to COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Having a part-time counselor during COVID-19 was useful in reaching out to our unengaged students.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	0	0	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	0	0	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	0	0	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	0	0	No
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	0	0	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	0	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	0	0	No
Custodians/Plant Managers: Maintain staffing at sites to ensure that, in addition to standard maintenance and cleaning, facilities are routinely disinfected high-touch areas.	0	0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no differences between the planned actions and the budget expenditures because all the associated costs detailed where paid by Sacramento City Unified School District. SCUSD in their plan had
several of the actions in the in-person instructional offerings section of the plan exceed the projected expenditures substantively. As the 2020-21 school progressed and plans evolved, the scope of these actions widened to reflect the additional needs identified for successfully implementing in-person instruction and addressing the demands of the COVID-19 pandemic context.
Screening materials, initially focused on the provision of additional thermometers to screen temperature and mitigate the spread of COVID, expanded to include the costs associated with providing COVID-19 testing, contact tracing software and materials, pulse oximeters, and thermal scanners. Initially projected at $11,866 for just thermometers, the estimated actual expenditure is $2,398,083 with all additional testing, tracing, and scanning materials included.

Personal protective equipment, projected at $293,610 and with an estimated actual of $1,088,113, expanded in scope to include plexiglass barriers in key areas such as offices, cafeterias, and libraries at all school sites and in high contact areas within the district office. Included as planned were costs associated with face coverings, soap, and hand sanitizer.

Disinfecting materials were projected at $414,623 and have an estimated actual of $1,065,418. The implemented action included the projected spray bottles disinfectant, towels, gloves, goggles, and masks and expanded to include backpack foggers and other equipment for use by custodial staff to make disinfection processes efficient and effective.

Visual Cues and Materials for Social Distancing were projected at $229,798 and have an estimated actual of $1,317,007. As planned, the district purchased and installed signage, stanchions, floor decals, and posters to direct traffic according to site plans. The scope of what was actually needed to effectively achieve this action grew beyond the original plan at the time of approval. Expenditures also included stickers/decals, lamination of materials to minimize replacement need, and lawn signs to support the overall safety plan at the site.

Air Purification Unit were implemented as planned, with the estimated actual expenditure ($8,444,661) exceeding the projected expenditure ($6,167,700). Self-Contained Air Purification Units and specialized air filters were purchased to filter air in classrooms and

other enclosed spaces. The actual cost of the units, replacement parts, and filters across all necessary spaces exceeded the projected expenditure.

Hydration Stations and Handwashing Stations both have estimated actual expenditures substantially lower than the projected estimates. Hydration stations (projected at $1,200,000) were installed, but at a decreased amount with an estimated actual of $130,459 as the scope of installation was less than planned. Handwashing stations, projected at $415,164, were budgeted assuming a weekly rental cost that would last much of the school year. With in-person schooling not occurring until very late in the year, estimated actual costs ($80,078) are far less.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The following is the details that SCUSD had with successes and challenges in implementing -in-person learning. As a dependent charter in SCUSD we share the findings that SCUSD identified. Those findings are detailed below.

At the time of this draft's writing, SCUSD's planned reopening of in-person instruction for PreK-3rd grade students was scheduled for April 8, 2021. Grades 4-6 were scheduled to return on April 15, 2021 and grades 7-12 were scheduled to return on April 22, 2021. The 2020-21 school year was one of uncertainty for many districts, SCUSD included. Balancing guidance from the federal, state, and county health agencies, the state legislature and Governor, the California Department of Education (CDE), and the interests of stakeholders, the district remained committed to reopening for in-person instruction as soon as the identified conditions of readiness were satisfied. Early in the 2020-21 school year, the district's Conditions for Reopening Dashboard was established to provide the community regular updates on the progress within each metric defined as a critical component to reopening. The dashboard identified the key areas in which challenges to reopening existed and the specific metrics that had to be completed prior to reopening. The key areas and some included:
Communication: Health and Safety Plan including contact tracing procedures, Health Promotion Practices, SCUSD Dashboard on positive cases/exposures
Site Safety: Inspection checklists, third-party inspections of sites, classroom preparation, daily disinfection schedule, Plexiglas barriers, directional signage
Ventilation: Heating, Ventilation, and Air Conditioning (HVAC) units programmed to run continuously, replaced with appropriate filters, opened for outside air
Hygiene: Disable hand dryers/drinking fountains, flush water lines, available hand soap, sanitizer, and facial tissue
Preparing our Employees: Employees provided access to training
Testing: Available testing, routine SCUSD on-site testing, process for reporting positive tests
Screening: Health screening procedures, protocols for visitors, temperature check equipment at each site

Face Covering: Face coverings in all classrooms/common places, face coverings required for all grade levels (except medical exemption)
These conditions were established in alignment with public health guidelines and align strongly with the Governor's Safe Schools for all Plan.
On March 16, Sacramento County entered the 'red tier' for risk level based on the rate of per 100,000 new daily case count, the overall rate of positive tests for the entire county, and the health equity positivity rate which assesses the disparity in test positivity rates between different census tracts/neighborhoods.
COVID-19 Testing:
Providing testing that is widely available and has a rapid turnaround time for results was a significant challenge and required a collaborative effort across departments to implement. Leading up to the large-scale April reopening for in-person instruction, testing capacity and systems were built out through the district's Learning Hub sites and other open district offices. Testing was provided at all learning hub sites and operational district locations using self-administered PCR testing kits as well as rapid antigen tests. The turnaround time for the PCR test is 24-48 hours and the rapid antigen tests provide on-site results within 15 minutes. Testing began the week of March 8th and, through the first few weeks of testing, the SCUSD positivity rate was 0.86%. All testing is being offered free of charge and on a voluntary basis to all staff and students through a partnership with the California Department of Public Health (CDPH) and the Sacramento County Public Health (SCPH) department.
Vaccination:
In addition to COVID-19 testing, SCUSD has partnered with Dignity Health and other community entities to host vaccination clinics open to staff as well as community members. All district staff members were offered the opportunity to be vaccinated. As of March 19, 2021, four clinic events had been held and over 2000 staff and community had been vaccinated. The district has continued partnering with Dignity Health to provide vaccines to community members at clinics, the Serna Center, and other school sites to support distribution of the vaccine across the Sacramento community.

School Site Safety:
Preparing physical school sites for the return of students to in-person instruction presented numerous challenges. These were addressed through the ongoing efforts of staff in Facilitates and Maintenance Services, Risk Management, Student Support & Health Services, Nutrition Services, and others. School site staff were critical in the on-site leadership and implementation of all required preparations and processes. Key challenges addressed included:

Installation of physical barriers at points of high contact: Plexiglas barriers were installed in front office counters, Multipurpose Rooms, cafeterias, library counters, and additional office counters

Installation of signage and directional barriers to guide movement of students: Signs have been installed to direct traffic flow and provide important reminders about health and safety practices. Stanchions, tents, directional arrows, and traffic cones have been provided to sites to ensure that students follow appropriate routes to and from class

Return Survey Results

Another key challenge in implementing in-person instruction was the determination of which students would be returning. The district administered a Learning Options Form in early March 2021 to determine, for each student, whether they would remain in full distance learning or return as part of an in-person cohort. If a survey was not submitted, the student was automatically enrolled in In-person instruction with the opportunity to modify as needed. The survey was made available through multiple channels and staff engaged in extensive outreach to increase the response rate. Overall, responses were obtained for 81% of students with 53% of respondents indicating a preference to return. This rate varied by grade span, student group, and board member area. Significant variance existed by race/ethnicity, with 33% of Asian and 71% of White students indicating a preference to return, and for fluency status, 35% of Redesignated students and 58% of English Only students, and board member area, 43% of Area 4 and 63% of Area 2

Site plans and maps to define entry/exit points and schedules: Guided by third-party review and support, site leadership has been provided training in how to identify and implement appropriate entry and exit procedures

Ventilation and filtration of closed spaces: Heating, Ventilation & Air Conditioning (HVAC) filters were upgraded and, where upgrade was not possible, a portable HEPA filtration unit was installed. HVACs were programmed to flush inside air a minimum of 2 hours before and after the building is occupied. Additionally, handheld CO2 monitors were purchased to provide sites a means of assessing the air quality and ventilation.
As an additional check on readiness, an outside consultant was brought in to conduct final assessments site-walks to ensure that all requirements had been met in advance of students returning to campus.
Screening
The process for daily student screening upon entry to school sites was established early in the year as part of the district's Return to Health plan. Students and staff were provided guidance for conducting passive (self) screening at home daily. This includes monitoring for symptoms of illness and recent close contact with someone confirmed to have COVID-19. Active screening conducted at schools includes a temperature check and review of signs/symptoms of illness for all students and staff entering the site. Any student of staff with symptoms of COVID or who are required to quarantine per Centers for Disease Control (CDC) guidelines will be advised to return home. The district is currently working to provide access to an app that allows screening for signs/symptoms to be completed digitally prior to arrival. This will enable schools sites to complete on-site screenings in less time.
Face Coverings
Except in cases of medical exemption, face coverings are required for all staff, students, parents/guardians, and visitors while on campus or in district facilities. Individuals may wear a face covering of their own choosing that meets California Department of Public Health (CDPH) guidelines and SCUSD will provide a face covering to all individuals who need them.
Learning Model
A key challenge in implementing in-person learning was resolving the details of the learning model to be used. The district ultimately decided to implement a concurrent model in which teachers deliver synchronous instruction to both in-person and at-home students at the same time. Students opting to return for in-person instruction were split into two cohorts ('A' and 'B') and students choosing to remain in full-time distance learning were designated cohort C. Cohorts A and B each attended in-person instruction 2 days per week, with the other three days being distance learning. While the concurrent model presented challenges of its own (notably the technology challenges discussed below), a key success was that it allowed students to keep their same teachers for the remainder of the year. The schedule also maintained time within the school day for teachers to continue targeted small group instruction. For secondary

students, daily start times returned to those used in 2019-20 to align with bus schedules and to allow morning classes to end before lunch for health and safety practices to be completed. Staff for each grade span (PreK-3, 4-6, 7-12) were returned to campus on the Monday prior to their specific students' start date to prepare for student arrival.
Cohort Schedule:
Cohort A - Monday & Tuesday from 9:00 am - 12:10 pm
Cohort B - Thursday & Friday from 9:00 am - 12:10 pm
Wednesday: Distance Learning day for all. Time for both whole-group synchronous instruction and targeted small group instruction. Collaborative Time for teachers.
Monday, Tuesday, Thursday, Friday: About three hours of live, synchronous instruction in the morning, with concurrent teaching of students in person and students at home. Afternoon is for targeted small group instruction.
Students pick-up grab-and-go meals at lunchtime.

A Professional Learning Website was built and provided to staff. The site includes a curated set of resources including both national and SCUSD-produced to support teachers. Topics include technology, concurrent teaching, lesson design, and content area-targeted support. A series of live question and answer sessions were also provided for teachers leading up to the opening of school.
Technology
As noted above, a key challenge emerging from the selection of the concurrent model was the need for technology that allows a teacher to instruct in-person and at-home students simultaneously. To address this challenge, the district established a Technology Reopening Committee tasked with identifying the technology needed to reopen schools and implement the learning model. The committee visited neighboring districts and met with technology personnel to learn about their process. The committee's recommendations resulted in the following being provided for each SCUSD classroom: Two (2) teacher devices (one to monitor DL students, one to facilitate instruction), LCD monitor, LCD projector, charging needs for student chromebooks, and a PolyStudio Bar. The PolyStudio Bar is a device that allows for amplified sound, without the need for additional speakers or microphones. Schools are also being provided with additional power strips, multi-USB docking stations, and broadband and wireless access points as needed.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintain staffing and access to district provided instructional supports for ELA and students with disabilities	395,086	395,086	Yes
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	393	393	Yes
Translations services for non English speaking families	901	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Most of the actions from Distance Learning Program did not have substantive differences between the planned actions and budgeted expenditures. Maintaining staffing and access to district instructional supports as well as providing devices to all students who needed them were all implemented as planned.

The budgeted amount for translational services was not utilized. We were able to provide all translation services in house by staff members and did not need to request translation services from outside resources.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Maintaining staffing was not a challenge. All staff members were able to continue with their assigned job duties.

Access to district provided instructional supports for ELL and students with disabilities was not a challenge. Before distance learning started we already utilized Schoology, which is an online learning management system (LMS) that allows educators to organize curriculum, create lesson plans, and provide student assessment. The LMS platform allows for peer collaboration and engagement through public or private discussion forums and cross-application. So students were already accessing curriculum in a remote fashion. The district curriculum was added to Schoology by the classroom teachers.

Providing computers to all students in need was successful. We already had a 1:1 ration of computers on site and the district provided additional chrome books. We were successfully able to provide a computer to every student in need. Our greatest challenge however, was more related to connectivity issues for students at their homes. Due to connectivity issues some students had trouble accessing the zoom sessions and missing the direct instructional part of the day.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

These are the findings from SCUSD. This section of the plan had three associated actions, two of which do not have substantive differences between the planned actions or budgeted expenditures and what was implemented. In the case of the Summer Learning program, the action had been implemented at the time of the plan adoption. In the case of the Data Dashboard and Software Tools, they were implemented as planned. The third action projected a budget of $4,050 to pay for the fingerprinting fees for college students to serve as tutors for SCUSD students. No funds were expended for this purpose during the 2020-21 school year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As a dependent charter in the SCUSD we experienced similar challenges as SCUSD. According to SCUSD this continues to be an area in which significant challenges were faced during the 2020-21 school year. These challenges remain and need solutions in order for the district to effectively assess and address Pupil Learning Loss moving forward. As outlined in the plan, the district began the 2020-21 school year with assessments in Math, English Language Arts and, for early grades, foundational reading. The purpose of these assessments was to identify unfinished learning from the previous year and establish a baseline for each student. These 'beginning of the year' assessments were, in fact, the end of year assessments from the prior grade level. For example, a 2020-21 fourth grader was given the end of year third grade assessment. Participation results for these assessments were:
Elementary: 63% for ELA, 60% for Math
Middle School: 56% for ELA, 56% for Math
High School: 25% for ELA, 29% for Math
Participation in the interim assessment administered in the middle of the school year did not improve upon these rates significantly and, in a few key areas, decreased sharply:
Elementary: 56% for ELA, 67% for Math
Middle School: 58% for ELA, 55% for Math
High School: 26% for ELA, 14% for Math

These participation rates reveal a fundamental challenge present in the district – being able to administer the district's common assessments consistently for all students. Entering into the 2020-21 school year, agreement with labor partners had not been reached on a number of key issues. Included in these was the issue of district common assessments, leaving the actual decision to administer Math, ELA, and foundational reading assessments to the school site and classroom level. As might be expected, this has resulted in uneven administration and less than the desired level of overall participation. This was true in the previous year as well. In 2019-20, only 53% of students participated in 1 or more of the district's Math assessments and only 43% of students participated in 1 or more of the district's ELA assessments. A January arbitration decision confirmed that a November 2016 Memorandum of Understanding (MOU) specific to testing remains in effect and requires that there must be mutual agreement to administer district initiated and/or district wide tests or assessments to monitor student progress.

While the overall participation rate for the beginning of year and interim assessments was far from ideal, the results that were obtained were able to be used by schools and individual instructors to help assess pupil learning loss and appropriately respond. Below is a representative sequence of what this can look like:

Assessments are administered to students

Using the assessment results, the teacher identifies the key content/concepts that students need additional support to master

The teacher schedules and implements small-group and, as needed, one-on-one instruction to provide support that 'fills in the gaps' in student content knowledge before the grade level content is introduced in class

The administration of assessments regularly would enable staff to look forward in the established scope and sequence to determine what knowledge students need to fully access content at grade level.

Results from the mid-year interim assessment relative to the beginning of year assessments showed improvement at some grade spans and decreased performance in other areas.

Percent of Correct Answers on Assessment

(Hold for Image of Table)

Performance results on the interim assessment varied significantly by student group for English Language Arts:

Three students groups performed significantly below the overall rate - American Indian or Alaska Native (48%), Black or African American (44%), and Native Hawaiian or Pacific Islander (45%) – while White (65%) and Two or More Races (60%) performed well above

English Learners (40%) performed significantly below their English Only (56%), Initially Fluent (65%) and Redesignated Fluent (61%) peers

Students receiving special education services (41%) performed significantly below their peers who do not receive special education services (55%)

Socioeconomically Disadvantaged students (46%) performed significantly below their peers who are not Socioeconomically Disadvantaged (65%)

Disparities in the results for the Math interim assessment mirrored those for ELA, with American Indian or Alaska Native students, Black or African American students, Native Hawaiian or Pacific Islander students, English Learners, students receiving special education services, and socioeconomically disadvantaged students performing significantly below their peers.

Overall, the performance results indicate a significant amount of pupil learning loss and need to accelerate growth to address that loss. In the district's plans to return to in-person instruction, maintaining time during each day for targeted small group and one-on-one

instruction was a key priority. The schedule that was ultimately selected did maintain this time, with in-person cohorts attending alternating days of live synchronous instruction in the morning and afternoons focusing on targeted instruction.
The district will be implementing a summer program during June-August 2021 to decrease the effects of pandemic learning loss, increase grade level readiness, and accelerate student achievement. This program is described in further detail within the Overall Analysis section.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The Met as a dependent charter, SCUSD had similar findings as SCUSD. The findings of SCUSd were as mental health and social and emotional well-being needs of students, families, and staff shifted significantly with the COVID-19 pandemic, Student Support and Health Services (SSHS) staff, the Social Emotional Learning (SEL) team, and staff across departments continued to build relationships and deliver responsive services.

A major impact to the monitoring and supporting of mental health and social and emotional well-being was the context of school closure and physical separation from students, particularly in a time when issues faced by students, families, and staff were exacerbated by the pandemic. New ways of assessing needs, connecting to individuals, and providing services were required.

The conscious acknowledgement of the rapidly changing context and proactive outreach conducted by Student Support & Health Services staff allowed SCUSD to not only maintain, but increase the number of students provided services. During the first quarter of 2020-21 (Aug-Nov), 31% more students were served relative to the same time period in 2019-20. This also represented a 61% increase over the last quarter of 2019-20, demonstrating significant improvement in the pandemic-era outreach and service-delivery.

Home visitations became a key outreach strategy and these were increased by 194% over the first quarter of 2019-20.

There was a 70% increase in requests for basic needs items (food, shelter, clothing, and connection to learning), referrals to domestic violence agencies/shelters, and referrals to homeless programs. Focused prevention and early intervention efforts by staff led to increased participation in drop-in student groups (to support social/emotional development and nurture mental wellness), classroom interventions in mental wellness, and participation in LGBTQ+ supports including training, education, and support groups. Schools were supported to increase the effectiveness of their site Coordination of Service Teams (COSTs) and Multidisciplinary Teams (MDTs) to make appropriate referrals to link students to services. Requests for more intensive services such as mental health services and crisis response decreased by 40%. This data suggests the mental and emotional fallout from the pandemic has not yet surfaced, as families are focused on meeting basic needs for food, housing, clothing, health care, and connectivity to learning.

As of March 2021, staff had provided 7,544 Tier II and 1,302 Tier III mental health interventions. These included, but were not limited to:

Check-in/Check-out (CICO)
Psycho-educational groups
Linkage to community-based services
School-based mental health individual counseling (in-person and virtual) for students and caregivers
Case management services
Professional Learning and consultation for educators and caregivers
Training for students, staff, and caregivers
Suicide risk-assessment and safety planning
Crisis intervention
Foster Youth services and supports

Student behavior and placement support and advocacy

The district's Connect Center, a central hub for mental health supports, played an important role in the delivery of the above services. Examples of specific services provided by the Connect Center included a weekly teen anxiety/depression group for 9th graders a 'Gendering the University' experience in collaboration with Sacramento State's Pride Center, and facilitation of monthly events bringing together district GSAs. Connect Center staff have also increased their efforts to deliver basic supplies, including food, and provide assistance with housing insecurity and benefits. This is an area that staff had not traditionally focused on but elevated as an important part of the work during 2020-21. Connect Center staff also continued to provide safe zone trainings for staff and parents/caregivers. These trainings provide opportunities to learn about LGBTQ+ identities, gender and sexuality, and examine prejudice, assumptions, and privilege.
In March, the district launched its first Kelvin survey to learn more about student experiences including the social-emotional needs of students and the climate and culture of schools. The survey is intended to gather information on the following:
Student/Family Engagement: How involved are students/families with their schools
Social-Emotional Learning: How do students perceive their development of social-emotional skills like self-management and resilience?
School Climate: How do you see the overall social and learning climate of the school?

Teacher/Student and Family Relationships: How strong is the social connection between teachers and students within and beyond school?
The data will provide staff with comprehensive, friendly reports to inform programming that improves school climate and culture, students' social emotional learning, and family and community engagement.
Bullying prevention efforts faced significant challenges, as overall reporting of incidents decreased greatly. Staff are aware that this does not necessarily mean that bullying has experienced a corresponding decrease and that new strategies are needed to assess needs and support reporting. Staff have also noted that the acceleration of technology use during distance learning has changed the landscape of bullying prevention and increased the importance of prevention and response to cyberbullying. Overall, staff increased their focus on administrative consultation as point of influence. In addition to the student and parent/caregiver consultations that were already a key part of staff efforts, working directly with principals allowed the Bullying Prevention Specialist to support the site in a direct manner. Moving forward, increased alignment of Social Emotional Learning and bullying prevention is needed as well as the articulation of both within the overall Multi-Tiered System of Supports (MTSS) framework.
Positive Behavioral Interventions and Supports (PBIS) implementation faced a similar challenge as bullying prevention efforts – the gathering of data during distance learning. Staff are aware that current data do not present the complete picture of needs, as there are far fewer incidents being logged in the system. It has also been more challenging for teachers to establish relationships in some cases. The barrier of distanced learning can be made even more difficult by certain circumstances like cameras being kept off during zoom. Overall, it is been harder to connect on a social-emotional basis and to address behavior issues in the digital space. In the virtual learning space, exclusion may be less visible.
PBIS successes in 2020-21 include the provision of trainings in trauma-informed care and high-leverage practices for all students, including students with disabilities and English Learners. These have all been intended to help staff be more in tune with student needs on an individual basis – not just class-wide. Second-year PBIS sites also completed their Tier I foundational planning in preparation for a full launch when students return in person. Staff also want to continue engaging with families to get feedback on how the school is serving their child and to work together to accomplish students' educational goals. The importance of family as full

partners in teaching and learning has been more visible than ever during distance learning. Teachers and staff have also gained a better understanding of what students' lives look like. This has provided opportunities to build a new level of empathy as homes are 'virtually visited' every day during class. Next steps also include alignment of PBIS work within the overall MTSS framework. Staff are currently developing modules, training, and supports for all MTSS Tier I sites to implement PBIS. The modules will provide definitions of success, research-based best practices, sample resources, and guidance on what data to examine. Examples of module focus topics include development of school wide expectations, creating acknowledgment systems, defining major vs. minor behavior issues, and developing behavior management processes.
Social Emotional Learning (SEL) during distance learning has focused on the power of collective healing, with emphasis on relationships, routines, and resilience. For staff, this examines how the adults in the system show up and provides self-care and community care strategies to support adult SEL. Practices and resources for students focus on nurturing skills and conditions including identify, belonging, and agency. And support for parents/caregivers includes practices and resources for self-care and family resilience.
The SEL team has also provided guidance and support to staff use a Trauma-Sensitive Approach, implement alternative approaches to discipline, and reinforce the Distance Learning discipline protocol. Within a Trauma-Sensitive Approach, staff have reinforced the need to pause, reflect, and respond mindfully when interacting with students. Key questions within the approach include:
What has happened?
How can I help?
What do you need right now?
Alternative discipline approaches include de-escalation strategies, redirecting, reteaching, use of peer mentors, restorative justice conversations, harm circles, and referrals to student support services. Key policies that will be reinforced as in-person instruction resumes include:
No suspensions for health-related protocols (e.g. face coverings)
Parent/student conferences and consultation with district staff required before a suspension is issued
Staff have also collaborated in the delivery of anti-racist professional development for principals and district leaders. This is being provided through a partnership with EPOCH education and engages participants in a series of modules that are focused on topics including, but not limited to:
The Impact of Microaggressions
Exploring Issues of Privilege and Entitlement
What is Implicit Bias?
Our Role in Confronting and Overcoming Systemic Oppression
Debiasing our Thoughts and Actions
Cultivating Cultural Competency
The training is aligned to the district's core value in that it stems from a recognition that our system is inequitable by design and aims to confront and interrupt those inequities.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The Met as dependent charter shared the same successes and challenges as detailed by SCUSD. Engaging and reaching out to students and families during distance learning has been a critical component of the district's ability to assess needs and provide services as described in other sections of this update. The first level of monitoring engagement is the tracking of attendance. During 100% distance learning the concept of 'attendance' has expended to include, but is not limited to, the following criteria:
Evidence of participation in online activities (Zoom, iReady, Google Classroom, Clever, etc.)
Completion of regular assignments, surveys, check-ins
Completion of assessments
Contacts between staff and the student or parents/guardian

Teachers record the level of engagement as a measure to provide more specific interventions at the classroom level. The overall attendance and chronic absenteeism rates are also monitored to assess trends and on the districtwide, schoolwide, and individual student basis. As defined by Senate Bill 98, significant disengagement (missing more than 60%) of school days, is also a monitored metric.

Through March 2021, the overall chronic absenteeism rate was 17.6%. Several student groups had rates significantly above the districtwide rate. These included Homeless Youth (63%), Foster Youth (34.2%), African American students (33.2%), Pacific Islander students (31.2%), and Students with Disabilities (23.9%). Students groups with rates significantly below the districtwide rate included Filipino students (7.9%), White students (8.9%), and Asian students (9.8%).

The overall disengagement rate (percentage of students with an attendance rate of 40% of less) was 2.1% through March 2021. Student groups with rates significantly above the districtwide level included Homeless Youth (17.6%), African American students (4.9%), and Students with Disabilities (4.1%). Students groups with rates significantly below the districtwide level included Asian students (0.9%), White students (0.8%), and Filipino students (0.5%).

To engage and reach out to students and families, the district's Attendance and Engagement office and 'Be Here' team has implemented the planned tiered reengagement strategies beginning in the summer of 2020 and ongoing throughout the year. These have included the following tiered strategies:
Tier 1 (for engaged students): Clear communication, connectivity solutions, technology support, parent/caregiver support, home language support, and preventative outreach
Tier 2 (for Moderately engaged students): Phone calls, texts, email for each absence, letter home on 3rd absence
Tier 3 (for students with low engagement): Engagement support plan meeting, student support center/connect center referral, home visits
Tier 4 (for significantly disengaged/unreachable students): Home visits, outside agencies, Community Based Organization (CBO) collaboration, School Attendance Review Board (SARB) process

Key to the implementation of these strategies are the Child Welfare and Attendance Specialists. These staff support sites with attendance improvement implementation, facilitate school site teams to make data-based decisions, and assist with ongoing progress monitoring. Sites have also been provided training to support their implementation of reengagement strategies.

The attendance and engagement team has utilized InClass Today, a supportive and informational absence reporting tool that provides direct communications to students and families who miss 5-25% of school time. Communications are provided via letters and texts, including the ability to two-way chat between staff and parents. The district attendance office has continued to conduct home visits (these are above and beyond visits conducted by school sites) and support development and data entry for Engagement Support Plan. The Attendance and Engagement Office has also played a critical role in supporting connectivity, serving as the central hub for hotspots, wifi codes, and technology distribution.

Family and Community Empowerment (FACE) department staff pivoted early in the pandemic to provide additional support in the engagement and outreach process, particularly to connect with 'unreachable' students. During 2020-21, they continued this support, making 1 on 1 phone calls and collaborating in home visits. In addition to this, FACE staff implemented a range of successful supports for families during this year. They include:
Continued to provide trainings and weekly parent meetings in the virtual space
Building a library of recordings that can be accessed by parents/caregivers anytime
Holding empathy interviews to gather information on what resources would be needed in a return to in-person learning
Training of parents/caregivers to facilitate healing circles
Creating a virtual volunteer system that allows people to go through the required protocols online
Deepening relationships with community partners

Challenges included the lack of access to and/or familiarity with technology for parents/caregivers. While this is certainly not solved, many parents/caregivers have acquired increased familiarity with technology and virtual platforms over the year. Over time, the key challenges that families are sharing have shifted to basic needs (food insecurity, stress, health, and other pandemic impacts).

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Met utilizes SCUSD for school nutrition. These were the successes and challenges as determined by SCUSD. Nutrition Services staff successfully maintained the systems that were implemented during the early months of the pandemic and refined in the fall. Meals were provided to all students at no cost and were distributed via a drive-thru (or walk-up) curbside pick-up process. Pick-up was available on Monday, Wednesday, and Friday, with food provided for all 5 days of distance learning each week. The curbside pick-up

process was implemented according to state and county public health recommendations, with social distancing and appropriate personal protective equipment (PPE) used at all times.
In March, the district informed families about the availability of Pandemic EBT 2.0 benefits. Pandemic EBT 2.0 is a federal program that provides food benefits to help families with children who are eligible for free or reduced-price school meals. Students whose families receive Pandemic EBT 2.0 benefits are still eligible for free/reduced price school meals. SCUSD communicated with all families to ensure that their appropriate address was on file and provide instructions for how to update their address if needed. All SCUSD students who attend a school that offers universal free breakfast or lunch will automatically be eligible for Pandemic EBT 2.0. EBT funds will be retroactive for the 2020-21 school year. California Department of Social Services (CDSS) will direct mail P-EBT 2.0 to households in April 2021.
As the district prepared to resume in-person instruction, Nutrition Services staff refined and communicated the plan for meal distribution as part of the district's regular Updates to the Board and Community on the Conditions of Readiness for School Reopening. The primary challenge in providing meals during the final months of the 2020-21 school year will be distributing meals to students in Hybrid Learning (which includes in-person days) and to students who are remaining 100% in Distance Learning. Key elements of the district's plan to provide meals in both contexts include:
Modifying the current curbside distribution schedule to offer curbside meals on Mondays only, from 11:00am – 1:00pm starting April 5th.
Students engaged in on-campus learning will take a 'grab and go' lunch and breakfast for the next day home when they report in person each day. This will eliminate the need for monitoring meals in the classroom and allow for quick entry and exit from campus.
Meals will be provided through curbside distribution on Mondays to all enrolled SCUSD students, and children present in the vehicle. Meals will cover the nutritional needs for students during their distance learning days.

During on-campus learning, water will be made available. Secondary students will be encouraged to bring refillable bottled water from home. Elementary classrooms with sinks for water will be provided disposable drinking cups. Additional bottled water will be made available to schools as needed.

Students engaged in 100% Distance Learning will be able to pick-up meals through curbside distribution on Mondays at any of the open meal service sites.
All students will continue to be eligible for meals each day at no cost, whether they are participating in on-campus or distance learning. Students/children not enrolled in SCUSD schools (or associated charter schools) that are present in the vehicle during curbside meal pick up on Mondays will still be eligible to receive free meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	0	0	Yes
Mental Health and Social and Emotional Well-Being	Utilize district provided SEL coach and support. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	0	0	Yes
Mental Health and Social and Emotional Well-Being	Utilize district provided Nurses and Social Workers to provide critical health information, referrals, and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	0	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

These are the findings from SCUSD. Substantive differences in this section of the plan are, general, the result of projections that were based on the available data at the time of writing and were not able to account for the full scope and shifting needs that would later emerge.
Estimated actual costs ($57,813) for additional interpretation were significantly higher than projected ($21,000). These costs are above and beyond the interpretation and translation provided by the Matriculation and Orientation Center (MOC). Additional interpreters were contracted as needed for various district and site events or activities.
The estimated actual costs ($138,076) for the Family Communication Program (Every Day Labs) used to provide attendance and engagement information directly to families were substantially higher than projected ($74,026). At the time projections were made, this was the initial estimate for the cost of the partnership, which later was revised.
Technology and materials for staff to work remotely, similar to other actions, reflected the known actuals and encumbrances at the time of the plan writing. There was not a specific amount projected for additional materials above and that which had been made at the time. The estimated actual costs ($1,047,861) reflect the meeting of needs that arose throughout the 2020-21 school year beyond the initial projected expenditure ($460,697). The same rationale applies to the action specific to mitigating COVID-19 (operational support). This action included overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at all sites and district facilities. As the 2020-21 school unfolded, additional need arose and were met, resulting in a total estimated actual expenditure ($2,901,922) much higher than the projected expenditure ($333,326).

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned from implementing distance learning and in-person programs in 2020-21 had substantial impact on the development of the goals and actions in the 2021-24 LCAP. From the inception of the LCAP era in 2013-14 through the 2019-20 LCAP, the district's LCAP goals were relatively unchanged. In developing the 2021-24 LCAP, the lessons learned from the recent year built upon the ongoing stakeholder input to inform a revised and expanded goal structure. Several of the key changes were specifically informed by the student needs and inequities that were exacerbated and/or further exposed during distance learning. We also incorporated the WASC goals that were developed in the Spring of 2019 into the our LCAp goals since they were key areas of focus for our site at the time the WASC report was written and are still relevant school area focuses.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As discussed in the Pupil Learning Loss section above, this is an area in which the district has faced significant challenges. Specifically, the district has been unable to reach specific agreement on the administration of the District Common Assessments in Math and English Language Arts for all students. This has resulted in less-than-ideal participation rates and incomplete data across the district. SCUSD remains committed to the assessment of student learning for the purposes of identifying student learning needs and informing instruction. Implementation of the district common assessments remains a priority and the district is committed to working collaboratively to achieve this goal. Achieving full participation in the district common assessments has been identified as a priority/metric within the 2021-24 LCAP.

Beyond this in-progress work to implement common assessments, schools and staff utilize a wide range of methods to assess and address Pupil Learning Loss. This includes site-based use of programs such as i-Ready, end-of-unit assessments, and regular formative assessment during instruction. Teachers and other instructional staff also meet to review student data and hold academic conferences to assess pupil learning status and needs. While these practices do vary across sites/classrooms, they contribute to the district's overall assessment and addressing of pupil learning loss and are accounted for in the site-based actions within each school's SPSA. These actions are, in aggregate, included in the LCAP within each goal area.

The district will be implementing a summer program during June-August 2021 to decrease the effects of pandemic learning loss, increase grade level readiness, and accelerate student achievement. Programming will occur at every school site, designed by and driven by each school's site plan and with a focus on academic and social and emotional interventions. An opt-out philosophy will be implemented, with students pre-registered based on multiple measures. Priority will be given to Foster Youth, Homeless Youth, English Learners, students with disabilities and disengaged students. Teachers will be provided professional learning that includes Integrated English Language Development, Universal Design for Learning, and Anti-racist teaching.

Instruction will focus on priority standards and be in-person, 5 days per week. Benchmark assessments will be administered to assess student learning needs and monitor progress. Two sessions of programming will be offered and will pair academics with enrichment. Academics will occur in the morning from 8:00 – 11:00 AM and Enrichment will occur from 12:00 – 3:00 PM. The district will also implement Extended School Year programming for students with Individualized Education Programs (IEPs).

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All substantive differences for actions and services have been described in the In-Person Instruction, Distance Learning Program, Pupil Learning Loss, and Additional Actions sections above.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Overall, the analysis and reflection on student outcomes form 2019-2020 and 2020-2021 has reaffirmed the need to focus on key elements of the prior LCAP while expanding and refining the focus of goals and metrics. As discussed above in the Overall Analysis section of the 2020-21 Annual Update, stakeholder input and staff planning has informed significant revision of the goals and corresponding structure for the 21-22 through 23-24 LCAP. However, many of the targets set in the 2019-20 LCAP were not reached and still remain relevant. For each of the goals present in the 2019-20 LCAP, significant progress is still needed to achieve the specific metrics within each as well as the broader intent.

Goal 1 in the 2019-20 LCAP had a multiple actions tied into it. Some of the actions were met, however due to COVID many were not. Goal 1 was flushed out in the 2021-22 LCAp to capture the ideas shared by staff and stakeholders and to bette align with our WSC goals. The goals created for the 2021-22 LCAP are again more reflective to the WSC and overall vision and mission of the Met.

Goal 2 of the 2019-20 LCAP focused on stronger communication with our stakeholders and specifically our unduplicated student families. In the 2021-22 LCAP we area continuing to focus on this, however we have added several actions to help us reach this goal.

Goal 3 of the 2019-20 LCAP focused on culture and engagement. Due to COVID school events were not able to be held in-person, however we did try to host a few events remotely. Not having in-person events greatly impacted our culture since school events are primarily initialed and run by our various student groups. However, we did maintain a 95% attendance rate. In the 2021-22 LCAP we are continuing to focus on engagement and school culture.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	1,867,208.00	1,911,496.76
	0.00	0.00
LCFF	1,743,928.00	0.00
Other	0.00	1,864,087.76
Suppl/Con	95,280.00	29,380.00
Suppl/Con EL	0.00	18,029.00
Title I	28,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	1,867,208.00	1,911,496.76
	0.00	70,308.00
0000: Unrestricted	0.00	11,074.76
1000-1999: Certificated Personnel Salaries	1,612,308.00	1,528,664.00
2000-2999: Classified Personnel Salaries	3,000.00	0.00
4000-4999: Books And Supplies	41,900.00	0.00
5000-5999: Services And Other Operating Expenditures	10,000.00	0.00
7000-7439: Other Outgo	200,000.00	301,450.00
	200,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,867,208.00	1,911,496.76
		0.00	0.00
	Other	0.00	40,928.00
	Suppl/Con	0.00	29,380.00
0000: Unrestricted	Other	0.00	11,074.76
1000-1999: Certificated Personnel Salaries	LCFF	1,540,928.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	1,510,635.00
1000-1999: Certificated Personnel Salaries	Suppl/Con	43,380.00	0.00
1000-1999: Certificated Personnel Salaries	Suppl/Con EL	0.00	18,029.00
1000-1999: Certificated Personnel Salaries	Title I	28,000.00	0.00
2000-2999: Classified Personnel Salaries	Suppl/Con	3,000.00	0.00
4000-4999: Books And Supplies	LCFF	3,000.00	0.00
4000-4999: Books And Supplies	Suppl/Con	38,900.00	0.00
5000-5999: Services And Other Operating Expenditures	Suppl/Con	10,000.00	0.00
7000-7439: Other Outgo		0.00	0.00
7000-7439: Other Outgo	LCFF	200,000.00	0.00
7000-7439: Other Outgo	Other	0.00	301,450.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	1,786,000.00	1,836,188.76
Goal 2	8,900.00	5,000.00
Goal 3	72,308.00	70,308.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$396,380.00	$395,479.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$396,380.00	$395,479.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$396,380.00	$395,479.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$396,380.00	$395,479.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Met Sacramento High School	Denise Lambert Principal	Denise-lambert@metsacramento.org (916)395-5417

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Met High school is a dependent charter in the Sacramento City Unified School District (SCUSD). Sacramento City Unified School District is a large urban school district situated in the central and southern part of California's capital city. SCUSD is the 13th largest district in the state and one of the oldest K-12 districts in with western Untied States. Established in 1854, SCUSD serves approximately 42,000 students at seventy-five schools spanning seventy square miles. These 75 schools include forty-two Elementary schools, eight K-8 schools, six middle schools, eight high schools, two grade 7-12 school, once grade 4-8 Community Day school, one Independent Study school, two adult school locations, and five dependent charter schools.

The city of Sacramento is often included on lists identifying the 'most diverse cities' in the country. SCUSD boundaries encompass most of the central and southern portions of the City of Sacramento. These areas, in particular south Sacramento, have historically been some of the

most diverse in terms of race, ethnicity, culture, and language. SCUSD's 2020-21 student population is 40.8 % Hispanic/Latino, 17.2% White, 17.7% Asian, 12.6% African American, 7.6% Multi-racial, 2.2% Native Hawaiian or Pacific Islander, 1.5% Filipino, and .5% American Indian or Alaska Native. Over 70% of students are identified as socioeconomically disadvantaged, including those students that are eligible Free/Reduced Meals (71.6%), identified as Foster Youth (0.5%), and/or identified as Homeless Youth (0.7%). The student population also includes a significant percentages of English Learners (17.2%) and Students with Disabilities (15.3%).

The Met High School population also represents a diverse population, similar to the SCUSD student population. The 2020-21 Met student population is American Indian Or Alaska Native (.87%), Asian (3.5%), Black or African American (6.11%), Multi-racial (10.5%0, Filipino (.44%), Hispanic or latino (43.7%), and White (34.9%). Over 54%of the students are identified as socioeconomically disadvantaged and 8.0 identified as English Language Learners.

SCUSD is guided by its Core Values and overarching Equity, Access, and Social Justice Guiding Principal. These both address the notion that "Every system is perfectly designed to get the results that it gets' and acknowledge the presence of fundamental inequities that must be interrupted and addressed for the district to achieve its stated goals for all student and families. The Met High School has aligned itself with these core values while taking into consideration it focus and plan for their students. The vision of the Met High School is to provide an innovative, academically rigorous, project based education that connects students to community-based internships while being part of a safe and inclusive educational setting. The Met High School mission is to educate all students, including those who may not have succeeded in more traditional educational settings. We graduate students who are self-directed, independent learners who have critical thinking skills and core knowledge that will allow them to be successful in college as well as in life. Our graduates are unique and creative individuals who will be able to rise to adversity in the adult world.

The Met Sacramento exists to train modern youth to become productive members of society in the rapidly changing 21st century environment. Students who will be adults through much of this century will have at hand instantly any and all available information. The goal of 21st century education is to train students to be able to think critically about the provenance and statistical/historical legitimacy of those facts and then to learn to draw logical, mathematical and humane conclusions from the data. The purpose of Met Sacramento High School is to train students to marshal valid facts and then apply those conclusions humanely to serve the greater good of the sider circles of their community.

The Met Sacramento seeks to educate one student at a time. We promote and create personalized education, in the Sacramento City Unified School District, that for each student is unique. We believe that learning best takes place when each student is an active participant in his or her own education, when his/her/them course of study is personalized by teachers, mentors and parents, who know him/her/them well and when school based learning is blended with outside experiences to heighten that student’s interest. The Met Sacramento High School will serve any students from within the Sacramento City Unified School District’s boundaries as well as from surrounding districts. All students at the Met Sacramento are known well by many adults in and out of the school building. Each student is invested in learning and takes personal responsibility for it. Each student is a determined and resourceful learner who has discovered passions and interest through his/her/them learning. Each student learns to be an academic risk taker, reflective learner, recognizes his/her/them own strengths, finds success, thrives in challenge, follows through on commitments and is respectful of others needs and views. Each student follows a unique path to achieve explicit learning goals through real world learning and mentorship in our community, the unwavering attention of his/her/them teacher/advisor, regular public exhibition of these work goals and a plan that can be personalized to his or her own strength and needs.

To be a well-educated person in the twenty first century all students need to be critical thinkers, know how to learn, be excellent readers and writers, mathematicians, scientists and socially aware and responsible citizens. All students in the 21st century need to leave high school with a personal understanding of the vast array of career options and how to participate as citizens in democracy. Individuals need to have the opportunity to be prepared to pursue a college degree by engaging in deep learning in all basic content areas, understanding the relevance of that content and know how it is applied in the world.

Each student's learning journey at The Met Sacramento is determined through collaboration of the student, parent or guardian, teacher/advisor and mentor. In the course of a student's time with us, he or she investigates many interests and passions in the real world, utilizes many community mentors and is pushed to go further and deeper in his or her knowledge and understanding. Each student makes progress on all the learning goals each year through workshops, college courses, class and individual academic projects. Assessment of individual student progress happens through portfolio review and exhibition. All students exhibit their work publicly at the quarter and their educational plans are revised if necessary. Each student will become a self-motivated, competent, lifelong learner.

The student body of the Met Sacramento closely reflects the student population of the Sacramento City Unified School District in the diversity of race/ethnicity, academic performance before admission, special education designation and English learner percentages as near as possible through lottery (when applicable).

This high school design is a replication of the Metropolitan Regional Career and Technical Center (The Met) in Providence RI. In 1995, Big Picture Learning, in collaboration with the state of Rhode Island, started the first Met High School. Since 2003 the Met Sacramento has seen some extraordinary success.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in fall 2020. The success and progress described in this section are based on The Met's 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21. Overall, there are some key areas in which the Met has made progress and has successes to highlight. These include increases in both English Language Arts and Mathematics, and a decrease in chronic absenteeism.

The data from the 2019 SBAC indicated that Met students were performing in the green tier for ELA. This performance was 7 points above standard and reflected a gain of 7.9 points.

The data for Mathematics for Met students was in the yellow tier. This data indicated that Met students were 87.7 points below standard but indicated a slight improvement of 9.4 points from the previous assessment.

Chronic absenteeism decreased for the 2019-2020 school year by 1%.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in 2020. The areas of need described in this section are based on the Met's 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21.

The main areas for improvement according to the 2019 California Dashboard include suspension, and college and career readiness. The Met suspension rate for the 2019 California Dashboard showed a 1% increase in suspensions from the 2018. This increase in suspensions resulted in a shift from in 2019 from the blue tier to the yellow tier in 2019. College and career readiness also showed a 3.2% decrease.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2020/2021 LCAP will continue to focus on academic improvement, school culture, provide greater focus on exhibitions/gateways to increase the rigor across the four year exhibition schedule and increase college going culture along with career minded post high school planning as appropriate for each student.

School culture and parent engagement remain priorities. One of the advantages of a small high school over a large comprehensive school is that we can form stronger relationships with our stakeholders. We will continue to build stronger relationships with parents/mentors. We usually see parents four times a year for exhibitions. Parents and mentors are a great resource that we will tap in order to enhance our community. So the problem is how to bring our stakeholders into our community in a capacity of active service rather than only passive exhibition observers. We will continue to look for and implement greater opportunities for parental engagement for activities like Cinco de Mayo, Black History Month, garden maintenance, etc. In addition, We have a large latino population and we will do greater outreach to bring the traditionally marginalized parents into positions of responsibility at the school.

We plan to provide a greater focus on exhibitions and gateways. We have realized that in the previous incarnations of the school where we were strongly project based, exhibitions were a format in which a student demonstrated their project work in a supportive and academically critical atmosphere. But over time the school has pivoted from project based to a more classroom organized structure. But the structure of the exhibitions has not changed and has even become more of a checklist of accomplishments than a rigorous and probing presentation of

learning over the semester. So we will be creating a more rigorous organized exhibition schedule which moves away from a simple checklist and returns to a more academically rigorous and interactive experience. In addition we will focus on particular life/thinking skills that are not necessarily covered in more traditional classes--soft skills like public speaking, being a respectful audience, critically questioning and responding to sophisticated questions in real time. The old style of exhibition met these needs when we were more project based; as we have moved away from a full project based school, our exhibitions have not been modified to meet our changed school structure.

We have noticed that there has been a decline in our college going culture over the last three or four years. The indicator of this decline is the reduced participation in Panther Pipeline, or ECHS relationship with Sacramento City College. Staff has analyzed the causes of this decline and it was clear that we used to have a strong college going curriculum beginning in 9th grade with college explorations, college visits, speakers from various colleges. For some reason we no longer pursued our aggressive college going curriculum in deference to other curricular priorities. The goal going forward is to reinstitute the rigorous 9th grade college awareness curriculum. We will also be piloting a program in which every 10th grader will take the Panther Pipeline prerequisite course--HCD (Human and Career Development) on the Met Campus. This will earn the students a few college credits qualify them to take further courses at SCC and will prepare them to be successful in those courses. In this way we hope to renew the strong college going culture we had in the past.

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.

The Met High School is not in CSI

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The annual and ongoing engagement of stakeholders is a key part of the the Met's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of the students, families, staff and community members. The stakeholder engagement process for the 2021-22 to 2023-24 LCAP was unique in terms of timeline and scope as it built upon the engagement process for the 2020-21 Learning Continuity and Attendance Plan.
To gather the feedback from our stakeholders the following methods were used to help drive the development of the LCAP:

- School climate surveys are sent to families in the Spring.
- School climate surveys are sent to students in the Spring.
- Parent meetings with advisors 4 or more times a year.
- Over 25 weekly staff/collaborative meetings per school year.
- School Advisory Board (SAB) meetings (third Thursday of each month).
- Daily email and Schoology feedback from parents, students, and staff. Due to the heavy technology use at the Met Sacramento, parents, and students regularly email staff about concerns, celebrations, and other important information.
- Mentor feedback forms/surveys.
- Student surveys regarding internships and post graduating planning.
- Review of previous year plans were presented at School Advisory Board meetings and also at staff meetings.

A summary of the feedback provided by specific stakeholder groups.

The Met believes that meaningful stakeholder engagement plays an important role in the development of a plan to effectively meet the needs of its students. To ensure that all stakeholders are involved, a variety of meetings and surveys were used in the LCAP process to review goals and most recent data. Community Engagement: The following groups were involved in the LCAP development process.
1. School Advisory Board: SAB has an active and participatory charter school council. This council is made up of representatives of stakeholder groups within the school and local community. We have representatives from our parents, our students, our teaching staff, our office staff. Meetings were designed to enhance stakeholder participation in the creation of the LCAP document, and are open to the public.
2. Monthly staff meetings held that specifically listed LCAP development as an area of regular discussion. Agenda and meeting notes are stored in the school google folder.

The input received during the process detailed above demonstrated that priority should be provided in the following areas:
1. Improving Mathematics proficiency
2. Improving Language Arts proficiency
3. Improving college and career readiness
4. Increase rigor of exhibitions/gateways

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input influenced the Met's decision to implement and fund programs directly related to improving math proficiency and ELA proficiency. All stakeholder groups contributed their observations from their vantage points related to the need for improving skills in both subjects. Teachers provided assessment data and parents contributed their experiences. The office staff relayed the concerns that they were hearing from students and parents, and the student's perspective indicated a need for tutoring and support/guidance in relation to college and career choices.

Goals and Actions

Goal

Goal #	Description
1	Increase student success in ELA and math by organizing the database that houses Met curriculum. Over the course of the existence of The Met curriculum and documents were created and placed into a database. Due to the large value of documents collected over the 20 years it has become difficult to access these files. To better access the information, the database will be cleaned out and re-organized in different categories to allow easier access to curriculum materials per content area.

An explanation of why the LEA has developed this goal.

Analysis of student data from the most recent state assessments (2018-19) show that 62% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is only 16%. Results from the Dashboard show that on average, students scored 7 points above the 'Standard Met' level in ELA and 87.7 points below the 'Standard Met' level in Math. Significant performance gaps exist for Socially Disadvantaged students. Previously, we used to have a stronger coordinated curriculum and our results were . However, over time this focus was lost due to confusion of materials

The Met high school is now almost 20 years old. During most of that time we have maintained some form of a repository of Met related documents which included exhibition expectations, internship protocols, project formats, Mathematics and ELA lesson/unit plans, admin protocols etc. And as often happens in institutions with coordinated programs that have been around awhile, these documents have gone through many versions and revisions by different teachers at different times to suit different needs. Now, after all of this time, this repository of documents which is housed on Google Drive is no longer usable efficiently because of all of the versions of these foundational documents and a general lack of organization. While we might know that a document is in the drive, we don’t know where it is.

To this end, we will create a new Google Drive repository structure that is more explicit. We will go through all of the documents in the old database and throw out the old versions and when necessary update the latest version to suit our current needs.

And most importantly, since we are a project based school, all of the academic disciplines have developed really great units in their subject areas. Now that there is a clear structure, our goal is to collect the best lessons/units from our ELA and Mathematics curriculum and upload them in professional finished form so that other teachers can use them. During our previous WASC self study the determined that what they wanted was consistent mathematics and ELA units that were done on a yearly basis so that every Met student upon graduations would have done these projects.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grade 11	18-19 school year 38% not meeting 'Standard Met'				85% of students meeting 'Standard Met' for ELA
Math State Assessment Average Distance from 'Standard Met' on Math Smarter Balanced Summative Assessment for grade	18-19 school year 85% not meeting 'Standard Met'				60% of students meeting 'Standard Met' for Math.
Database clean-up Documents organized by content area in folders	Baseline 0 - tool will be developed for implementation in the upcoming year. Database as of May 2019 was not organized. Difficult to find documents and curriculum materials to easily access information.				Database that contains recognizable folders that are easily accessible by staff.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and credentialed teachers	100% teachers appropriately assigned and credentialed				100% teachers appropriately assigned and credentialed
Facilities maintained in good repair.	In 2019-20 the met site was rates as exemplary				Facility will be maintained as exemplary
Implementation of state standards for all students.	In 2020-21, State standards were fully implemented as verified by data collection obtained through routine classroom walk-throughs				Standards will be fully implemented as verified by data collection obtained through routine classroom walk throughs.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Weekly collaboration time for certificated staff	Provide weekly one hour of time per week for teachers to collaborate with peer approaches to improving student achievement. Activities during collaborative time include review of student data, assessment of student work, and planning of instruction to meet student needs.		No
2	Curriculum Development	.36 additional staffing to develop and align math and ELA curriculum to be used across all subject areas and to organize in the Met database.	$42,245.00	Yes
3	Technology	Provide technology (devices) to support the delivery of digital California Common Core State Standards aligned to instructional materials and curriculum	$34,621.00	No Yes

Action #	Title	Description	Total Funds	Contributing

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	To re-establish the importance and emphasis of exhibitions/gateways and place greater emphasis on increasing the rigor of exhibitions/gateways. Standards and rubrics will be developed to greater align exhibitions/gateways across the campus and across grade levels in order to create a much more rigorous four year exhibition skills plan.

An explanation of why the LEA has developed this goal.

At the Met, students develop a strong foundation of academic and real-world skills through highly effective instruction and authentic internship experiences. Exhibitions/Gateways are the vehicle for students to demonstrate the rigorous learning that they have done at their internships and in class and serve as an invaluable tool that allows students to see what they have learned and where they still need to grow. The exhibitions used to be the foundation of the Met program but as we moved to more conventional classes, they were no longer as pivotal to the program. The staff decided that they wanted to return to a more progressively rigorous four year exhibition program. This goal also aligns with our WASC goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Create a four-year set of guidelines and rubrics by grade level for project work	0 - Baseline. A tool will be developed in the coming year. General rubric exists for all grade levels to follow				Completed guidelines and rubrics for each grade level
Divide the project skills between advisory and English workshops.	0 - Baseline. A tool will be developed in the coming year. Draft for new project guidelines for 9th grade only				Clear expectations by month for advisory and English workshops for all grade levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Create exhibition expectations based on project work expectations	0 - Baseline. A tool will be developed in the coming year. Draft for 9th grade exhibition expectations for 9th grade only				Exhibition expectations created for all grade levels
Students will have internships	Due to COVID-19 students were unable to attend internships.				95% of students will have internships

Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve and realign project work for advisory	Additional staffing to work to align project skills between advisory grade levels, develop rubrics for grade level exhibitions/gateways.	$140,927.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Students and families are engaged and empowered to partner with The Met to achieve academic success.

An explanation of why the LEA has developed this goal.

This goal builds upon the school's previous goal focused on stakeholder engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents involved in school activities (Exhibitions and academic planning meetings)	75% parent attendance exhibition rate				We would like to see out Family participation rate grow to 90%
Increase parental participation from parents of EL students at school events (Back-to School-Night)	40% participation from parents of EL students				60% participation from parents of EL students
Suspension rate	2.3 % CA Dashboard 2019 data				<1 %
Expulsion rate	0%				0%
Parent involvement in decision making) School Site Council and School advisory Board	We have the adequate numbers for School Site Council (SCC) and School Advisory Board (SAB).				We would like to see the number of parents attending SCC and SAB meetings grow to more than the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					required numbers for each.
Graduation Rate	2019-20 94% 2018-19 92%				95%
Student School Climate Survey	2019-20 75% positive, 25% negative 2019-18 50% positive, 50% negative				90% positive

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance	Parent notification on student absences through phone and email messaging. Intervention conferences with students who are not achieving expected attendance & achievement levels. Written notification to parents for students with excessive absences.		Yes
2	School Advisory Board (SAB)	Increase parent involvement at SAB meeting to increase decision making with stakeholders		Yes
3	Parent Teacher Home Visits	Continue to build the Parent Teacher Home Visit program. This program helps to facilitate home visit experiences that engage, families, educators, and students as a team. Protocols help educators and families to build trust, communication, and common goals.		Yes
4	Schoology Training	Host sessions to train parents (English and Spanish) on how to use Schoology		Yes

Action #	Title	Description	Total Funds	Contributing
5	Recruitment	Increase recruitment and informational activities to improve recruitment numbers		Yes
6	School events	Continue to host school sponsored and student sponsored events.		

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
4	Prepare students to be College and Career Ready.

An explanation of why the LEA has developed this goal.

The 2019 College and Career indicator is currently orange with 24.2 % of the 2019 cohort unprepared for college and career. This indicator uses the following criteria: 1. Career Technical Education Pathway completion (not offered by the Met) 2. Grade 11 Smarter Balanced Summative Assessments in ELA and math 3. Advanced Placement exams (not offered at the Met) 4. International Baccalaureate Exams(not offered at the Met) 5. College credit college courses 6. A-G completion 7. State Seal of Biliteracy 8. Military Science /Leadership (not offered at the Met). In order to achieve the highest status, lose attention

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard College and Career Readiness	18-19 school year 24.2 % of students are prepared for College and Career				70% of students on track for college and career readiness
Enroll 10th grade students HCD 116 & 330	20-21 school year 6% of 10th graders enrolled in HCD 116 or 330				95% of 10th graders will complete HCD 116 & 330.

Actions

Action #	Title	Description	Total Funds	Contributing
1	College and Career Readiness	Increase graduation rate and college acceptance	$47,063.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Counseling	Students are encouraged to begin preparation for their post secondary lives. Our counselor meets with all students to review colleges, fill out FAFSA and she holds workshops to help students in preparing for college or technical school after graduation	$44,054.00	Yes
3	Sacramento City College	Sacramento City counselor will work with Met students to develop Educational Plans, and ensure students are on track to meet A-G requirements.		Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.10%	$264,856.00

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.

The Met's unduplicated students make up over 50% of the student enrollment. These groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest levels of parent engagement therefore this LCAP was written with the actions primarily directed to supporting these students. All actions were developed using careful analysis of data and input from stakeholders. These contributing are principally directed towards our unduplicated student population to help the met be effective in meeting our LCAp goals and the identified needs of the unduplicated student groups.

Our unduplicated students lack access to academic counseling services and college readiness activities as compared to peers who have more financial resources, speak English at home, or have family members who have graduated college. Many will be the first to pursue postsecondary education. Implementing a robust and predictable academic counseling services providing all students guidance to support their successful navigation of high school and the path to college and career. The Met will be working with SCUSD to design a stronger counseling and academic program to focus on the needs of unduplicated students.

The School Advisory Board (SAB) will also be working to increase the number of parents that are actively engaging in the decision making process of the school. This has been identified as a critical area for our site especially for parents of unduplicated students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, the Met has calculated that will receive $264,856.00 in Supplemental and or Concentration funding under the Local Funding Formula (LCFF). The proportionality precenage to increase of improve services has been calculated at 11.10%. The Met will plan to expend all the supplemental and or concentration funds on actions and services that are principally directed towards the undulicated student population.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$264,856.00			$44,054.00	$308,910.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$230,235.00	$78,675.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Weekly collaboration time for certificated staff					
1	2	English Learners Foster Youth Low Income	Curriculum Development	$42,245.00				$42,245.00
1	3	All	Technology	$34,621.00				$34,621.00
2	1	English Learners Foster Youth Low Income	Improve and realign project work for advisory	$140,927.00				$140,927.00
3	1		Attendance					
3	2		School Advisory Board (SAB)					
3	3	English Learners Foster Youth Low Income	Parent Teacher Home Visits					
3	4		Schoology Training					
3	5		Recruitment					
3	6	English Learners Foster Youth Low Income	School events					
4	1	English Learners Foster Youth Low Income	College and Career Readiness	$47,063.00				$47,063.00
4	2	English Learners Foster Youth Low Income	Counseling				$44,054.00	$44,054.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3		Sacramento City College					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$264,856.00	$308,910.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$264,856.00	$308,910.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Curriculum Development	Schoolwide	English Learners Foster Youth Low Income		$42,245.00	$42,245.00
1	3	Technology	Schoolwide			$34,621.00	$34,621.00
2	1	Improve and realign project work for advisory	Schoolwide	English Learners Foster Youth Low Income		$140,927.00	$140,927.00
3	1	Attendance	Schoolwide				
3	2	School Advisory Board (SAB)	Schoolwide				
3	3	Parent Teacher Home Visits	Schoolwide	English Learners Foster Youth Low Income			
3	4	Schoology Training	Schoolwide				
3	5	Recruitment	Schoolwide				
3	6	School events		English Learners Foster Youth Low Income			
4	1	College and Career Readiness	Schoolwide	English Learners Foster Youth Low Income		$47,063.00	$47,063.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	2	Counseling	Schoolwide	English Learners Foster Youth Low Income			$44,054.00
4	3	Sacramento City College	Schoolwide				

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

f) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

g) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

h) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.