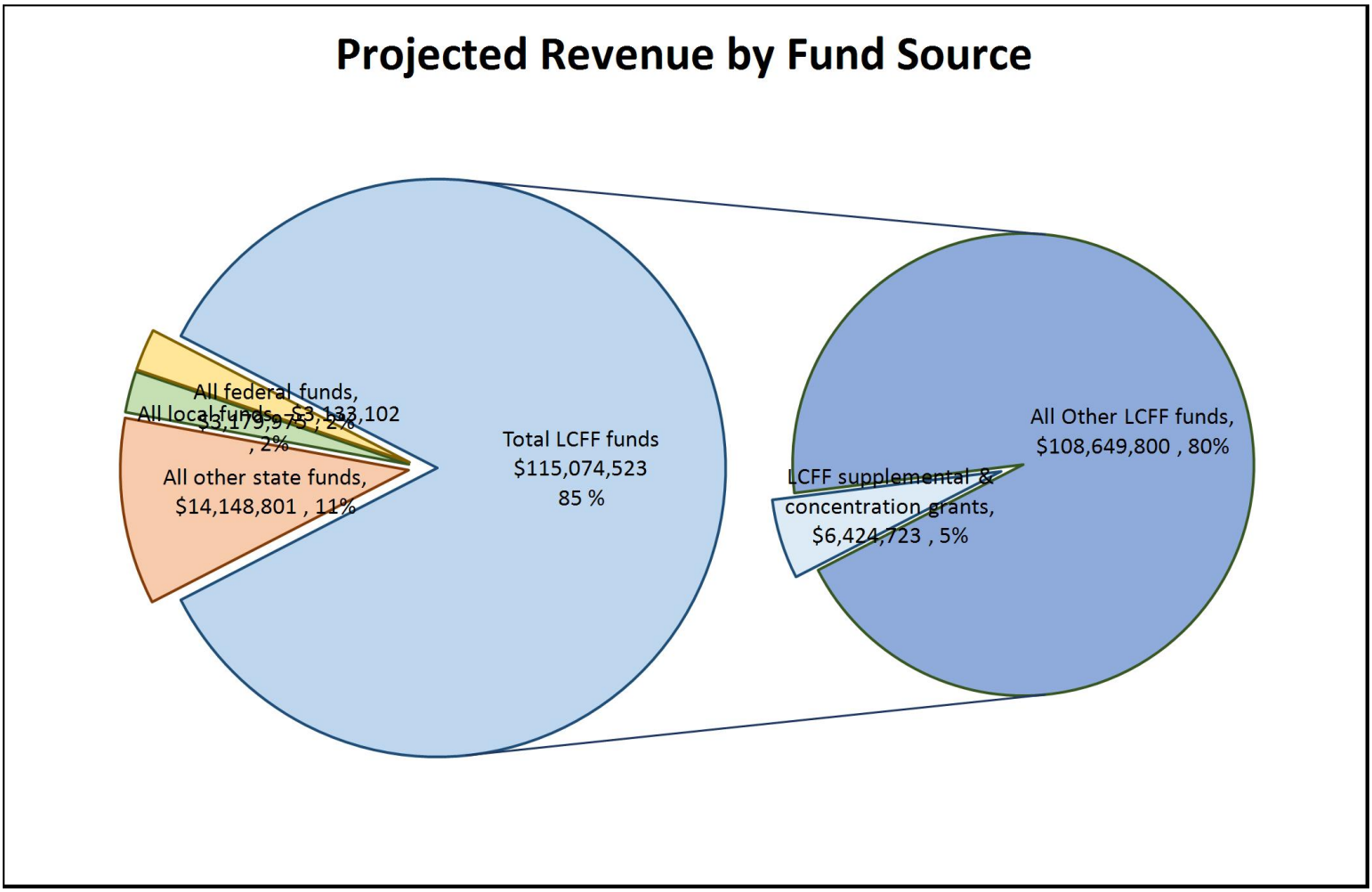
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South San Francisco USD
CDS Code: 41 69070 0000000
School Year: 2022-23
LEA contact information:
Keith Irish
Assistant Superintendent Educational Services
kirish@ssfusd.org
6508778709

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 2022-23 School Year

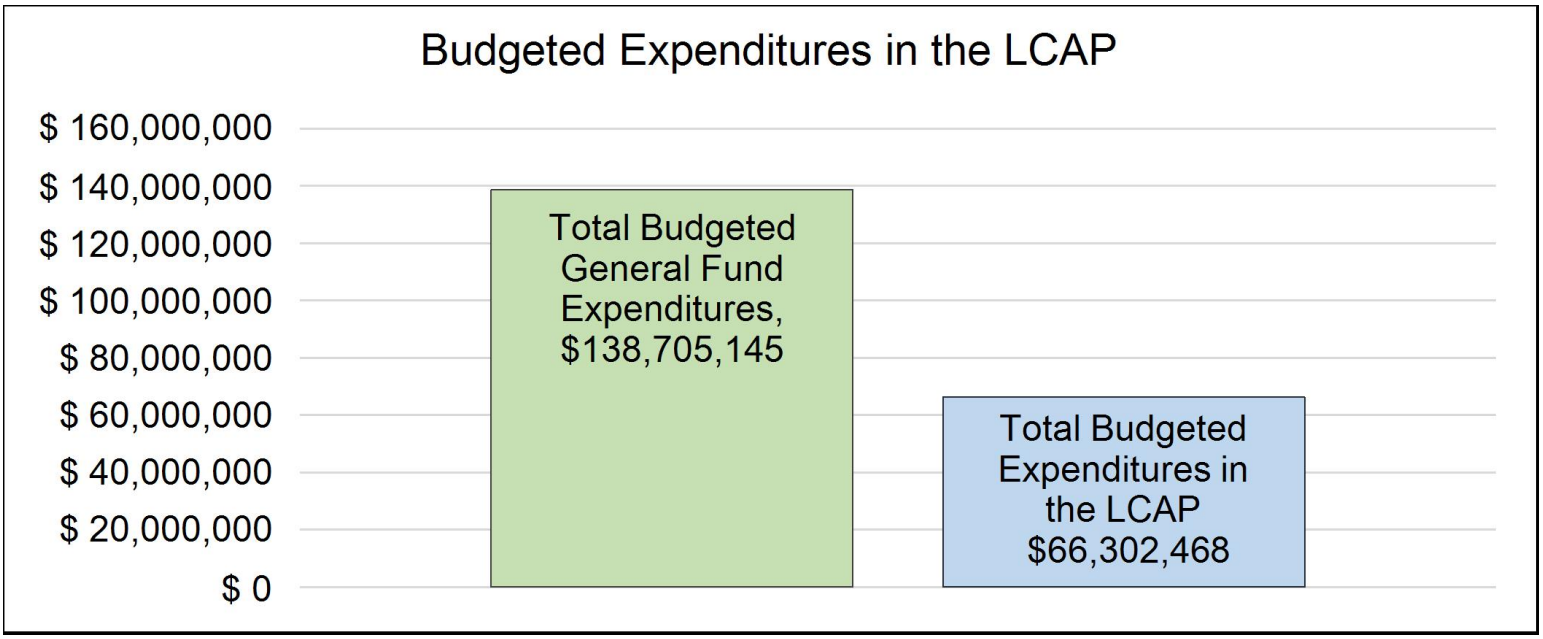


This chart shows the total general purpose revenue South San Francisco USD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South San Francisco USD is $135,536,401, of which $115,074,523 is Local Control Funding Formula (LCFF), $14,148,801 is other state funds, $3,133,102 is local funds, and $3,179,975 is federal funds. Of the $115,074,523 in LCFF Funds, $6,424,723 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 South San Francisco USD plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: South San Francisco USD plans to spend $138,705,145 for the 2022-23 school year. Of that amount, $66,302,468 is tied to actions/services in the LCAP and $72,402,677 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

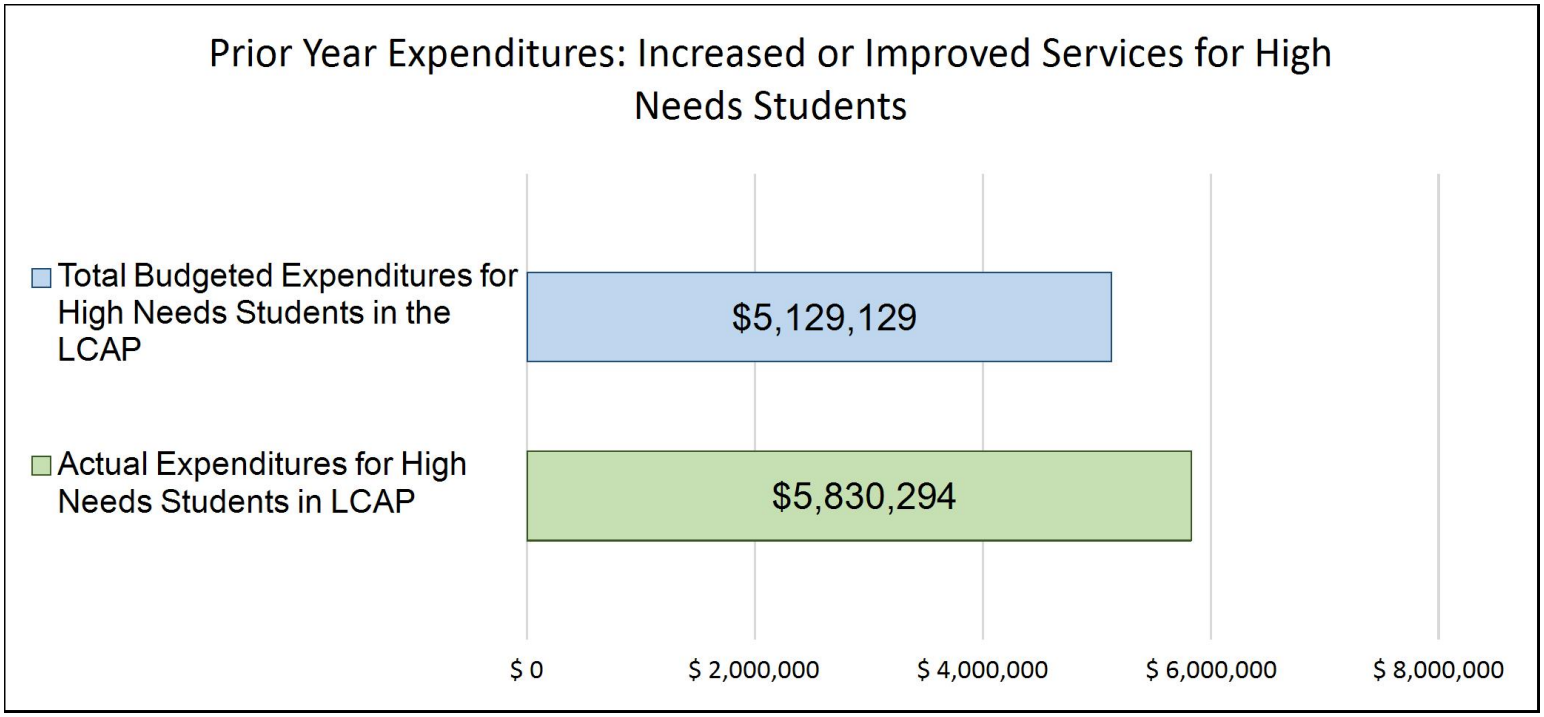
Most department allocations like Facilities, Technology, Business Services, Human Resources, Education Services, Student Services are not included in LCAP. Also, staff salaries and many unrestricted and categorical programss at the district office are not included in the LCAP. All expenses not listed on the LCAP are covered from General Fund.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, South San Francisco USD is projecting it will receive $6,424,723 based on the enrollment of foster youth, English learner, and low-income students. South San Francisco USD must describe how it intends to increase or improve services for high needs students in the LCAP. South San Francisco USD plans to spend $8,124,908 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 2021-22



This chart compares what South San Francisco USD budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what South San Francisco USD estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, South San Francisco USD's LCAP budgeted $5,129,129 for planned actions to increase or improve services for high needs students. South San Francisco USD actually spent $5,830,294 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South San Francisco USD	Keith B. Irish Assistant Superintendent Educational Services	kirish@ssfusd.org 650-877-8709

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

SSFUSD received funds that were provided through the Budget Act of 2021 and were not included in the 21 - 22 LCAP are: The Educator Effectiveness Block Grant and the A - G Completion grant. SSFUSD engaged its educational partners in the development of the Educator Effectiveness Block Grant through meetings with district departments (Human Resources/Student Services and Educational Services and at our bi - monthly district and site leadership meetings. A public hearing was also held to gather input from the public at the November 18, 2021 board meeting. SSFUSD plans to seek input on the A-G Grant at our community forums and will conduct a brief survey for partners that are unable to attend either district or site meetings. We plan to ask our school sites to seek input thru their normal processes such as site leadership meetings and parent nights and/or a survey.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Not Applicable. SSFUSD does not receive a concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

SSFUSD engaged our partners in developing the ESSER III plan in multiple ways. SSFUSD met with DELAC (District English Learner Advisory Committee) committee in August 2021 and 13 participants gave input on the possible uses of ESSER III funds. Most of their input centered around the following: specific strategies to assist English learners, the desire for the district to increase SEL supports for students and increase mental health supports for students and families. In September 2021, SSFUSD conducted an ESSER III virtual meeting presentation and had 58 attendees - 32 were staff; 23 parents/community members and 3 students. SSFUSD also sent out a survey to all staff, students and parents/guardians during the month of September 2021. We had 78 respondents, 43 were staff and the remaining 35 were parent/guardians/community members. No students filled out survey. SSFUSD conducted a public hearing on the ESSER III plan on October 7, 2021 and no members of the public spoke about the ESSER III plan. In addition, feedback was gathered from site and district leaders at our

bi - monthly meetings in September and October 2021.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

SSFUSD received approximately $6,194,727. SSFUSD has been able to: find an organization to assist with Contract Tracing (Worksite labs); purchase additional air purifiers and other cleaning supplies such as masks/disinfectants; purchased curriculum for and academic support for our students in the Virtual Independent Study program; provided additional compensation for staff to cover classes in the 21 - 22 school year; our 2022 Summer School Program; provided an allocation to each school site to address lost instructional time and to create a before and/or after school programs in 22 - 23; purchased additional tech devices (Chromebooks & IPADS) and internet connectivity (Hotspots); and was able to hire a Socio Emotional (SEL) Teacher on Special Assignment; Hire 1 additional Wellness Counselor; hire School based Mental Health Therapists. SSFUSD has had success in purchasing air purifiers and other health and safely supplies and was able find an organization to assist with Contact Tracing. SSFUSD has been able to purchased additional tech devices and now SSFUSD is 1:1 district. SSFUSD has encountered numerous challenges mostly in terms of substitute coverage and lack of staffing. SSFUSD staff are extremely tired and often are subbing regularly for their colleagues during the school day due to state and local guidance measures regarding COVID - 19 pandemic.Therefore, any meetings after school or additional programs created by district or school sites were having difficulty finding staff. We've been only able to hire 1 out of 6 Wellness Counselors. We haven't been able to fill our Virtual Independent Study positions nor find any School Based mental Health Therapists. We've posted additional positions for substitutes teachers, raised substitute rates, explored third party partnerships but we cannot find any subs. By having site and district leaders and other Teachers on special Assignment sub classes were not able to make progress on implementing actions and services in our district plans.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

SSFUSD's Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan and all the other plans are in alignment with the District's LCAP plan and goals. In addition, SSFUSD's plans are in alignment with SSFUSD's equity definition as we want to increase opportunities and access to programs and services for all students. SSFUSD has focused in 21 - 22 on providing a safe learning environment and providing consistent communication to our stakeholders about our health and safety protocols. SSFUSD will continue to develop plans and actions to ensure that all students or specific student groups receive the necessary academic, behavioral and socio - emotional supports to be successful in their post - secondary plans.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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
South San Francisco USD	Keith Irish Assistant Superintendent Educational Services	kirish@ssfusd.org 6508778709

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

South San Francisco Unified School District is the largest K-12 district in San Mateo County serving approximately 7,933 students (as of October 2021 census day). Our district is composed of nine elementary schools (TK–5), three middle schools (6–8), three high schools (9–12), an adult school and children's preschool. Demographic groups and enrollment are as follows:
Hispanic/Latino: 3,835 (48.3%)
Asian: 1,142 (14.4%)
Pacific Islander: 131 (1.7%)
Filipino: 1,705 (21.5%)
African American: 95 (1.2%)
White: 525 (6.6%)
Two or More Races (not Hispanic)/not reported: 490 (6.2%)
Free/Reduced Lunch eligible: 2,616 (33.0%)
Foster youth:19 (0.2%)
English Learners - 1,784 (22.5%)
Homeless: 86 (1.1%)
Students with Disabilities 1,141 (14.4%)
CALPADS Unduplicated Pupil Count: 3,548 (44.7%)

There are fifteen schools in SSFUSD. They include:
Buri Buri Elementary (575 students)
Junipero Serra Elementary (294 students)
Los Cerritos Elementary (Title I) (278 students)
Martin Elementary (Title I) (357 students)
Monte Verde Elementary (543 students)
Ponderosa Elementary (373 students)
Skyline Elementary (371 students)
Spruce Elementary (Title I) (430 students)
Sunshine Gardens Elementary (Title I) (325 students)
Alta Loma Middle School (641 students)
Parkway Heights Middle School (Title I) (568 students)
Westborough Middle School (Title I) (516 students)
Baden Continuation High School (111 students)

El Camino High School (1,213 students)
South San Francisco High School (high Unduplicated student enrollment) (1,320 students)

SSFUSD offers a comprehensive program for students in TK-12th grades. In addition to core academic subjects, the district offers intervention for students who are below grade level in math and Language Arts though the use of during and after school programs and after school homework centers. Additionally, Newcomer EL programs are offered at the middle and high school levels. SSFUSD like other Bay Area districts is challenged by the increased costs of living and declining enrollment: from the 2015-16 school year to 2021-22, the District's enrollment has declined by over 1,000 students. Our district is committed to meeting the needs of our early learners by providing access to STEAM through our partnerships with GENENTECH and the Big Lift Grant, and strives to provide curriculum that supports all students in preparing for the career pathways of the future.

Reflections: Successes

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

SSFUSD has progressed in many areas, and we are proud of the profound growth of our student groups as detailed below:

Data below is obtained from the 2019 CA School Dashboard.

GRADUATION RATE INDICATOR:
In recent years, we have made great strides in improving our data practices, monitoring of students toward graduation, and providing alternative graduation and credit recovery options for eligible students. 2019 is the most recent year of complete data as California has not presented a full Dashboard since then due to COVID-19 school closures. From previous years, SSFUSD saw a 3.8% improvement in our overall graduation rate in 2019. We are at the green level as are the following 5 student groups:
Asian: 93.7%; maintained
Filipino: 92.3%; maintained
Hispanic: 80.4% an increase of 3.7%
Two or more Races: 94.7% an increase of 8.5%
White: 94.6% an increase of 10.6%

ENGLISH LANGUAGE ARTS INDICATOR:
The following groups achieved a High or Very High Status Performance Level:
Asian: 54.6 points above level 3 (Blue)
Filipino: 31.8 points above level 3 (an increase of 3.6 points; Green)
White: 7 points above level 3 (an increase 3.5 points; Green)
Two or more races-12.8 above standard. This group maintained green status despite a decline of 12.6 points.

The following student groups show improvement over the previous year's performance:
African American 48.7 points below standard but showed improvement of 22 points
English Learners 38 points below standard but showed improvement of 6.4 points
Hispanic 30.1 points below standard but showed an improvement of 9.1 points
Homeless 67 points below standard but increased by 26.3 points
Pacific Islander 33.7 points below standard but increased 17.8 points
Socio-Economically Disadvantaged 30.8 points below standard but increased by 6.9 points
Students with Disabilities 79.2 points below standards but increased 8.1 points

MATHEMATICS INDICATOR
The following groups achieved a High or Very High Status Performance Level:
Asian: 55.6 points above level 3 (Blue)
Filipino: 14.9 points above level 3 (Green)

The following student groups show improvement over the previous year's performance:
Hispanic 60.6 points below standard but showed an improvement of 4.1 points (Yellow)

The following groups maintained their status from the previous year:
African American: 88.9 points maintaining at orange level
English Learners: 56.5points below standard maintaining at orange level
Socio-Economically Disadvantaged: 58.8 points maintaining at orange level

SCHOOL CLIMATE INDICATOR:
We continue to focus efforts in working with our staff to reduce suspensions and the recidivism rate for students receiving multiple suspensions in school year.
The following student groups had a slight decrease in suspensions. (Data from CA Dashboard 2019)
All students - 5.4% decrease 0.2%
African American/Black - 16% decrease 0.8%
Foster youth - 16.7% decrease 5.6%
Hispanic - 7% decrease 1%
Socio economically disadvantaged - 7.8% decrease 0.2%
Student with disabilities - 10.3% decrease 1.1%

In 2006-07, we started tracking the number of suspensions in a few categories. In 2006-07, we had 1645 suspensions and in 2017-18 we had 644. We have decreased our number of suspensions by approximately 60%. We will continue to disaggregate discipline data, providing training for staff on restorative practices, implementing PBIS at secondary schools and PAX at our elementary schools. Starting in 2019-2020, we implemented a new Alternative to Suspension program, where students can attend an in district program to reflect on their

behaviors that led them to receive consequences, we will provide time to conduct small group counseling sessions, and will work with students and staff to reduce the recidivism rates for our students in the African American subgroup that are receiving multiple suspensions.

In the 2021 - 2022 school year, SSFUSD saw improvement over the previous year's performance in the following metrics:

Graduation Rate: Our 4-year Adjusted Cohort Graduation Rate has increased from 85% for the Class of 2019 to 87.1% for the Class of 2021 (increase of 2.1% points), and the following student groups in the Class of 2021 have seen improvement as well:
Asian, Filipino, Hispanic/Latinx, White, Students w/Disabilities, Socioeconomically Disadvantaged.

College Readiness: Our rate of students meeting UC/CSU requirements (A-G) has increased each year, to 40.5% for the Class of 2020 and 50.8% for the Class of 2021. The following student groups all increased their performance over the previous year: Asian, Filipino, Hispanic/Latinx, Multi-race,Socioeconomically Disadvantaged.

SSFUSD is proud of our improvement in the Graduation and A-G rate and appreciates the efforts of our staff and our students.

AP enrollment target number of students per student group 2021 - 2022:
African Am/Black - 3: Actual: 8
Hispanic/Latinx - 162: Actual - 162
English Learners - 23; Actual - 15
Students with disabilities - 10; Actual - 28
Socioeconomically disadvantaged - 200; Actual 351

Overall our partnership with Equal Opportunity Schools and SSFUSD and opening up access and opportunities to all student groups to take AP classes was successful.

Based on the data included above as well as local data and feedback from educational partners, SSFUSD plans to maintain or build upon our stated success in the following areas in the 2022-23 school year:

Graduation Rate: SSFUSD plans to continue our partnership with Equal Opportunity Schools and continue to encourage students in the African Amer/Black, Hispanic/Latinx, Socioeconomically Disadvantaged, Students with Disabilities and English Learners student groups to take college prep courses and Advanced Placement courses. SSFUSD plans on providing academic support to our students via (Paper - tutoring) and providing an allocation to AP teachers to conduct study groups during the summer and throughout the school year. SSFUSD high schools are also continuing to refine course selection and placement processes and find ways to provide students with credit recovery opportunity throughout the school year as well as during summer.

English Language Arts and Mathematics - SSFUSD will launch their scope and sequence for ELA and math K - 12 in the 2022-23 school year. SSFUSD will provide time and support via district monthly collaboration meetings to familiarize themselves with the priority standards,

student friendly learning targets and require teachers to give end of unit assessments. SSFUSD will introduce the collaborative inquiry cycle so we can provide a systematic approach on how we will introduce and work on district goals/priorities.

School climate - SSFUSD will continue to search for qualified candidates to fill vacant Wellness Counselor positions and will seek opportunities to provide additional mental health supports (SEL) for our students. We will continue to attend and implement restorative practices training, PBIS trainings, SEL curriculum and strategies, and our Grading for equity (equitable grading practices) trainings to support our staff and students.

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.

In 2019 Dashboard we have two areas in the orange which include chronic absenteeism and our suspension rate. Although, the overall our graduation rate remained green, had two student groups in the red (English Learners, Students with Disabilities) and one group in the orange (Socioeconomically Disadvantaged). These areas remain an area of identified need for our school district and for specific student groups.

In Chronic Absenteeism the following groups are also at the orange level and overall show an improvement from the 2018 Dashboard:
Students with Disabilities: 16.5% (Increase of 0.7%) - orange
English Learners: 11.7% (increase of 0.9%) - orange
Hispanic: 14.2% (Increase of 0.9%) - orange
Homeless: 37.5% (decrease of 12.5 %) - orange
Socioeconomically Disadvantaged: 15.3% (Increase of 1.8%) - orange
Two or More Races: 12.6% (Increase of 1.9%) - orange
White: 9.9% (Increase of 0.6%) - orange
The following groups for Chronic Absenteeism are in the red level and continue to be a focus for our work:
Foster Youth: 44% (increase of 13.6%) - red
Pacific Islander: 23.6% (increase of 3.4%) - red

For Suspension rate, the following groups are also in the orange level.
African American: 16% (Declined .8%) - orange
English Learners: 4.8% (Maintained .2%) - orange
Foster Youth: 16.7% (Declined 5.6%) - orange
Two or More Races: 5.2% (Increased 1%) - orange
Socioeconomically Disadvantaged: 7.8% (Maintained -.2%) - orange
Students with Disabilities: 10.3% (Declined 1.1%) - orange

White: 6.2% (Increased.3%) - orange
The following groups for Suspension rate are in the red level and continue to be a focus for our work:
Homeless: 18.4% (Increase 5.9%) - red
Pacific Islander: 10.8% (Increase 3.1%) - red

For graduation rate, these groups remain concerning at either the red or orange levels:
English Learners: 65.4% (Decline of 1.8%) - red
Students with Disabilities: 65.2% (Increase of 11.6%) - red
Socioeconomically Disadvantaged: 79.4% (maintained (-.3%) - orange

For the college and career indicator, this group remains in the red level:
Students with Disabilities: 1.6% (decrease of 1.4%) red

For the student achievement (English language Arts) this group remains at the orange or red level:
Students with Disabilities: 78.9 below standard; increase + 8.1 (orange level)

For student achievement (mathematics) these groups remain at the red level:
Homeless: 119.3 below standard; decreased 15.3 (red level)
Students with Disabilities: 109.1 below standard; decreased 3.7 (Red level)

It is important to note that SSFUSD is in Differentiated Assistance for Students with Disabilities and English Learners based on 2018 CA Dashboard results in multiple indicators.
SSFUSD has created a 4th LCAP goal as that focuses on our Students with disabilities as this student group has multiple indicators in the red (Graduation rate & College and Career Indicator and student achievement (Math) and orange colors for Chronic absenteeism, suspension, Student achievement (English Language Arts) indicators. We're creating plans to address these indicators and have partnered with Equal Opportunity Schools to assist us in providing and access and opportunity for our students with disabilities to take a rigorous course load (including Advanced Placement courses) during their tenure in SSFUSD schools.

****
SSFUSD participated in a needs assessment in the 16-17 school year, which led to the following key findings. The four key findings were identified from the needs assessment which are:
Finding 1 - We lack consistent processes and protocols throughout the district (and this clouds people's understanding of our priorities and how they are developed, monitored and measured (unclear processes)). Instructional priorities seem inconsistent and respondents feel they are ever-changing.
Finding 2- Collaboration (professional learning) is happening but it is not coherent or structured (and mastery or growth goals, data, and monitoring mechanisms are not evident). * PD is abundant but lacks an implementation plan, follow up support, and metrics to measure impact of teacher practice and student outcomes.

Finding 3-The District lacks a written and enacted curriculum that serves as a framework for what is to be taught. *No documents were provided that detail the scope, sequence, flow, and duration of a K-12 vertically and horizontally written and enacted curriculum. Even the awareness of the book/ materials- adoptions varied by site.
Finding 4-There is a lack of evidence confirming a consistent Multi-Tiered System of Support and little data that indicates there is evidence that we have a systematic process of collecting data; there is little evidence that we have a school-wide screening tool, district-wide formative and summative assessments, and no data system or structure in place to use data readily and systematically, etc.

SSFUSD has focused on these four key findings and continues to make progress. For the first three findings SSFUSD has made substantial progress however, we've made a little progress on finding number 4. We have purchased a universal screener for literacy (DIBELs) that we implemented in the 2021 - 2022 school year at our primary grades. The purpose is to identify students that are struggling in reading/writing (Literacy) and provide the appropriate supports for students in grades K - 5. SSFUSD has purchased Illuminate (data management system) and ELLevation (data management with a focus on EL students) to assist us in managing and disagreggating data in determining the appropriate supports for our students.

It must also be noted that SSFUSD is in Differentiated Assistance for Students with Disabilities and English Learners based on the 2018 Dashboard results in multiple indicators. SSFUSD decided to focus on following key areas based on the California Dashboard data and the needs assessment.

The areas of focus are:

Chronic Absenteeism
Suspensions
Graduation Rate Indicator
Academic Indicator
English Learners
Special Education

The South San Francisco Unified School District is in Differentiated Assistance for Students with Disabilities and English Learners based on the 2018 Dashboard results in multiple indicators. Our district is eligible to receive Differentiated Assistance due to the assessment results documented within the 2018 Dashboard. The performance levels of our Students with Disabilities, Homeless Students, and African American students were identified as requiring additional support. Our district is focused on preparing all of our students for college and career through the promotion of courses that prepare them adequately. Our 2018 Dashboard data indicates that 27.9% of our students are prepared for college and career which is a decline of 8.6%. Our district is engaged with evaluating our College and Career Readiness platforms (Naviance/California College Guidance Initiative) as well as continuing to support our AVID program. Our goal is to increase enrollment at the middle and high school levels in order to support the increased numbers of students eligible for college and career. In the spring of 2022, SSFUSD has agreed to partner with CCGI and we will begin implementation in 22 - 23. Through CaliforniaColleges.edu, CCGI provides students with in-depth, grade-appropriate information and data-driven tools to support college, career, and financial aid planning and

applications. It will also provide data driven tools to assist staff in identifying students that need additional assistance (Ex: a student is missing a-g requirement).

For the 22 - 23 school year, SSFUSD has identified the following needs.

SSFUSD is conducting a root cause analysis and developing plans to address the student groups that need to improve in the Chronic absenteeism, suspensions, graduation, student achievement indicators as required by differentiated assistance. SSFUSD is exploring possible partnerships with A2A or Everyday labs to assist us in addressing our chronic absenteeism rates.

As SSFUSD analyzes our data it is clear to us that we need to focus our improvement efforts for two student groups (Students with disabilities and English Learners). As we celebrated increased student group performance in the following metrics (Graduation rate, a-g rate, student achievement (Academic indicators - ELA & math), our students with disabilities and English Learners student groups both declined. As a result, we have provided additional support at our secondary schools in terms of additional sections to group students by English proficiency and reduce class size to allow staff to provide more individualized support. For our students with disabilities, we're adding four more programs in order to build our continuum of services. In addition, we've added to ERMHS counselors to provide additional mental health support for our students with disabilities.

Our student advisory committee provided some suggestions to assist our students with disabilities and English learners. They recommended a creation of a Peer Counseling program where students are trained in conflict mediation skills/restorative practices to assist in dealing with potential issues between students. In addition, they suggested that we explore a peer tutoring program where students earn credit and/or are compensated for providing academic assistance to their peers.

From our staff and LCAP community meetings, one of the key recommendations is to focus on providing professional learning opportunities on foundational skills (phonics, phonemic awareness, fluency, comprehension, vocabulary) for our staff. SSFUSD has 10 staff attending during the summer of 2022. We plan on sharing our knowledge and just recently got approved to hire a Literacy Coordinator that will start working on Literacy implementation plan for SSFUSD for 23 - 24 and beyond.

LCAP Highlights

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

SSFUSD initially designed the LCAP with three broad goals and this year added a fourth goal. LCAP Goal 1 Student Achievement - The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state and local assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data. LCAP Goal 2- Professional Development - Identified classified staff, certificated and administrative staff will participate in professional development to strengthen capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work). LCAP Goal

3 - Student, Parent & Community Engagement - Improve stakeholder engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets and creation of a student advisory council. In 2022, SSFUSD added LCAP Goal 4 - The district will provide a high-quality curricular programs for students with disabilities that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.

The LCAP has been developed where each broad goal is listed and then focus goals/actions and sub actions are listed under each goal. These are the focus goals/actions that we believe will make the most impact on student outcomes. In addition, under each broad goal there are several actions that are maintenance of progress that must be included in order to show allocations of proposed money spent, tied to specific positions that we deem essential in order to carryout the work. Lastly, SSFUSD has added equity focus goals in our LCAP on grading practices, placement criteria as well as developing equitable systems/processes throughout the district. These equity focus goals are primarily in Goal 1.

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.

South San Francisco Unified School District doesn't currently have any sites eligible for Comprehensive School and Improvement support.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Stakeholder engagement has always been an important element in the developing of the Local Control Accountability Plan. During the 2021 - 2022 school year, stakeholder engagement was gathered on an ongoing basis through surveys, district meetings, district committees, and parent groups (PTA, DELAC, and SEPAC). In addition, we held two separate LCAP community input meetings during April 2022. The slide deck from these community input meetings was included with the LCAP feedback survey sent to the SSFUSD community in April; 466 responses were received (360 students, 41 parents/guardians, 65 staff).

The Teaching & Learning Committee reconvened in March 2021 when SSFUSD was determining what instructional model to implement for the remainder of the 2020 - 21 school year.
A HS Teaching & Learning Committee was created and met twice in April & May 2021 to discuss bell schedules and other supports we should consider as we returned to in person instruction for the 2021 - 2022 school year.
Our parent groups meet 4-5 times a year, 1-2 times in the fall semester and 2-3 times in the spring semester. This applies to DELAC (District English Learners Advisory Committee) and (SEPAC) Special Education Parent Advisory Committee. SSFUSD Cabinet members attend the district Parent Teachers Association meeting once per month. For the months of February, March, April and May 2022, Cabinet members shared information about the LCAP and acquired input/feedback from our school PTA leaders.
SSFUSD started a Student Advisory Committee during the 2021-2022 school year and met with this group twice during the spring semester. The group is comprised of student representatives from the secondary schools, nominate by school staff, and its purpose is to strengthen the communication and role of student voice in the SSFUSD community. The Student Advisory Committee reviewed the LCAP and gave input during its April meeting.
This year an Equity Task force was established and met monthly from September 2021 through April 2022. The task force was composed of teachers, site leaders, district leaders, and board members. The goal of the task force was to develop an equity action plan for the district. Three subcommittees (Academics; Home, School and Life Connections; Student Experience) engaged in reflection on equity issues and root cause analysis to develop a proposed action plan.
The Assistant Superintendent of Human Resources and Assistant Superintendent of Educational Services meets monthly with the CTA (California Teachers Association) to discuss a variety of topics and to keep communication lines open as much as possible. Throughout the year at these meetings when appropriate Expanding Learning Opportunity Grant and LCAP plans were shared and we discussed certain aspects of these plans to obtain input. All staff had the opportunity to provide input/feedback via the LCAP survey as well.
SSFUSD meets with all district and site leaders twice a month at CAT (Comprehensive Administrative Team) meetings. We discuss our reopening plans, LCAP and district and site leaders were able to provide input/feedback at these CAT meetings in April and May 2022.
SELPA consultation: Nov 30, 21 & Jan 12,22 - parent/student input on Special Education Plan (SEP) and LCAP plans
March 8, 2022 - initial consultation with SELPA
March 14 and May 2, 2022 - planning and consultation
Initial LCAP Team Meeting: March 24, 2022
DELAC Consultation: March 8, April 12 & May 10, 2022 - parent/student input on LCAP

Lastly, SSFUSD conducts Teacher Leadership Meetings throughout the school year usually once a month. At these meetings, our TOSA's (Teacher on Special Assignment) and EDS Directors provided information on key actions in the LCAP and we obtained input/feedback from our certificated staff. We focused on key actions and obtain input/feedback from these meetings during the months of March, April and May 2022.

A summary of the feedback provided by specific educational partners.

All of our parent groups (DELAC, PTA, SePAC) focused and provided feedback on three key areas that we included in the 2022 - 2023 LCAP. Our parent groups requested that we provide a robust summer school offerings in order to support and provide additional learning opportunities at all grade levels. The second request was to increase counseling and mental health supports for their students. A the third request was to provide targeted support (tutoring) for their students with their academic classes. This feedback was incorporated into the following Goals and Actions:

- Increased Summer School Offerings - Goal 1, Action 26 - A - F
- Increase mental health support for students - Goal 1, Action 21 - A - J
- Increase academic support for all students - Goal 1, Action 24
- Create a safe, healthy and inclusive environment for all students. - Goal 1, Action 13 - A- D

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

SSFUSD values the input from all stakeholders and we included the following in the 2022 -2023 LCAP:
SSFUSD maintained our 2022 Summer School program. We maintained our Big Lift program to include rising 3rd graders and kept our Elevate math program to include grades 3, 4, 5 where in past years the Elevate program was just at the 6-9 grade levels. We've continued to provide a LCFF allocation to school sites to support the academic, behavioral and socio - emotional needs of our students. SSFUSD continues to provide mental health support as we plan to continue tour partnership with YMCA to provide safety advocates at all of our schools. In addition, we plan to partner with Daybreak again to provide tele health support for our students ages 11 -19. In the LCAP you will see that we have included the addition of 7 Wellness Counselors across all grade spans but we're having difficulty filling these positions. Lastly, we have provided additional academic support via tutoring virtually for all secondary students (Paper) and will incorporate the Academic Center model at the elementary level to provide additional support after school to students by reinforcing key concepts and assisting students in completing school/homework.

Goals and Actions

Goal

Goal #	Description
1	LCAP Goal - Student Achievement - The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state and local assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

An explanation of why the LEA has developed this goal.

Description of Goal: An analysis of data and input from stakeholders has identified a need for students to have access to a broad repertoire of instructional strategies (State Priority 7: Course Access) to address students' multiple learning styles especially with the learning opportunities gaps experienced by many of our students due to the pandemic. This analysis showed the continuing need to allocate time and resources to ensure access and accountability to the California Common Core State Standards (State Priority 2: State Standards). We will continue to work on student engagement/school climate (State priority 6: School Climate) as we implement restorative practices at our school sites as well implement Social emotional curriculum at all school sites during the 2021 - 2022 school year. This analysis also indicates that we must focus on equitable outcomes for all students (grading practices) and designing systems, policies and procedures that met the needs of all students (State Priority 8: other Student Outcomes). An analysis of data and input from stakeholders has validated the need to maintain highly qualified and effective teachers (State Priority: Basic Services). This goal has been identified to ensure the systemic, integrated, and sustained engagement of all our parents and community groups to provide a school climate that is positive and provides all students with equally supportive learning environments and opportunities (State Priority 5: Student Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Achievement: Student group scale score distance (in points) from Level 3 (meets standard) in ELA and Math (Beginning in 2021-22, SSFUSD will be	2019 CAASPP Distance from Level 3 (standard met): All students 52% ELA / 44% Math; Asian: 76% ELA / 74% Math, Filipino 66% ELA / 60% Math, Hispanic/Latinx 38% ELA / 29% Math ,	2021 CAASPP Distance from Level 3 (standard met): All students 26.35% ELA / 20.81% Math; Asian: 32.22% ELA / 25.25% Math, Filipino 32.78% ELA / 28.31% Math, Hispanic/Latinx 21.09% ELA / 15.05%			80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
slightly modifying this metric to % of students in each student group that scored in the standard met/exceeded category). SSFUSD currently doesn't have any local assessments that are consistently administered throughout a grade span. SSFUSD will use 2021 CAASPP results when they become available in August 2021 as an additional metric to measure student performance	PacIslander 41% ELA / 29% Math, African Am/Black 35% ELA / 22% Math, White 56% ELA / 46% Math, MultiRace 67% ELA / 57% Math , English Learners 21% ELA / 20% Math, Students w/Disabilities 19% ELA / 19% Math, Socioeconomically Disadvantaged 38% ELA / 29% Math, Homeless 35% ELA / 25% Math	Math, PacIslander 21.62% ELA / 15.07% Math, African Am/Black 15.15% ELA / 15.15% Math, White 30.17% ELA / 28.33% Math, MultiRace 31.21% ELA / 25.27% Math, English Learners 10.01% ELA / 8.67% Math, Students w/Disabilities 8.88% ELA / 6.28% Math, Socioeconomically Disadvantaged 21.55% ELA / 15.95% Math, Homeless 10.53% ELA / 12.50% Math CAASPP met/exceeded: All students: 46.96% ELA / 38.50% Math; Am Indian/Alaskan * ELA / * Math, Asian 70.47% ELA / 68.32% Math, Filipino 61.53% ELA / 51.10% Math, Hispanic/Latinx 31.48% ELA / 21.82% Math, PacIslander 29.73% ELA / 21.92% Math, African			w/Disabilities, Socioeconomically Disadvantaged, Homeless) will meet or exceed standard met in ELA and Math (Level 3).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Am/Black 27.27% ELA / 18.18% Math, White 53.63% ELA / 48.33% Math, MultiRace 64.19% ELA / 53.79% Math , English Learners 13.85% ELA / 13.57% Math , Students w/Disabilities 13.21% ELA / 8.97% Math, Socioeconomically Disadvantaged 30.95% ELA / 22.61% Math, Homeless 10.53% ELA / 12.50% Math Note: Spring 2021 CAASPP testing was administered remotely due to distance learning; resulting in lower participation rates than normal. * Indicates data not displayed to protect student privacy for small student groups. (revised metric for 2021-22 to align with how other metrics are reported)			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation rate	Class of 2020: 84.2% (563 students) graduated w/high school diploma. Asian: 92.6% (63), Filipino 92.2% (166), Hispanic/Latinx 78.9% (255), PacIslander N/A, African Am/Black N/A, White 78% (39), MultiRace 87.1% (27), English Learners 68% (66), Students w/Disabilities 65.2% (58), Socioeconomically Disadvantaged 80.5% (293)	Class of 2021: 87.1% (593 students) graduated w/high school diploma. Asian: 96.3% (77), Filipino 93.9% (184), Hispanic/Latinx 80.5% (252), African Am/Black * , Am Indian/Alaskan * , White 92.5% (37), MultiRace 80.0% (28), English Learners 60.7% (51), Students w/Disabilities 72.9% (70), Socioeconomically Disadvantaged 79.8% (264), Foster *, Homeless * * Indicates data not displayed to protect student privacy for small student groups.			80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet or exceed state goal of 90% graduating.
College/career readiness - Early Assessment Program: Students attaining "Ready for College" (Level 4) in ELA and Math	2019 EAP: All students 24% ELA /11% Math; Asian: 50% ELA / 37% Math, Filipino 25% ELA / 11% Math, Hispanic/Latinx 16% ELA / 4% Math, PacIslander N/A,	2021 EAP: All students 36.53% ELA / 21.29% Math; Asian: 64.91% ELA / 50.88% Math, Filipino 42.55% ELA / 23.40% Math, Hispanic/Latinx 26.60% ELA / 9.68% Math, PacIslander *			60% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African Am/Black N/A, White 25% ELA / 2% Math, MultiRace 31% ELA / 21% Math, English Learners 4% ELA / 2% Math, Students w/Disabilities 0% ELA / 0% Math, Socioeconomically Disadvantaged 18% ELA / 9% Math	, African Am/Black *, Am Indian/Alaskan *, White 23.08% ELA /8.33 % Math, MultiRace 43.86% ELA / 33.33% Math, English Learners 0.00% ELA / 0.00% Math, Students w/Disabilities 5.56% ELA / 0.00% Math, Socioeconomically Disadvantaged 29.55% ELA / 12.50% Math, Foster *, Homeless * Note: Spring 2021 CAASPP testing was administered remotely due to distance learning; resulting in lower participation rates than normal. * Indicates data not displayed to protect student privacy for small student groups.			Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet "Ready for College" (Level 4) on CAASPP ELA and Math 60% or above of each student group will meet "Prepared" status on Dashboard CCI.
College/career readiness - UC/CSU eligibility: Students meeting a-g requirements	Class of 2020: 40.5% (228 students) met UC/CSU requirements. Asian: 73% (46), Filipino	Class of 2021: 50.8% (301 students) met UC/CSU requirements Asian: 81.8% (63), Filipino 60.9% (112),			60% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	50% (83), Hispanic/Latinx 26.7% (69), PacIslander N/A, African Am/Black N/A , White 43.6% (17), MultiRace 37% (10), English Learners 19.7% (13), Students w/Disabilities 27.6% (16), Socioeconomically Disadvantaged 28.7% (84)	Hispanic/Latinx 35.7% (90), PacIslander *, African Am/Black *, Am Indian/Alaskan *, White 40.5% (15), MultiRace 57.1% (16), English Learners 15.7% (8), Students w/Disabilities 17.1% (12), Socioeconomically Disadvantaged 38.3% (101), Homeless *, Foster * * Indicates data not displayed to protect student privacy for small student groups.			Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet UC/CSU a-g minimum requirements 60% or above of each student group will meet "Prepared" status on Dashboard CCI.
College/career readiness - post-secondary planning: Students reporting postsecondary education plans	Class of 2021: 91% self-report they will be continuing their education. 38% to a 4-yr college/university, 51% to a 2-yr community college, 2% to a trade school. Total responses=537 (79%)	Class of 2022: 93% self-report they will be continuing their education. 37% to a 4-yr college/university, 50% to a 2-yr community college, 3% to a trade school. Total responses=507 (78%)			100% of students report they have a post-secondary plan. Senior exit survey participation rate meets or exceeds 95%
College/career readiness - AP enrollment (number of students) and	2021 AP enrollment for target student groups (count of students): African	2021-22 AP enrollment for target student groups (count of students): African			Increase AP enrollment for all target student groups by 5% (African

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
achievement (pass rate = score of 3 or higher)	Am/Black: 3, Hispanic/Latinx: 162, English Learners: 23, Students w/Disabilities: 10, Socioeconomically Disadvantaged: 200 In 2020, 388 students took 628 AP exams, AP pass rate: 57.3% (360)	Am/Black: 8, Hispanic/Latinx: 421, English Learners: 15, Students w/Disabilities: 28, Socioeconomically Disadvantaged: 351 In 2021, 306 students took 537 exams, AP pass rate: 60% (323 exams)			Am/Black: Hispanic/Latinx: English Learners: Students w/Disabilities: Socioeconomically Disadvantaged:) Increase AP exam pass rate to above 60%
District literacy assessment	2021 end of year assessment (Literably): 55% of K-5 students met or exceeded grade level standard	2022 mid-year snapshot of Literably assessment data: 60% of K-5 students tested met or exceeded grade level standard: Asian: 78%, Native Hawaiian/Pacific Islander: 44%, Hispanic/Latinx: 43%, Black/African American: 47%, White: 66%, Multi-Race: 76%, English Learners: 26%, Students w/Disabilities: 26%, Socioeconomically Disadvantaged: 44%.			75% of K-5 students met or exceed grade level standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		End of year Literably data not available at time of LCAP approval			
English Learner Metrics: CAASPP ELA and Math achievement, graduation, UC/CSU (a-g) met, reclassification, ELPAC summative, suspension, chronic absenteeism	2019 CAASPP met/exceeded standard: 21% ELA / 20% Math; 2020 graduation rate: 68% (66) / UC/CSU met: 19.7% (13); 2020 reclassification: 11.2% (216); 2020 ELPAC summative Level 1 15.89%, Level 2 28,97%, Level 3 34.6%, Level 4 29.46%; 2019 suspension: 4.8%; 2019 chronic absenteeism: 11.7%	2021 CAASPP met/exceeded standard: 13.85% ELA / 13.57% Math Class of 2021 graduation rate: 60.7% (51), UC/CSU met: 15.7% (8) 2021 reclassification: 168 (8.7 %), 2021 ELPAC Summative Level 1: 15.23%, Level 2: 29.20%, Level 3: 37.23%, Level 4: 18.33% 2021 suspension rate 0.00% 2021 chronic absenteeism rate:12.5% Note: Spring 2021 CAASPP testing was administered remotely due to distance learning; resulting in			Increase reclassification rate by 5% Increase students scoring Level 3 or 4 on ELPAC Summative to 75% Increase EL students meeting or exceeding standard on CAASPP ELA and Math to 80% or above Increase graduation rate to 90% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		lower participation rates than normal.			
Students with Disabilities Metrics: CAASPP ELA and Math achievement, graduation, UC/CSU (a-g) met, suspension, chronic absenteeism (Effective 2022, this item has been moved to Goal 4: Special Education)	2019 CAASPP met/exceeded standard: 9% ELA / 19% Math; 2020 graduation rate: 65.2% (58) / UC/CSU met: 27.6% (16); 2019 suspension: 10.3%; 2019 chronic absenteeism: 16.5%	2021 CAASPP met/exceeded standard: 13.21% ELA / 8.97% Math, Class of 2021 graduation rate: 72.9% (70), UC/CSU met: 17.1% (12) 2021 suspension rate: 0.00%, 2021 chronic absenteeism rate: 12.6% Note: Spring 2021 CAASPP testing was administered remotely due to distance learning; resulting in lower participation rates than normal. (Effective 2022, this item has been moved to Goal 4: Special Education. Please refer to the metrics, desired outcomes, and planned actions in that goal section.			80% or more of Students w/Disabilities meet or exceed standard in CAASPP ELA and Math Graduation rate at 90% or above Reduce suspension rate by 5% each year Chronic Absenteeism rate by 5% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career Technical Education Metrics: CTE pathway offerings and completion (revised metric in 2022)	Class of 2020 students who completed a CTE pathway: 31.7% (83); 2020 CTE course pass rate: 59% (revised metric in 2022 to remove course pass rate and add pathways and dual enrollment courses offered)	Number of CTE pathways offered in 2021-22: 8 Number of dual enrollment courses offered in 2021-22: 8 Class of 2021 students who completed a CTE pathway: 24.7% (174) (revised metric in 2022)			Increase dual enrollment offerings by 1 per year; Increase CTE pathway completion by 5%.
Career Technical Education Metrics: Industry certification (new metric added in 2022)	Number of industry certifications offered in 2021-22: 3 Number of students earning industry certification in 2021-22: 180 (new metric added in 2022)	Number of industry certifications offered in 2021-22: 3 Number of students earning industry certification in 2021-22: 180 (new metric added in 2022)			Increase number of students earning industry certification by 5%
AVID Program Metrics: AVID enrollment, graduation rate, UC/CSU (a-g) met	2021 AVID enrollment: 9th (80), 10th (59), 11th (49), 12th (45);	2022 AVID enrollment: 9th (42), 10th (74), 11th (53), 12th (43).			Increase AVID graduation rate to 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Class of 2020 AVID graduation: 95% (42); Class of 2020 UC/CSU met: 52% (23)	Class of 2021 AVID graduation rate: 100% (45); Class of 2021 UC/CSU met rate: 67% (30)			Increase AVID UC/CSU met rate by 5%
Grade Mark Analysis: students receiving a D or F	2021 Elementary (Tri 2) Middle (Spring 1) High (Spring 1)	Middle School - rate of D/F/I/NM in core classes (Fall 2021): Asian 5%; Filipino 7%; PacIslander/Native Hwn 13%; Hispanic/Latinx 17%; AfricanAm/Black 21%; White 12%; MultiRace 5%; Female 9%; Male 14%; English Learners 24%; Students w/Disabilities 15%; Socioeconomically Disadv 17%; All Students 12% High School - rate of D/F/I/NM in core classes (Fall 2021): Asian 4%; Filipino 7%; PacIslander/Native Hwn 25%; Hispanic/Latinx 26%; AfricanAm/Black 32%; White 16%; MultiRace *; Female 17%; Male 18%;			Decrease percentage of F's by 3% for all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		English Learners 38%; Students w/Disabilities 21%; Socioeconomically Disadv 28%; All Students 18%			
Chronic Absenteeism (grades K-8)	2019 Dashboard: Asian: 4%, Filipino 5.4%, Hispanic/Latinx 14.2%, PacIslander 23.6%, African Am/Black 10.1%, White 9.9%, MultiRace 12.6%, EL 11.7% , Students w/Disabilities 16.5%, Socioeconomically Disadvantaged 15.3%, Homeless 37.5%, Foster Youth 44%	2021 chronic absenteeism rates: African Am/Black: 15.99%; Am Indian/Alaskan 0%; Asian: 1.6%; Filipino: 2.5%; Hispanic/Latinx: 11.6%; Pacific Islander: 15.4%; White: 6.9%; Multi-Race: 8.1%; English Learners: 12.5%; Socioeconomically Disadvantaged: 13.0%; Students w/Disabilities: 12.6%; Homeless: 37.5%; Foster Youth: 38.5%			Reduce Chronic Absenteeism rate for all subgroups by 2%
Suspension rate	2019 Dashboard: Asian: 2.1%, Filipino 2.5%, Hispanic/Latinx 7%, PacIslander 10.8%, African Am/Black 16%, White 6.2%, MultiRace 5.2%, EL 4.8% , Students w/Disabilities	2021 suspension rates: Am Indian/Alaskan 0% Asian 0%, Filipino 0%, Hispanic/Latinx 0%, PacIslander 0%, African Am/Black 0%, White 0%, MultiRace 0%, EL 0% , Students			Reduce Suspension rate for all subgroups by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	10.3%, Socioeconomically Disadvantaged 7.8%; Homeless 18.4%, Foster Youth 16.7%	w/Disabilities 0%, Socioeconomically Disadvantaged 0%; Homeless 0%, Foster Youth 0%			
Teacher Retention	2021 Teacher Retention Rate: 94% 2021 Highly Qualified Teacher Rate: 100% 2021 Number of Teachers Misassigned: 0	2022 Teacher Retention Rate: 90% 2022 Highly Qualified Teacher Rate: 100% 2022 Number of Teachers Misassigned: 0			Maintain highly qualified teacher rate at 100% and 0 teachers misassigned
Professional Development (reported first in 2021-22 and moved to Goal 2)	PD Survey Baseline (administered once in May 2022): 46% of respondents rated District Wednesday Collaboration with a score of 3 or higher on a 5 point scale 65% of respondents rated whole-day Staff Development with a score of 4 or 5 on a 5 point scale; an additional 23% rated with a score of 3 (reported first in 2021-22 and moved to Goal 2)	In 2022, PD survey was administered once in May 2022, 46 responses. 46% of respondents rated District Wednesday Collaboration with a score of 3 or higher on a 5 point scale 65% of respondents rated whole-day Staff Development with a score of 4 or 5 on a 5 point scale; an additional 23% rated with a score of 3			PD survey conducted each semester; score 3.5 or higher on 5 point scale

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(reported first in 2021-22 and moved to Goal 2)			
CAST Achievement: Students meeting/exceeding standard on CA Science Test (new metric added in 2022)	Students meeting/exceeding standard on 2021 CAST: All students 28.72%; Am Indian/Alaskan: 18.61%; Asian: 60.12%, Filipino: 42.72%, Hispanic/Latinx: 16.48%, PacIslander: 19.09%, African Am/Black: 14.29%, White: 39.64%, MultiRace: 40.58% , English Learners 2.44% , Students w/Disabilities 7.81%, Socioeconomically Disadvantaged 16.88% , Homeless 12.67% (new metric added in 2022)	Students meeting/exceeding standard on 2021 CAST: All students 28.72%; Am Indian/Alaskan: 18.61%; Asian: 60.12%, Filipino: 42.72%, Hispanic/Latinx: 16.48%, PacIslander: 19.09%, African Am/Black: 14.29%, White: 39.64%, MultiRace: 40.58% , English Learners 2.44% , Students w/Disabilities 7.81%, Socioeconomically Disadvantaged 16.88% , Homeless 12.67% (new metric added in 2022)			80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Homeless) will meet or exceed standard met (Level 3).

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Continue to execute the SSFUSD CTE plan to provide all students with the necessary skills and content knowledge to thrive in the 21st-century workforce.	A. Review CTE three-year plan, analyze key metrics and revise as necessary to support all learners and maximize student access and opportunities. B. Continue to increase the number of high-quality CTE pathways students can access at all high school sites. C. Provide additional sections to support CTE pathway expansion: 0.6 SSFHS Construction Pathway (SWP), 0.2 Biotech Pathway (GNE) D. Provide funding to support the remodel of SSFHS old auto shop space to accommodate the Folklorico pathway E. Continue to collaborate with the community college system and increase the number of dual-enrolled CTE pathways students can access. F. Continue to increase and update UC a-g approved CTE offerings. G. Increase middle school elective offerings aligned to high school elective offerings (Project Lead the Way) H. Provide Project Lead the Way (PLTW) teacher certification training opportunities for interested middle school staff members. I. Establish a CTSO charter at both comprehensive pathways. J. Increase industry-recognized certifications that students can attain while engaging in CTE pathways. K. Explore and develop community partnerships for possible work-based internships.	$546,000.00	Yes
1.2	Continue K-12 NGSS Implementation and Curricula Adoption at all grade levels.	A. Provide funds to support middle school NGSS curricula adoption process (TIME process) including providing the MS Science TLT time to review, discuss and evaluate instructional materials. B. Provide funds to support external science providers and materials for middle school sites as SSFUSD transitions to adopted NGSS aligned curriculum (Mosa Mack). C. Provide funds to support high school pilot teacher NGSS curricula adoption process (TIME process) including providing the HS Science TLT time to review, discuss and evaluate instructional materials. D. Provide funding to support chemistry (3) and physics (2) teachers participating in the OpenSci Ed field test	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Provide support and training for staff that are part of the English Learner development program	A. Provide individual coaching to build understandings around the purpose and implementation of Designated and Integrated ELD Support from one of the district ELD TOSAs B. Assist elementary teachers to plan and deliver instruction to identified EL students using EL Support in Wonders C. Assist secondary ELA teachers to plan and deliver instruction to identified EL students using EL supports in Study Sync D. Review the EL Master Plan annually for any needed revisions or updates. E. Review and implement the EL Professional Learning Plans established with each site administrator. F. Work with each site to develop an ELD plan G. Establish a step by step process for the enrollment of potential EL students based on HLS information and review this process annually with office managers and high school enrollment staff. Use APTFL assessment for placement. H. Each ELD TOSA establishes a system with each of their school sites for sharing the Home Language Survey (HLS) for students new to CA public schools I. Develop virtual presentations to share with newly arrived families on the school system and key highlight of how to adapt to U.S. schools/SSFUSD J. Use of formula to supplement secondary staffing ratios (sections) to allow Designated ELD sections that separate ELs by proficiency levels and years in program (e.g. Newcomer and Long Term English Learners (Baden - 0.6, ECHS - 1.2, SSFHS - 3.6, ALMS - 1.4, Parkway - 3.6, WMS - 0.6) K. Plan a flooding model at elementary sites for the provision of Designated ELD by grade and language proficiency level to be in piloted in 2023 - 2024 L. Develop and implement Essential Practices for EL instruction. Provide framework to support and training for staff that are part of the English Learner development program	$1,175,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		M. Establish a step by step process for the enrollment of potential EL students in Native Spanish Speaker courses in high school to support pathways for biliteracy. Use of ACTFL assessment for placement.		
1.4	Increase college and career readiness for all students	A. Continue to implement National Student Clearinghouse Student Tracker for data on students' postsecondary outcomes B. Provide an allocation to College/Career Leadership team to meet, review and provide a recommendation for adoption of a College and career platform for the 23 - 24 school year. C. Review and select a college/career platform for implementation at all secondary schools D. Work in conjunction with California College Guidance Initiative (CCGI) to provide assistance to relay information to and from college institutions to assist students moving from K-12 to college to a career (Initial set up will occur in 22 - 23) E. SSFHS has been allocated 4 sections to assist students in meeting graduation requirements and a-g requirements F. ECHS has been allocated 3 sections to assist students in meeting graduation requirements and a-g requirement G. Provide SSFHS students a Pre - AP and/or tutoring support while students are enrolled in AP classes H. Provide ECHS Pre - AP and/or tutoring support while students are enrolled in AP classes I. Provide additional credit recovery opportunities for High school students such as UC Scout - (ECHS & SSFHS) J. Continue partnership with EOS; develop policies and practices that will increase access for students taking to AP classes and being successful K. Partner with Language Test International to provide Assessments of Performance toward Proficiency in Languages (AAPPL) and American Council on the Teaching of Foreign Languages (ACTFL) to assess students for placement in foreign language classes, Newcomer students and provide an opportunity for high school students to earn a Seal of Biliteracy	$370,277.00	Yes

Action #	Title	Description	Total Funds	Contributing
		L. Provide 1 section for BARR Coordinator at SSFHS to oversee and monitor BARR program M. Develop and implement a plan for high schools to meet the requirements of AB 540 (FAFSA/Dream Act completion for all seniors)		
1.5	Continue to offer a Virtual Independent Study program for students per AB 130	A. Continue to offer Virtual Independent Study (VIS) program for students as an alternative placement to in-person learning for those with health concerns B. Fund staffing to provide additional academic support and monitoring of VIS students C. Provide hotspots for VIS students for internet connectivity D. Purchase 100 Chromebooks to ensure that VIS students and all SSFUSD students have access to a tech device while attending SSFUSD schools E. Renew IXL licenses for K - 12 students to be able to personalize learning and target skill deficiencies based on assessments aligned to CCSS (ELA and math)	$593,000.00	No
1.6	Provide intervention support in literacy for elementary students	A. Conduct a pilot of phonics (SIPPS) instructional materials during Fall 2022 with reading specialist sand a sampling of Elementary K-3 teachers B. Provide a recommendation to Assistant Superintendent of Educational Services by December 2022 C. Assistant Superintendent of Educational Services will make a recommendation to SSFUSD board of trustees by March 2023 D. Create implementation plan for phonics program to begin in 23 - 24 E. Continue to administer the Literably assessments in grades K - 5 to measure students foundational skills (oral reading, phonics, phonological awareness)	$28,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CCEIS - (significant disproportionality) and Differentiated Assistance.	SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CCEIS - (significant disproportionality) and Differentiated Assistance.	$0.00	No
1.8	Design Systems and Structures to monitor the academic and language data for ELs on an quarterly basis	A. Develop an EL Shadowing form to use during classroom observations/walk throughs B. Annually review Summative ELPAC Testing to identify growth in language acquisition C. Examine the TELL (Test of English Learners) assessment to determine if SSFUSD can use the TELL assessment to screen, diagnose and monitor ELL progress D. Review EL data semi-annually to identify LTELs for placement in specially designed designated ELD and ELA courses at the secondary level. E. Assign a Parent Liaison (bilingual preferred) to complete educational intake survey with newly arrived students in grades 1-12) F. ELLevation EL Data system renewal contract to monitor EL progress	$52,563.00	Yes
1.9	Human Resources will introduce the Talent Management System (Frontline) and create the implementation plan	A. Create an implementation plan for the Talent management system B. Provide training for all supervisors on the different components of the talent management system	$39,989.00	No
1.10	Implement Dynamic Indicators of Basic Early Literacy Skills	A. Work with reading specialists to develop district wide evidence based tiers of intervention and screening	$171,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(DIBELS) dyslexia screener in grades K-2 at all elementary sites to assess early acquistion of literacy skills and provide intervention support for students if needed.	B. Implement 3 year phased Literacy Plan to improve Tier 1 literacy instruction through structured literacy blocks in K5 C. Hire a 1.0 FTE Literacy Coordinator to plan, lead and implement 3 year phased literacy plan D. Purchase M-Class (online assessment) for DIBELS and train K - 5 staff on how to use the assessment and evaluate results.		
1.11	Develop a balanced assessment system aligned to district scope and sequence in ELA & Math	A. Develop instructional calendar with district assessment expectations B. Implement assessments and data reporting in Illuminate data management system	$0.00	No
1.12	Design systems, policies, practices, and procedures that promote inclusion and diversity and provide opportunities and access for all students	A. SSFUSD will implement the new Middle School bell schedule in 2023 - 24, and will support the implementation of rigorous and relevant elective and CTE courses that align with high school CTE pathways and focus on career exploration while significantly increasing opportunities and access for students B. Provide an allocation to pay approved teachers up to 10 hours to create a course of study for an elective and/or CTE course at the middle school level to start in 2023 - 2024 C. Develop and implement a math course placement policy and procedures that align with the California Mathematics Placement Act in order to increase access and opportunities for all students D. Redesign STEM Prerequisites in order to increase access and opportunities for all students E. Provide training for administrators and counselors on master scheduling tools and processes for developing a balanced, student-centered master schedule. F. Redesign and reconvene the Curriculum Council process and meet up to four times per year	$27,500.00	No

Action #	Title	Description	Total Funds	Contributing
		G. Redesign the course proposal process and design a process where all courses of study will be shared and approved by SSFUSD Board of Trustees and submitted to UC for a-g approval (High School Only) H. Provide an an allocation to pay approved teachers up to 10 hours to create a course of study to be submitted for approval I. Implement redesigned elementary report cards and train teachers in using them so they clearly and accurately report academic progress of students J. Create an Elementary report card survey that will be sent to all elementary parents/guardians, staff and administrators to obtain input from educational partners on the revised elementary report card K. Study the potential impact and opportunities of newly adopted 3rd year math requirement and ethnic studies requirement for graduation and make a recommendation on whether to change graduation requirements L. Provide a 2,500 stipend for Middle School teachers with multi-subject credentials who successfully complete the coursework and attain a single subject math or science credential		
1.13	Create a safe, healthy and inclusive learning environment for all students	A. Continue to fund 1 Academic Counselor at SSFHS (SSFHS already has a Wellness Counselor and SSFUSD wants ECHS & SSFHS to have 3 Academic Counselors and 1 Wellness Counselor) B. Hire 6 Wellness Counselors to support our EL, Foster Youth and socioeconomically disadvantaged students at all grade spans C. Adopt and implement an universal screener for student social emotional health D. Continue to partner with Daybreak to provide online counseling and support to help with anxiety, motivation, academics, concentration, depression, and more—for youth ages 11-19	$897,000.00	Yes
1.14	Provide support for educators to	A. Provide funding to support elementary teacher professional learning and teacher support NGSS and adopted curriculum implementation	$114,500.00	No

Action #	Title	Description	Total Funds	Contributing
	participate in Teacher Leadership Team (TLT) meetings (PLC's) where groups of educators work collaboratively in reoccurring cycles of inquiry and improvement (Performance Management)	B. Fund Elementary science TLT meetings (1 team X 20 people X 15 hrs) to provide input/feedback on NGSS adopted materials and NGSS implementation C. Fund Middle School science TLT meetings (1 team X 6 people X 15 hrs) to provide input/feedback on NGSS adopted materials and NGSS implementation D. Fund High School science TLT meetings (1 team X 6 people X 15 hrs) to provide input/feedback on NGSS adopted materials and NGSS implementation E. Fund Elementary ELA/ELD TLT meetings (1 team X 6 people X 15 hrs) to support Elementary ELA TLT to discuss and refine K - 5 ELA Scope and sequence & provide input/feedback on end of unit assessments F. Fund Middle School ELA/ELD TLT meetings (1 team X 6 people X 15 hrs) to support Middle School ELA TLT to discuss and refine 6- 8 ELA Scope and sequence & provide input/feedback on end of unit assessments G. Fund High School ELA/ELD TLT meetings (1 team X 6 people X 15 hrs) to support High school ELA TLT to discuss and refine 9-12 ELA Scope and sequence & provide input/feedback on end of unit assessments H. Fund Elementary Math TLT meetings (1 team X 6 people X 15 hrs) to support Elementary math TLT to discuss and refine K - 5 math Scope and sequence & provide input/feedback on end of unit assessments I. Fund Middle School math TLT meetings (1 team X 6 people X 15 hrs) to support Middle School math TLT to discuss and refine 6- 8 math Scope and sequence & provide input/feedback on end of unit assessments J. Fund High School math TLT meetings (1 team X 6 people X 15 hrs) to support High school math TLT to discuss and refine 9-12 Scope and sequence & provide input/feedback on end of unit assessments K. Fund Technology TLT meetings (1 team X 15 people X 5 hrs) to support Tech TLT to discuss and tech K-12 Scope and sequence & provide input/feedback on other related topics such IPAD apps process and how to infuse technology into our instructional practices		

Action #	Title	Description	Total Funds	Contributing
		L. Provide an allocation for summer 2022 work for the Technology TLT to review the IPAD apps process and how to infuse technology into our instructional practices M. Middle School Social Science TLT meetings (1 team X 6 people X 15 hrs) to support development of social science scope and sequence for grades 6-8 N. Fund High School Social Science TLT meetings (1 team X 6 people X 15 hrs) to support development of social science scope and sequence for 9-12 including integration of ethnic studies as a graduation requirement		
1.15	Continue to reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating	A. Provide funds to support the 45 certificated staff that participated in Grading for Equity Professional learning during the 21 - 22 school year. Provide support for 45 secondary staff to implement 1 - 2 equitable grading practices in a specific section/class for at least one semester B. Fund a secondary cohort up to 25 certificated secondary staff to participate in Grading for Equity professional learning C. Provide an allocation to train and support the implementation and the revision process of a revised elementary report card D. Provide Equal Opportunity Schools (EOS) Equity Team Member stipends	$70,000.00	Yes
1.16	Fund additional staff to lead, train and monitor curriculum, instruction and assessment work	A. Maintain full-time CTE Coordinator to execute oversee the execution of CTE plan and manage all CTE funding sources B. Maintain an Elementary Science TOSA to lead the NGSS curricula implementation C. Maintain a Middle School Science TOSA to lead the NGSS implementation and curricula adoption D. Maintain a 0.6 High School Science and Biotechnology TOSA to lead curricula adoption process, NGSS implementation, and Biotech pathway support	$3,809,207.00	Yes

Action #	Title	Description	Total Funds	Contributing
		E. Maintain a K- 5 math TOSA to assist in the implementation, monitoring and supporting K - 5 teachers in using the K -5 math Scope and Sequence F. Maintain 6-12 math TOSA to assist in the implementation, monitoring and supporting 6 -12 teachers in using the 6 - 12 math Scope and Sequence & provide input/feedback on end of unit assessments G. Maintain 1 districtwide English Learner Curriculum and Instruction Specialist, K-12 to support the curriculum and programs needed to support our EL population districtwide H. Maintain 6 districtwide ELD TOSA's positions to support each of our 15 school sites I. Continue to fund 1 reading specialist to provide Tier II intervention support at elementary sites J. Fund 2 additional RTI Specialists at the 4 elementary Title I schools to be split to provide additional reading intervention support - LC, Martin, Spruce, SSG K. Fund PreK - 3 coach to support the Big Lift program L. Maintain 1 Technology TOSA to lead and implement Digital Citizenship, tech curriculum, and assessments and develop a process for Educational Technology application review and adoption M. Maintain 2 ELA TOSA's (K - 5 & 6- 12) to assist in the implementation, monitoring and supporting K - 12 teachers in using the K - 12 ELA Scope and Sequence N. Fund 1 Special Education TOSA to lead and implement curricular implementation (Spire, Unique & ELA & math scope and sequence implementation), provide coaching on IEP's O. Hire 1.0 FTE Social Science 9-12 TOSA to facilitate development and implementation of district scope and sequence P. Hire 0.2 FTE Social Science 9-12 (Ethnic Studies) TOSA to lead TLT in developing Ethnic Studies course of study and alignment with high school courses and graduation requirement Q. Maintain 1 SEL TOSA to assist in implementation of SEL curriculum (PAX, Newsela, Zones of Regulation)		

Action #	Title	Description	Total Funds	Contributing
1.17	Provide students access to standards aligned instructional materials and highly qualified trained staff	A. Provide students with access to standards aligned instructional materials B. Continue to recruit and retain highly qualified staff C. Continue to provide annual stipend for SPED teachers ($2,000/Teacher) and explore options to provide hiring bonuses for other hard to fill teaching positions (math, science etc). D. Continue to attend job fairs in order to recruit the most qualified and diverse staff E. Provide up to $3,000 for the completion of Tier II Administrative Services credential for holders of preliminary administrative services credential. Administrators must stay and serve in an administrative role in SSFUSD for at least 3 years after reimbursement. F. Continue to fund new teacher induction program which assists new teachers clear their preliminary credential and assists transitioning new certificated staff to SSFUSD G. Review and revise process for Instructional Materials review and adoption (primary and supplemental)	$49,142,880.00	No
1.18	Ensure that are facilities are well maintained and safe. Ensure that all staff and students know how to respond in case of an emergency	A. Complete all FIT (Facility Inspection Tool Reports) for all school sites to ensure all facilities are safe and well maintained B. Evaluate and check all safety equipment (phones, intercom system) annually C. Conduct all required safety drills (earthquake, duck and cover, intruder) as required by law	$0.00	No
1.19	Develop systems and processes for consistent data policies and practices to ensure data	A. Continue to monitor and support implementation of Online Registration for new and continuing students B. Monitor access and evaluate the effectiveness of credit recovery options available to students C. Provide training via Infinite campus (SIS) in order to send out notification letters to students that are absent	$55,150.00	No

Action #	Title	Description	Total Funds	Contributing
	integrity across the district	D. Monitor attendance procedures to ensure notification is occurring at all school sites E. Continue to fund a data consultant to assist in Online Registration process and develop notifications mapping and put in place data quality control mechanisms and create html and SQL programming as needed F. Partner with DataZone which is a data warehouse and has analytic tools to assist district in integrating multiple data sources and data sets, improving the speed and efficiency of accessing data from a variety of source systems like the student information system, state testing files, and community-based organizations and county agencies G. Partner with Qualtrics and purchase a district wide license in order to analyze all survey data in order to uncover insights that can impact student outcomes H. Create a data dashboard (Qualtrics) in order to analyze and to measure the impact of counseling programs I. Identify/develop 2 districtwide assessments per grade level aligned to scope and sequence; conduct training for teachers to administer assessments through Illuminate; conduct training for teachers and administrators to access analyze assessment data		
1.20	Provide students access to a broad course of study that 's rigorous and prepares them for college and career opportunities	A. Provide up to 6 additional sections at SSFHS in order to offer students the opportunities to CTE, electives and AP classes B. Provide up to 6 additional sections at SSFHS in order to offer students the opportunities to CTE, electives and AP classes C. Provide up to 5 additional sections at ALMS in order to support the middle school block schedule D. Provide up to 5 additional sections at Parkway in order to support the middle school block schedule E. Provide up to 5 additional sections at WMS in order to support the middle school block schedule F. Provide opportunities for up to 68 high school students to attend the Skyline Middle College Program to provide a chance to get a head start on their college degree while earning high school diploma G. Provide a stipend for the AVID site Coordinator at ECHS & SSFHS	$1,879,220.00	Yes

Action #	Title	Description	Total Funds	Contributing
		H. Support AVID at both high schools by paying Annual Membership Fees I. Continue to increase the amount of industry-recognized certifications students can receive J. Explore and develop community partnerships for possible work based internships		
1.21	Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning	A. Continue to partner with Youth Services Bureau (YSB) to provide additional counseling at elementary sites B. Mental Health trainees will be placed at the following elementary and middle school sites (Spruce 5 days/wk)(SG 3 days/wk)(LC 2 days/wk)(ALMS 1 day/wk)(WMS 1 day wk)(Parkway 1 day/wk) (The SSFPD pays for 1 counseling day each at SG and LC) C. Maintain Middle School Safety advocates placed at middle schools (ALMS, Parkway & WMS) to provide emotional and behavioral counseling, psycho-social groups, and intervention services focused on crises and violence prevention on campuses D. Maintain school based counseling programs with Youth Service Bureau (YSB) in order to place clinicians at the following elementary sites (Buri - 2 days) (Skyline - 2 days)(Ponderosa- 2 days)(JS-2 days)(Monte Verde - 2 days)(Martin-2 day) E. Maintain High School Advocates will coordinate school safety activities which include direct services, prevention services, crisis assessment and crisis intervention and response (Baden 2 days-17 hrs/wk and ECHS/SSFHS-4 days- 33 hrs/wk) F. Continue to partner with Paper Company to provide online tutoring for students in grades 6 - 12 G. Maintain allocation to increase hours of Bilingual Aides @ Title I sites - LC, Martin, Spruce, SSG & Parkway H. Maintain allocation to increase hours of Bilingual Aides @ non title I sites I. Continue to fund Newcomer aides at Parkway & SSFHS	$1,476,022.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.22	Continue to implement restorative practices at all schools and in classrooms	A. Partner with Youth Service Bureau to provide direct services (curriculum and mental health counseling one day per week for the ATS program) B. Fund an Alternative to Suspension certificated staff member to oversee, implement and monitor the ATS program C. Purchase PAX replacement items (instructional materials) for 9 elementary sites D. Provide PAX training via online to be able to implement the PAX social learning principles and Good Behavior game	$163,100.00	Yes
1.23	Provide funds to support the basic needs (school supplies, transportation, clothing etc) of our foster youth & homeless students	Provide funds to support the basic needs (school supplies, transportation, clothing etc) of our foster youth & homeless students	$25,000.00	Yes
1.24	Provide additional allocation via LCFF Supplemental allocation to school sites to support our students in order to meet their academic, behavioral and socio-economic needs	Provide additional allocation via LCFF Supplemental allocation to school sites to support our students in order to meet their academic, behavioral and socio-economic needs	$584,155.00	Yes
1.25	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio-economic needs	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	academic, behavioral and socio-economic needs			
1.26	Continue to provide students additional learning opportunities and instructional learning time in order to provide intervention support, enrichment and/or to meet other student learning needs	A. Summer School - Big Lift (K - 3): focus on reading/writing skills B. Summer School - STEAM (4 -8): enrichment C. Summer School - High School - Credit recovery & enrichment (9 - 12): make up graduation requirements; meet a - g reqs D. Summer School - Elevate math program - (3- 8, 9): math intervention E. Summer School - Extended School Year for students with disabilities (TK - Adult) F. Summer School - Elevate Computer Science Institute (7,8): computer science enrichment	$1,250,000.00	Yes
1.27				
1.28				
1.29				
1.30				

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.

SSFUSD continues to execute the CTE plan to provide all students with the necessary skills and content knowledge to thrive in the 21st-century workforce. The 3-year CTE plan was reviewed and updated. High school high-quality CTE pathway offerings were reduced from 11 to 8 due to a lack of available qualified teachers. 1 new dual enrollment offering was added but the district lost 1 offering (Auto, due to staffing) and now offers the following dual-enrolled pathways: Culinary Arts, Biotech, and Photography. Culinary 1 at SSFHS and Biotech 5-6 were submitted for UC/CSU a-g approval this year; all CTE courses are now UC-approved.

SSFUSD continues to work on K-12 NGSS implementation and curricula adoption processes. After a review and pilot process, the elementary science teacher leadership team is recommending the adoption of Twig Science. Middle school science teachers piloted the SCALE curriculum during the first semester and are prescreening various curricula second semester to pilot during the 2022-2023 school year. The majority of biology teachers piloted two different curricula this year. About half of the chemistry and physics teachers are field-testing OpenSci Ed. A recommendation for adoption will not be made this year. Genentech provides funding to support Science for Scientists, Gizmos, and Mosa Mack.

The ELD program has provided support and training to staff in the following ways: on district staff development days - Nov 1 and Feb 1 - conducted informational sessions on: Wonders, AVT, other Newcomer supports; C & I specialists have created presentations on Wonders and Study Sync implementation. EL TOSAs have developed and use an EL shadowing form and have worked with counselors to ensure appropriate placement in EL Lab classes. EL TOSAs have supported site staff to launch the intake form in both semesters. ELD TOSAs also met with each leadership team to discuss the EL Professional development plan in March and April 2022. Based on feedback from stakeholders and reflections on the year, proposed revisions to EL master plan will be shared in August 2022. A Community Liaison at the DO supports our EL families and Migrant Ed students and we have been revising our enrollment processes for English Learners such as including the Home Language Survey as part of the Online Registration process and developing a plan to centralize enrollments through a District EL Enrollment Center. EL Performance management presentation prepared for Board in February modeled the monitoring and reporting of EL data with the expectation that by October 2022, school sites will prepare similar performance management presentations for SSCs and ELAC. Designated ELD Sections - (Baden - 0.4 ECHS - 0.4, SSFHS - 1.6, ALMS - 0.6, Parkway - 1.8, WMS - 0.2) have been allocated to sites and a flooding plan is in development to be piloted in 2022 - 23.

As part of SSFUSD's work to increase college and career readiness for all students, we are strengthening our practices for using data to inform our counseling program. National Student Clearinghouse Student Tracker data for most recent 3 cohorts shared with high school teams to inform counseling program practices. SSFUSD has signed on to a County-wide initiative to implement California College Guidance Initiative (CCGI) for 2022-23. Responsible Use Policy (RUP) and digital citizenship curriculum introduced to all schools. Full implementation will continue to be a goal for 2022-23 school year. We were not able to review and adopt a college/career planning tool other than SSFHS which has piloted SCOIR for college applications; this will be a focus for 2022-23.

Provide intervention support in literacy for elementary students. Reading Specialists and other elementary staff piloted both Sadlier and Fundations during the fall semester. Reading Specialists were not able to make a recommendation to EDS for possible adoption for the 22 - 23 school year. The pilot committee will pilot one more curriculum (SIPPS) in Fall 2022 and then make a recommendation to Ed. Services from the 3 piloted programs. In Fall of 2021 Reading Specialists trained all K-5 teachers to administer the DIBELS assessment as a dyslexia screened. Students in K-3 were assessed 3 times this year. Students in 4th and 5th were assessed based on RTI/teacher recommendations. Reading specialists were not able to collaborate with counseling team to develop a uniform MTSS model. This will be a goal for 2022-23 as implement DIBELS M-Class and structured literacy blocks.

We did not implement the DHH program, nor any high school programs this year. We did implement 3/7 (43%) initiatives for programs to implement, 2/7 (29%) fully hired
Program 1) DHH Program at elementary level - not yet
Programs 2-3) Autism program at middle & high school levels - Middle Fall 2022, High school not yet
Programs 4-5) M/S programs at middle & high school levels for medically fragile SDC - Middle Fall 2022, High school not yet
Program 6) Have m/s for cognitive impairments at all levels - have at all but High school, high school not yet
Program 7) Hire district therapists to provide ERMHS and to staff Tx Classrooms - 2 vacant FTEs

Instructional and assessment calendar distributed at beginning of school year included dates for district and state assessments and grading periods to ensure consistent deadlines for assessment and grades data. District end of unit assessments aligned to scope and sequence developed in Illuminate and implemented as a pilot for ELA and Math. All Literably data for each assessment window is also uploaded into Illuminate for data analysis.

Reform K-12 Grading Policies and Practices: Raised awareness of inequities in grading practices through book study with the Educational Services team and teacher teams. Two secondary teams, an ELA and a math team, finished two cycles of inquiry. The cycles consisted of identifying a problem of practice (lack of consistency with grading practices/high D and F rates), researching, identifying, and implementing equitable grading practices, clearly defining the intended impact, collecting and analyzing data, and reflecting on the implementation of practices and the impact on student success. Moreover, thirty-five secondary completed a Grading for Equity asynchronous online course to learn about the inequities in traditional grading practices and explore research-based best grading practices that ensure grades support student learning and promote a growth mindset. The teachers also identified, implemented, and measured the impact of equitable grading practices. Lastly, the Elementary Report Card Committee finalized the revisions to the elementary report card and is providing a recommendation to the Board to update board policy.

Fund additional staff to lead, train and monitor curriculum, instruction and assessment work: The district maintained a 1.0 CTE coordinator to oversee the execution of CTE plan and manage all CTE funding sources. A 1.0 K-8 ELA TOSA was hired to assist in the creation, and implementation of the K-5 ELA scope and sequence. The elementary ELA TOSA led the Elementary ELA TLT to finalize the elementary ELA scope and sequence. The TOSA is also finalizing a comprehensive implementation plan focused on the Collaboration Inquiry Cycle. The district maintained a 1.0 K-5 math TOSA to assist in the creation, and implementation of the K-5 math scope and Sequence. Significant progress was made on the creation of the elementary math scope and sequence, but due to a lack of educators willing to participate on the teacher leadership teams. The scope and sequence, and all its components, need to go through a revision process. The district maintained

a 1.0 6-8 math TOSA to assist in the creation, and implementation of the 6-12 math scope and sequence. The secondary math TOSA led both the middle school and high school teacher leadership teams to finalize the secondary scope and sequence. The secondary math TOSA is now finalizing the 2022-2023 implementation plan. The district maintained a 1.0 Elementary Science TOSA who is leading NGSS implementation and curricular adoption. The elementary science teacher leadership team is providing a board recommendation to adopt Twig Science and is currently working on a three-year implementation plan. The district maintained a 1.0 Science and Biotechnology TOSA to lead the NGSS implementation and curricula adoption and directly support the biotech pathway. Middle school science teachers piloted the SCALE curriculum during the first semester and are prescreening various curricula second semester to pilot during the first semester of 2022/2023. The majority of biology teachers are piloting two different curricula this year. About half of the chemistry and physics teachers are field-testing OpenSci Ed. A 1.0 FTE Curriculum and Instruction specialist was hired in October 2021. The C&I Specialist worked with EL TOSAs to develop PD and resources for K12 instruction and supported district staff development days. The 6 EL TOSAs/Coaches provided ongoing instructional, coaching, and assessment support and developed an instructional framework "Essential Practices for EL Instruction" to guide their PD and coaching. 9 Reading Specialists were hired - 1 for each elementary school, and an additional 2 were hired to split between the Title 1 sites --LC/SSG and Martin/Spruce . 2 EdTech TOSAs were hired and have led RUP and digital citizenship curriculum development and rollout at schools. They have also presented at staff meetings and district collaboration on integrating tech strategies and held 16 individual coaching sessions with teachers. 1 ELA TOSA was hired to lead the HS Scope and Sequence implementation work. Due to limited applicant pool, the district was unable to hire a Middle School Science TOSA and hired only 1 SpEd TOSA.

Systems and processes for consistent data policies and practices were focused on building the capacity of staff to use District programs. Online Registration for all new students and online Annual Enrollment Update for all continuing students was implemented in Spring 2022 with ongoing training for staff. Quarterly data governance meetings were held to provide guidance and implement consistent data practices among site and district staff responsible for data entry and maintenance. Staff training on attendance and community notifications through SchoolMessenger was offered in Fall 2021. Training sessions were not held for staff on entering, monitoring, and querying attendance data in Infinite Campus and will be offered in 2022-23.

While the district's plan was to hire 7 Wellness Counselors, not all positions were filled in 2021-22 due to limited applicant pool. 1 Wellness Counselor and 1 Academic Counselor were hired for 2022-23 so that there is 1 Wellness Counselor and 3 Academic Counselors each at SSFHS and ECHS. Additional counseling and mental health supports are provided through partnership agreement with Youth Services Bureau (YSB) for direct counseling support from clinicians and interns at secondary and elementary sites, but due to limited staffing, not all positions were filled. Mental health/counseling support from YSB service providers was included in Alternative to Suspension programs but not implemented in 2021-22. PAX positive behavior system implemented and supported by SEL TOSA at 6 elementary schools.

Provide elementary sites funds to support Academic Centers model - (individual and small group tutoring) will not be allocated for 22 - 23 due to the substantial amount of carryover funds from the 21 - 22 school year.

SSFUSD has committed significant resources to supporting students with additional learning opportunities and instructional learning time in order to provide intervention support, enrichment and/or to meet other student learning needs. In Summer 2021, 336 students participated in Big Lift 2021 summer program, 198 students participated in STEAM 2021 summer program, 201 students participated in HS 2021 credit recovery program and 36 students participated in HS 2021 enrichment program, 263 students participated in Elevate math summer 2021

program, and 156 students participated in the ESY 2021 program. These programs are planned for Summer 2022 as well with the addition of a pilot Elevate Computer Science Institute course; however, the size of these programs will depend on staffing.

Virtual Independent Study: Virtual Independent Study program was not initially included in the LCAP 2021 as the AB 130 requirement to offer it was announced after the LCAP was adopted. SSFUSD served 221 students in Virtual Independent Study during the 2021-22 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For the following sub actions there was a substantial difference between the budgeted and estimated actual expenditures. We provided a brief explanation for the following sub actions under goal 1:
1.2 - Due to the pandemic and the difficulty piloting NGSS curricula in a virtual manner, SSFUSD decided not to formally adopt NGSS curricula for any grade span in 21 - 22. TWIG was adopted in May 2022 and we be implemented starting in the 22 - 23 school year. Our middle school and high school teams will be piloting curricula in 22 - 23 with recommendations for adoption in 23 - 24 or 24-25.
1.4 - Our staff started researching possible College and career platforms and we invited some staff to see the CCGI presentation. In addition, we had to move most of our RUP meetings and trainings to after school hours instead of during district collaboration which resulted in an increase of funds spent in order to implement the Tech Scope and Sequence K - 12.
1.6 - Reading Specialists were unable to come to an agreement on a phonics program for SSFUSD, so the pilot was postponed until the fall 2022 semester. SSFUSD will pilot one more Phonics program and then make a recommendation for adoption to the Educational Services department and the SSFUSD Board of trustees in the spring of 2023.
1.12 - Due to staff exhaustion due to the lack of substitutes, many of our scheduled TLT meetings after school never occurred. Scope and sequence work and the creation of assessments in 21 - 22 were done mostly by TOSA's with some review of TLT's.
1.13 - SSFUSD was only able to hire 1 Wellness Counselor out of the six that we planned to hire for the 21 - 22 school year. SSFUSD did hire the 1 academic counselor for SSFHS as planned.
1.19 - SSFUSD did provide additional trainings for classified and certificated staff regarding Online registration for the successful launch for the 21 - 22 school year. In addition, SSFUSD provided additional trainings for staff on Infinite campus (Student Information System) on a monthly basis for registrars and staff that are in charge of data input and integrity at the school sites.
1.24 - The district and school sites were unable to spend much of their at promise LCFF allocations due to the inability to find staff willing to work after school with our students due to exhaustion. In addition, state and federal funds were used to make purchases and pay staff as outlined in the grant plans (ESSER, Educator effectiveness, Expanded Learning Opportunities Grant).

SSFUSD's Virtual Independent Study program, offered in response to AB 130, was not included in the LCAP 2021 as the requirement to offer it was announced after the LCAP was adopted. Funds to support Virtual Independent Study including online curriculum and staffing were drawn from ESSER I and II and will be added to the LCAP actions and services for 2022-23.

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

SSFUSD continues to execute the District's CTE plan to provide all students with the necessary skills and content knowledge to thrive in the 21st-century workforce. Overall, the actions continue to be executed and SSFUSD CTE pathways continue to strengthen. As mentioned above, due to CTE teacher retirement, and CTE teachers leaving the district, both comprehensive high schools lost high-quality CTE pathway offerings.

The elementary science TLT was able to screen various elementary science curricula, pilot two curricula, and recommended the adoption of Twig Science. Both middle school and high school science teachers piloted curricula throughout the year but did not reach a consensus on identifying a curriculum to recommend for adoption.

Once fully staffed, the EL TOSA team and C&I specialist provided PD at district staff development days as well as site specific training and resources in EL instruction. The EL TOSAs/Coaches provided ongoing instructional, coaching, and assessment support. Additionally, the EL team developed an instructional framework "Essential Practices for EL Instruction" to guide their PD and coaching. PD for the Essential Practices will be held in Fall 2022. We successfully partnered with site administrators to develop professional learning plans developing capacity using district adopted curriculum and language acquisition strategies. Actions related to data collection during enrollment, including Home Language Survey, were revised as we shift to the online enrollment process. We have just hired a new district community liaison and plan to improve the enrollment support for EL and migrant families. We are still working out the specific details of an EL Flooding plan we can pilot in 22 - 23. Lastly, action K successfully allowed us to provide designated ELD instruction at all of our secondary schools. EL TOSA successfully developed and used the EL shadowing form and supported site staff to launch the intake form in both semesters. Ed. Services successfully used available data systems (IC, ELLevation, DataQuest) to prepare an EL Performance management presentation for the Board on 2.10.22. Ed. Service will be supporting site administrators to prepare performance management presentations for SSCs and ELACs by October 2022. Lastly, EL TOSAs regularly collaborated with counselors to review EL placement in EL Labs.

In Fall of 2021 Reading Specialists successfully trained all K-5 teachers to administer the DIBELS assessment as a dyslexia screener. Students in K-3 were assessed 3 times this year. Students in 4th and 5th were assessed based on RTI/teacher recommendations. In Fall 2022 we will implement DIBELS M-Class which will allow for data to be more readily available for site RTI teams to use. Due to staffing constraints across the district reading specialists were not able to collaborate with the district counseling team to develop a uniform MTSS model. We hope to resume this goal in 2022-23 especially since we will have reading data more readily available. Reading specialists to support all 9 elementary sites and have additional support at Title schools. This allowed reading specialists to support reading intervention services as well as support professional development in the area of reading assessments such as DIBELS and Literably. Although Reading Specialists and other elementary staff piloted both Sadlier and Fundations during the fall semester, they were not able to make a recommendation to EDS for possible adoption for the 22 - 23 school year. The pilot committee will pilot one more curriculum; Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) in Fall 2022. The pilot committee will then make a recommendation to Ed. Services from the 3 piloted programs.

Grading for Equity work within the Educational Services team and teacher cohort, as well as with the Elementary Report Card committee, has raised the awareness and level of discussion about the purpose of grades and equitable grading practices. Close to 100 elementary and secondary teachers participated in an aspect of the awareness phase of the district's equitable grading initiative, which focused on building

an understanding of the inequities in traditional grading practices and exploring research-based best grading practices that ensure grades support student learning and promote a growth mindset. Some teachers are experimenting with different grading practices.

Alternative to Suspension programs including Restorative Circles and a revisioned Saturday School were implemented in 2021-22 at most secondary schools.

We were able to serve 336 K-3 grade students in the Big Lift 2021 summer program. We served 198 4th-8th grade students in The STEAM 2021 summer program. We served 201 high school students in the HS 2021 credit recovery program as well as 36 in the HS 2021 enrichment program. Additionally we served 263 rising 3rd-9th grade students in the Elevate math summer 2021 program and 156 students in the ESY 2021 program. We are planning to continue the same level of extended learning programs in summer 2022.

Virtual Independent Study: Served as many as 221 students this year. Course completion rates from Fall semester showed that many students struggled with independent, online learning. For Spring semester, SSFUSD hired staff as Academic Coaches to provide weekly synchronous academic/social emotional support and Site Monitors to monitor attendance and hold reengagement meetings; these efforts resulted in improved communication with parents/guardians and improved course completion rates.

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.

Based on analysis of the district's goals, actions, and progress during the 2021-22 school year and to align with district priorities for the 2022-23, the following changes to Goal 1 metrics have been made: To align LCAP metrics with district priorities and actions for CTE pathway development, dual enrollment opportunities, and industry certifications, CTE metrics have been revised for 2022. Achievement data on CAST has been added. District literacy assessment data has been revised due to the timing of when data is available and will be reported by student group.

SSFUSD continues to focus on ways to support students' college and career readiness. Programs to support college/career search and applications will be a focus for 2022-23, carried over from the previous year. SSFUSD has signed on to a County-wide initiative to implement California College Guidance Initiative (CCGI) for 2022-23, and training of site teams will take place in Summer/Fall 2022. We will also conduct a review of college/career search tools to pilot and make a recommendation for adoption. Funds have also been allocated to support students in meeting a-g requirements through pre-AP and credit/grade recovery opportunities.

Mid-year changes to our support structures for Virtual Independent Study improved academic progress for students. Building from that experience, we plan to redesign Virtual Independent Study program with more direct and synchronous instruction to provide more academic and social emotional support, and monitoring of student engagement and academic progress. SSFUSD is also allocating funds to continue to support student and staff needs for devices and software in implementation of our 1:1 program and Virtual Independent Study.

To support District literacy programs in our elementary schools, SSFUSD will transition to DIBELS M-Class which will allow for data to be more readily available for site RTI teams to use. Additionally, we will hire a 1.0 FTE Literacy Coordinator to oversee the 3- year phased implementation of structured literacy blocks in all K5 schools. The Literacy Coordinator will support and coordinate the professional learning of the reading specialist to develop their capacity as literacy leaders. The phonics pilot committee will pilot one more curriculum (SIPPS) in Fall 2022 and then make a recommendation to Ed. Services from the 3 piloted programs.

EL TOSAs will launch the Pearson TELLs assessment as a screener, diagnostic, placement, and progress monitoring tool. Will be used to assess Designated-ELD K-12 and confirm program placement for ELs. TELLs data will feed into ELLevation, Illuminate and IC.

Grading for Equity: Moving from awareness phase to implementation phase with the initial cohort. With the next awareness cohort, more focus will be placed on the implementation of equitable practices and the study of its impact on student success.

Due to staffing and budget constraints, we are decreasing TOSA positions in Math (1.0 FTE), Technology (1.0 FTE), Special Education (1.0 FTE). The addition of Social Sciences 9-12 TOSA (1.0 FTE) and Social Sciences - Ethnic Studies TOSA (0.2 FTE) funded by Educator Effectiveness grant will support development of a scope and sequence in high school Social Sciences courses and implementation of ethnic studies as a graduation requirement. TOSA positions in science will support ongoing adoption of instructional materials and implementation of NGSS in science courses at elementary, middle and high. Scope and sequence implementation, along with district assessments in Illuminate and professional learning communities engaging in collaborative cycles of inquiry, will be a focus for 2022-23 and is reflected in the revised actions, services, and anticipated expenditures for the year.

SSFUSD is continuing to build capacity for data collection and analysis to inform program decisions. In addition to continuing to explore ways to use the National Student Clearinghouse Student Tracker data, we are partnering with California College Guidance Initiative (CCGI) and will return our planned action of reviewing and adopting a college/career search tool to support our college and career readiness programs. The District has also signed on to DataZone, a regional data collaborative, and Qualtrics beginning with the 2022-23 school year in addition to our continued rollout of Illuminate DnA and eduClimber.

Items related to Special Education program and students with IEPs have been moved to Goal 4: Special Education. Please refer to the metrics, desired outcomes, and planned actions in that goal section.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	LCAP Goal - Professional Development - Identified classified staff, certificated and administrative staff will participate in professional development to strengthen capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

An explanation of why the LEA has developed this goal.

Stakeholder input included the recommendation that the professional development of instructional staff needs to include ongoing self reflections, collaboration with peers to enhance knowledge and implementation of teaching and learning practices to positively impact student achievement and learning outcomes. A process which is understood to include the ongoing assessment and gathering evidence of what students actually know, understand, and can do. This includes walk through observations and ongoing feedback to staff as part of a balanced assessment system that includes other formative/summative assessment tools (State Priority 4: Student Achievement).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development survey responses	PD Survey Baseline (administered once in May 2022): 46% of respondents rated District Wednesday Collaboration with a score of 3 or higher on a 5 point scale 65% of respondents rated whole-day Staff Development with a score of 4 or 5 on a 5	In 2022, PD survey was administered once in May, 46 responses. 46% of respondents rated District Wednesday Collaboration with a score of 3 or higher on a 5 point scale 65% of respondents rated whole-day Staff Development with a			PD survey conducted each semester; score 3.5 or higher on 5 point scale

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	point scale; an additional 23% rated with a score of 3 (reported first in 2021-22 and moved from Goal 1)	score of 4 or 5 on a 5 point scale; an additional 23% rated with a score of 3 (reported first in 2021-22 and moved from Goal 1)			
Suspension rates	2019 Dashboard: Asian: 2.1%, Filipino 2.5%, Hispanic/Latinx 7%, PacIslander 10.8%, African Am/Black 16%, White 6.2%, MultiRace 5.2%, EL 4.8% , Students w/Disabilities 10.3%, Socioeconomically Disadvantaged 7.8%; Homeless 18.4%, Foster Youth 16.7%	2021 suspension rates: Am Indian/Alaskan 0% Asian 0%, Filipino 0%, Hispanic/Latinx 0%, PacIslander 0%, African Am/Black 0%, White 0%, MultiRace 0%, EL 0% , Students w/Disabilities 0%, Socioeconomically Disadvantaged 0%; Homeless 0%, Foster Youth 0%			For each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Homeless), reduce Suspension rate by at least 2%.
Students with Disabilities Metrics: CAASPP ELA and Math achievement, graduation, UC/CSU (a-g) met, suspension, chronic absenteeism, Least Restrictive Environment (LRE) rate	2019 CAASPP met/exceeded standard: 9% ELA / 19% Math; 2020 graduation rate: 65.2% (58) / UC/CSU met: 27.6% (16); 2019 suspension: 10.3%; 2019 chronic	2021 CAASPP met/exceeded standard: 13.21% ELA / 8.97% Math, Class of 2021 graduation rate: 72.9% (70), UC/CSU met: 17.1% (12) 2021 suspension rate: 0.00%, 2021 chronic			80% or more of Students w/Disabilities meet or exceed standard in CAASPP ELA and Math Graduation rate at 90% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	absenteeism: 16.5%, 2021 LRE:	absenteeism rate: 12.6%			Reduce suspension rate by 5% each year Chronic Absenteeism rate by 5% each year
English Learner Metrics: CAASPP ELA and Math achievement, graduation, UC/CSU (a-g) met, reclassification, ELPAC summative, suspension, chronic absenteeism	2019 CAASPP met/exceeded standard: 21% ELA / 20% Math; 2020 graduation rate: 68% (66) / UC/CSU met: 19.7% (13); 2020 reclassification: 11.2% (216); 2020 ELPAC summative Level 1 15.89%, Level 2 28,97%, Level 3 34.6%, Level 4 29.46%; 2019 suspension: 4.8%; 2019 chronic absenteeism: 11.7%	2021 CAASPP met/exceeded standard: 13.85% ELA / 13.57% Math, Class of 2021 graduation rate: 60.7% (51), UC/CSU met: 15.7% (8), 2021 reclassification: 168 (8.7 %), 2021 ELPAC Summative Level 1: 15.23%, Level 2: 29.20%, Level 3: 37.23%, Level 4: 18.33% 2021 suspension rate 0.00%, 2021 chronic absenteeism rate: 12.5%			Increase reclassification rate by 5% Increase students scoring Level 3 or 4 on ELPAC Summative to 75% Increase EL students meeting or exceeding standard on CAASPP ELA and Math to 80% or above Increase graduation rate to 90% or above.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	All teachers will engage with professional development focused on common core,	A. Fund an Induction Coordinator to oversee the District's Induction Program B. Fund an Induction teacher to assist the Induction Coordinator in trainings, facilitating meetings and providing district support to	$402,750.00	No

Action #	Title	Description	Total Funds	Contributing
	cultural competence, equity work, restorative practices, mindset work, positive behavioral systems, socio - emotional programs, English learner services, and Special Education services. For those teachers that are new to the field of education, the Induction Program will provide the necessary supports to assist our new teachers in earning their clear credential.	Induction staff to ensure that each certificated member meets all the requirements to earn their preliminary credential C. Induction mentor teachers will attend 6 seminars per year to receive ongoing mentor training and support from the Induction Leadership team D. Hire 6 lead mentors to provide ongoing coaching and support to new certificated teachers E. Coordinate and maintain program requirements to adhere to California Commission on Teaching Credential (CTC) Induction Standards F. Contract with SMCOE Induction Program for new SSFUSD Special Education teachers G. Special Education intern teachers will receive additional structured support from mentor teachers and SPED TOSA H. Provide a series of professional development and training to support best teaching practices to support the districts instructional framework I. Explore contracting with outside agencies/consultants to provide needed training to staff and parents to ensure that students and teachers have access to to standards aligned materials to support those practices and provide emotional supports for students J. Provide funds for AVID teachers to attend AVID professional learning workshops K. Provide training to new certificated teachers for PAX Continue to implement PAX strategies (SEL) to assist elementary students learn important self-management skills while collaborating to make their classroom a peaceful and productive learning environment		
2.2	Provide Professional Learning to build practices of classroom teachers for EL students	A. Continue to build understanding of Designated and Integrated ELD Support Including the Principles of the EL Roadmap for all staff B. Develop and implement a coaching model for the integration of ELD support (designated ELD; integrated (BeGLAD) C. Provide a minimum of 2 sessions of the 2 Day GLAD Training to both Elementary and Secondary Teachers	$97,805.00	Yes

Action #	Title	Description	Total Funds	Contributing
		D. Complete up to 3 sessions of the GLAD 4 day classroom demonstration training for elementary/secondary teachers who have previously completed the GLAD 2 day training E. Review EL Site Plans using Essential Practices Framework with each site administrator bi - annually based on a review of progress related to integrated and designated support to EL students F. Provide professional learning to elementary teachers on the integration of EL resource from the Wonders curriculum (as requested) G. Provide professional learning to secondary teachers on the integration of EL resource from the Studysync curriculum (as requested) H. Revise and continue to implement the EL Master Plan I. Continue to use ELLevation Data Management System to monitor progress of EL's and provide training to site leaders, ELD TOSA's and staff as needed J. Implement TELLs Assessment and provide training to site leaders, ELD TOSA's and staff K. Provide an allocation for ELD TOSAs for summer planning/ PD and curriculum development for 22 - 23		
2.3	Provide professional learning on EL Monitoring systems & ELPAC assessments	A. Provide required professional development related to Initial and Summative ELPAC administration B. Provide initial training for site leaders and teachers on the monitoring documentation and support for year 1-4 reclassified students through the ELLevation platform C. Provide initial training for site leaders and teachers on the four criteria for reclassification and the teacher input form needed as part of the reclassification process available on the ELLevation platform D. Provide initial training for site leaders and teachers on the EL formative language acquisition monitoring form available on the ELLevation platform E. Provide training for all staff on Initial and summative ELPAC and Alternate ELPAC assessments F. Provide an allocation for training, sub coverage, and administration of ELPAC assessment (initial and summative)	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Provide MTSS Professional Learning for Reading Specialists (DIBELS & literacy block)	A. Reading Specialists will provide 2 one hour professional development sessions during the Fall 2022 semester on the administration, instructional planning, and data analysis of the DIBELs Universal screener B. Continue to build professional knowledge of all RS on the key elements of an Elementary literacy block and the best practices for delivering small group reading and writing instruction through attendance at a recognize institute such as the California Reading and Literature Project (CRLP) C. Literacy Block Committee to provide 2 one hour professional development sessions Fall 2022 on the essential components of structured literacy blocks D. 6 Reading Specialists will attend to CRLP professional learning during the summer of 2022 in order to develop presentations to provide training and support for K - 5 teachers on the essential components of literacy (phonics, phonemic awareness, fluency, comprehension and vocabulary) E. Provide an allocation for K-5 teachers (10 per site; 2 per grade level) in the science of reading (CRLP) F. Provide an allocation for K - 5 teachers to RS teachers to participate and create the development of literacy block templates (summer planning)	$99,900.00	Yes
2.5	Provide Professional learning for counselors/administrators on the qualities and practices of a data-driven, comprehensive	A. Counselor training on district data systems (IC, ELLevation, Illuminate, CCGI) to support data-driven counseling practices B. Professional learning to support development of comprehensive counseling program	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	school counseling program			
2.6	Build capacity of staff for data analysis and reporting	A. Administrator training on district data systems (IC, ELLevation, Illuminate) to support data-driven decision making, instructional program analysis, and presentation of data B. TOSA and instructional coaches/specialists training on district data systems (IC, ELLevation, Illuminate) to support data-driven decision making, instructional program analysis, and instructional practice C. Teacher/Counselor training on district data systems (IC, ELLevation, Illuminate, CCGI) to support data-driven decision making and instructional practices	$6,000.00	No
2.7	Continue to build systems for data governance amongst site staff responsible for data processing	A. Regularly held meetings with site data processing staff to communicate district policies, align practices, and conduct training	$0.00	No
2.8	Develop systems and processes for consistent data policies and practices to ensure data integrity across the district	A. Develop staff onboarding process to ensure access to programs and training B. Hold regular meetings with site staff responsible for student data to facilitate consistent data practices and governance across school sites	$0.00	No
2.9	Providing professional learning opportunities for staff on the following topics: Scope and Sequence (ELA & math) coaching principles, Collaborative cycle of	A. Educational Services will need to research and select the appropriate organization for training in the following topics: Scope and Sequence (ELA & math) coaching principles, Collaborative cycle of inquiry, Gradual release of responsibility and how to give actionable feedback B. EDS will need to create an implementation plan on the selected professional learning topic	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
	inquiry, Gradual release of responsibility and how to give actionable feedback			
2.10	Implement the Danielson Instructional Framework	A. Create an implementation plan for the Danielson Instructional Framework in conjunction with the instructional coaching program B. Provide training in year 1 for all site and district leaders on the Danielson Instructional Framework C. Work in conjunction with CTA (California Teachers Association) to bargain on the new evaluation system D. Introduce staff to the framework for teaching	$47,000.00	No
2.11	Implement a Coaching program and provide professional learning to all TOSA's, Reading Specialists and administrators (site and district)	A. Review instructional coaching programs and select an organization to conduct trainings for designated staff B. Create a implementation plan for the district instructional coaching program	$25,000.00	No
2.12	Provide professional learning opportunities to create a safe and positive school climate (Equity, restorative justice practices, implicit bias, inclusion and mental health)	A. Educational Services will need to research and select the appropriate organization/consultant to provide professional learning opportunities on restorative justice practices, implicit bias, inclusion and mental health	$75,000.00	No
2.13	Provide an allocation for TK teachers to participate in professional learning	A. SSFUSD will provide multiple professional learning opportunities for TK teachers to support younger students entering TK classrooms starting in 22 - 23 school year.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	opportunities to assist in the preparation to have younger students in their classes			
2.14	Provide an allocation for classified staff to participate in professional learning in order to support students academic and socio - emotional well - being	A. SSFUSD will offer professional learning opportunities for classified staff in order to familiarize classified staff with strategies and or programs to support our students academically and their socio - emotional well - being.	$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.

District collaboration time built in to the instructional calendar was focused on course and grade level teams working together on specific goals determined by the team. Two full-day staff development days were coordinated by the Educational Services team and provided a menu of learning sessions related to social emotional learning, instructional strategies, and curriculum/scope and sequence. Monthly team meetings and training sessions were held for Special Education and ELD staff on processes and tools to monitor students and support student learning.

The following professional learning was supported by the Educational Services team to build practices of classroom teachers for EL students: the EL TOSA department developed instructional framework based on EL Road map which will be used for site PD planning in 2022-23. On the Nov 1 and Feb 1 staff development days, sessions specific to support English Learners were offered on GLAD instructional strategies, Wonders ELD curriculum, Academic Vocabulary Toolkit (AVT), and IXL. StudySync professional development was prepared and delivered in October 2021 at the requested sites. GLAD 2 day sessions were held in April; 4 day demo will be held in August 2022 and a 4-day Demonstration Training to complete secondary EL TOSA trainer certification was completed in May 2022.

To support EL monitoring, the following professional learning took place: Site EL Plans were developed with site admins and EL TOSAs in March and April 2022. EL Master Plan reviewed in DELAC in Fall 2021.EL TOSAs reviewed EL Master Plan in April and May 2022 ; proposed revisions will be presented to stakeholders in Fall 2022. ELPAC administration training (Initial, Summative, and Alternate) took place for ELD TOSAs and site staff through District-led and Moodle training content. ELLevation training for administrators, counselors, and teachers occurred in Fall 2021 and the system was used for Fall reclassification and RFEP monitoring. Implementation will continue to expand in 2022-23 with formative EL Monitoring.

To support our literacy initiatives at the elementary level, Reading Specialists provided trainings for all first through fifth grade staff on Oct 13, 2021 to administer DIBELS as a dyslexia screener. They also provided trainings to each grade level in order to tailor the training for primary grade staff members. A group of 4 Reading Specialists formed a Literacy Block Committee to develop a 3-year phased rollout plan for structured literacy blocks, providing a model for tier 1 literacy instruction grounded in the science of reading. This sub-committee provided an overview to roll out to Educational Services, K-5 principals and teachers in May 2022 for implementation in 2022-23.

SSFUSD continues to build capacity of staff for data analysis and reporting. ELLevation and IC training for administrators and counselors took place in September 2021. TOSAs and Ed Tech team participated in data conferences for IC and Illuminate in Fall 2021, and held working sessions with teachers and administrators to develop assessments, reports. Teachers were trained to use ELLevation through site staff meetings in Fall 2021. Staff training on IC and Illuminate in small ad hoc groups in Fall 2021 and Spring 2022. Assessment training for select teachers in Illuminate in February/March 2022

Quarterly data governance meetings held with site staff responsible for data maintenance in addition to ad hoc training sessions provide time and space for just-in-time learning and system updates as we work toward more consistent data practices and policies. Additional trainings and office hour sessions held in preparation and support of district-wide rollout of online registration for new and continuing students, with an emphasis on consistent practices for verifying and entering student data. The EdTech team developed and published dynamic Knowledge Base and internal wiki as training and reference resources for staff responsible for entering and maintaining data. Quarterly data governance meetings in addition to ad hoc training sessions provide time and space for just-in-time learning and system updates.

In effort to increase IEP team capacity and to support the academic achievement of students with IEPs, there was an emphasis on training for processes and tools for Special Education staff. Monthly team meetings for Special Education staff reviewed processes and tools to monitor students including IEP goal writing, transition planning, and placement guidelines. Transition IEP meetings were redesigned to include representation from sending and receiving schools for greater input and a smoother transition for students and families. 4 formal trainings took place in December, January and February to review procedures, and tools. Training to support student learning included sessions on online curriculum such as Spire and Newsela.

Districtwide, suspension rates have decreased compared to pre-pandemic levels. During the 2020-21 school year the district implemented the professional learning and practices for trauma informed practices, while this year, there was implementation of alternative to suspension and expulsion programs in place for students to participate in. Additionally, the BCBA team trained in individual student crisis response and serve as district trainers to build and train sites on de-escalation techniques and site based emergency response teams to respond in the event a staff member cannot de-escalate student and they are becoming unsafe to themselves or others.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For the following sub actions there was a substantial difference between the budgeted and estimated actual expenditures. We provided a brief explanation for the following sub actions under goal 2:

2.1 - Due to the lack of substitutes and numerous members in the Educational Services Department subbing on a weekly basis throughout the 21 - 22 school year, many scheduled professional development sessions either conducted internally by SSFUSD staff or contracted with outside consultants (Danielson Instructional Framework etc) did not occur due to staff exhaustion.
2.4 - Our Reading Specialists formed a sub - committee to start work on a Literacy block 3 year implementation plan which planning and meeting time occurred outside the contractual work day so staff were compensated for their additional work on this Literacy block committee.

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

Districtwide Wednesday Collaboration Days: Overall, staff rated the effectiveness of the districtwide collaboration days relatively low with 46% of staff members rating them a 3 out of a 5, and another 32% rating them a 1 or a 2. The staff acknowledge that having a choice of topics was a highlight, and meeting across sites and grade levels was also a positive. However, a lot of staff members expressed that the meeting needed better guidance and better facilitation. Staff also felt that they needed more time to complete the outcomes of the meetings, and preferred to have fewer meetings overall in the future.

November 1st and February 1st Professional Learning Days: Overall, staff reported that the full-day PDs were effectively executed. 65% of staff ranked the days a 4 or 5, and another 23% ranked the PD days a three. Staff members overwhelming appreciated the ability to choose the professional learning that they could engage in throughout the day and enjoyed the ability to join virtually. Staff also appreciated the range of topics presented during the PD days and a handful believed that they could immediately utilize the learning in their classrooms. Some staff did request more content-specific and grade-level specific professional learning opportunities. Interestingly, a handful of teachers requested for the professional learning to take place in person next year.

The EL TOSA department successfully developed an instructional framework based on EL Road map and will use it for site PD planning in 2022-23. EL TOSAs were able to preview the framework and connect to staff development day PD in November and February. In addition, the EL TOSAs supported the launch of the ELLevation platform; EL data management system through training of site administrators and teachers in Fall 2021. This launch increased site capacity to reclassify EL students. ELLevation was used for RFEP monitoring in Spring 2022. Will be used for EL Monitoring in Fall 2022. With the support of the EL curriculum and instruction specialist the EL TOSA team were able to provide site based training in adopted curriculum such as Studysync and Wonders. Additionally, the elementary ELD TOSA team trained a new cohort in April 2022. The secondary EL TOSA team completed their GLAD trainer certification while providing the 4-day demonstration to another GLAD cohort in May 2022. The EL TOSAs were able to successfully complete all ELPAC training; in Fall 2021 via Moodle for Initial ELPAC and winter for all Summative ELPAC training by Jan. 2022. We also successfully launched our EL data

management platform ELLevation. ELLevation RFEP training. completed Sept 16th at district level. Site ELLevation training was completed by October 2021. Additionally, EL TOSAs will provide site-based training on use of formative monitoring forms for EL students in Fall 2022.

Reading Specialists successfully provided training for all first thru fifth grade staff on Oct 13, 2021 to administer DIBELS as a dyslexia screener. Reading Specialists partnered in groups of 2-3 and provided training to each grade level in order to tailor the training for primary grade staff members. Schools successfully completed three DIBELS assessment cycles in 2021-22. A group of 4 Reading Specialists formed a subcommittee and developed a 3-year phased rollout for structured literacy blocks, providing a model for tier 1 literacy instruction grounded in the science of reading. The Literacy Block Committee provided an overview to roll out to Educational Services, K-5 principals and teachers in May 2022. Reading Specialists will be trained through the California Reading and Literacy Project (CRLP) this summer to lead the professional learning at their sites.

SSFUSD continues to build capacity of staff through training and implementation of systems, practices, and tools that support our data analysis and reporting. This year we were able to develop leader, counselor, and teacher capacity in data analysis through ELLevation and IC training for administrators and counselors in September 2021. In addition, the TOSAs and Ed Tech team participated in data conferences for IC and Illuminate in Fall 2021, and held working sessions with teachers and administrators to develop assessments and reports in both systems. Teachers were also trained to use ELLevation through site staff meetings in Fall 2021. District staff and TOSAs also built assessments and reports aligned with District scope and sequence; teachers piloted administering and scoring select ELA and Math assessments in Illuminate in Spring 2022. Assessment training for select teachers in Illuminate were also held in February and March 2022.

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.

With multiple implementations and pilots underway, we recognize a need to provide coaching training to EL TOSAS to support professional learning of teachers. SSFUSD will be implementing the Pearson TELLs assessment and will need to provide PD. We will also be adding an allocation for the development PD and curriculum to bolster EL instruction in 2022-23. We will also be including the costs of training staff and administering the ELPAC assessments (Initial and Summative) and continuing with our ELLevation implementation. EL TOSAs will provide site-based training on use of formative monitoring forms for EL students in Fall 2022

To support our elementary literacy programs, we will be transitioning to the DIBELs M-Class the digital version and we will requiring reading specialist to create training materials over the summer. Additionally, we will be launching a 3-year implementation of structured literacy blocks this will require the investment in reading specialists, administrators, and K-5 teachers in CRLP training. An allocation has been set aside for a subcommittee (literacy block committee) to develop training materials for year 1 of implementation.

District-wide scope and sequence in English Language Arts and Mathematics will be rolled out in 2022-23 along with aligned District assessments. These assessments will be administered in Illuminate and reports/analysis will be used in professional learning communities work. Professional development, TLT and TOSA work, and district collaboration will be heavily focused on supporting the collaborative cycle

of inquiry and implementation of scope and sequence. Funds to support training and capacity building of site and district leaders and TOSAs have been allocated to support their roles in coaching and facilitating this work.

To help our transition to Universal TK will pilot the 9-hour Transitional Kindergarten at one site and provide professional development for all TK staff in 2022-23.

While SSFUSD has made progress in adding resources to support students' social emotional needs, we recognize that much more work can be done. Feedback from educational partners via our parent and student advisory groups as well as staff, student, and parent surveys affirms this as an area for continued growth and investment. We plan to provide professional learning opportunities on restorative justice practices, implicit bias, inclusion and mental health for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	LCAP Goal - Student, Parent & Community Engagement Improve stakeholder engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets and creation of a student advisory council.

An explanation of why the LEA has developed this goal.

An analysis of data and input from stakeholders continues to validate that family and community engagement greatly increases the likelihood that students will learn and thrive (State Priority 3: Parent Involvement). The student demographic groups that SSFUSD serves includes Hispanic/Latinx, Filipino, Asian, White, Pacific Islanders and African American. Beyond these distinct demographic groups, SSFUSD also serves large populations of students from the following student groups: socioeconomically disadvantaged, English learners, and students with disabilities. The experiences and needs of each of these student groups warrants focused outreach and communication. This goal has been identified to ensure the systemic, integrated, and sustained engagement of all our parents and community groups to provide a school climate that is positive and provides all students with equally supportive learning environments and opportunities (State Priority 6: School Climate).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation at parent group meetings including PTSA, DELAC, SePAC, and AAPAC meetings	5 parent/guardian or community members at each parent group meeting (Parent Teacher Student Association-PTSA, District English Learner Advisory Council-DELAC, Special Education Parent Advisory	Throughout the 2021-22 school year, these district groups had the following number of parent/guardian/community member attendees: PTSA: 16 PTSA site reps per meeting			Maintain participation rates at all district meetings to ensure representation (PTSA, DELAC, SePAC, DEI)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Council-SePAC, African American Parent Advisory Council-AAPAC) In 2021-22, new group was formed: Diversity Equity and Inclusion Council-DEI	DELAC: 8-10 parents per meeting SePAC: over 10 parents per meeting DEI: 22 members AAPAC did not meeting in 2021-2022			
Stakeholder participation in bi-annual school climate survey	2021 California Healthy Kids Survey participation: Students: 1565 respondents Parents: 662 respondents Staff: 358 respondents	SSFUSD administers the California Healthy Kids Survey every other year; it was administered in Spring 2021 and will be administered again in the 2022-2023 school year.			Increase participation in surveys by 3% annually
Parent portal usage: Students with active parent/guardian portal accounts in Remind and Infinite Campus Parent Portal (New metric added for 2022-23)	Spring 2022 Students with active parent/guardian accounts in Infinite Campus Parent portal: Elementary: 72% Middle: 76% High School: 94% Remind will be implemented for the first time in 2022-23.	Spring 2022 Students with active parent/guardian accounts in Infinite Campus Parent portal: Elementary: 72% Middle: 76% High School: 94% Remind will be implemented for the first time in 2022-23.			100% of students will have at least 1 parent/guardian with an active account in Remind and Infinite Campus Parent portal (Elementary, Middle, High School)

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	SSFUSD will continue to provide various opportunities for our students to increase engagement and enhance the school culture	A. Provide co - curricular opportunities for our students at all grade levels - services include athletics, coaching stipends, elementary music, art and PE enrichment activities B. Provide experiential learning opportunities (Outdoor Education) for students in our elementary schools	$636,000.00	No
3.2	Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC, SEPAC as well as other parent meetings as measured by attendance sign in sheets	A. Continue to have 5 - 6 District English Learner Committee (DELAC) in order to provide pertinent information on district's English learners programs and LCAP B. Continue to have 5 - 6 district Special Education Parent Advisory Committee (SEPAC) in order to provide pertinent information on district special education programs C. Maintain 4 Community liaisons positions to assist in parental outreach and to increase parent participation at site and district meetings D. Provide 1 family talk workshop to parents/guardians and community members for our middle school families (Health Connected) E. Continue to offer digital safety and technology support webinars to families on digital curriculum. Continue partnership with Common Sense Media to provide webinars to parents/guardian F. Develop virtual and in person presentations to share with newly arrived families on the school system and key highlight of how to adapt to U.S. schools/SSFUSD G. SSFUSD will partner with Remind to support communication from district to families, school to families and teachers to families. H. SSFUSD will redesign the district and site websites in order to increase access to district and student information	$312,650.00	Yes
3.3	Continue outreach to families to support a	A. Improve Communication and Collaboration between preschools and SSFUSD Elementary schools	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	strong first five to kindergarten transition	B. Provide support to families by Connecting to SSF Community Resources C. Send Brigance Parent Surveys to all families in Kindergarten (Big Lift req) D. Work in conjunction with Big Lift representatives to identify Students for Big Lift Summer School Program in 2023 E. Big Lift Coordinator will plan and lead P - 3 continuum work, assist in the selection of appropriate professional learning for P - 3 staff		
3.4	Increase opportunities for stakeholder engagement and feedback	A. Create School climate and community engagement surveys for students, parents, and staff minimum every other year; Provide LCAP community engagement sessions in order to obtain input and feedback from all stakeholders on district plans B. Continue to have a Student Advisory Committee that will meet 4-5 times per school year to provide opportunities for student voice on district programs and other topics of interest C. Continue to have an Equity, Diversity and Inclusion committee that will consist of parents, students and staff. The purpose of this committee is to develop and promote strategies, best practices within the realms of racial, social, sexual, and gender diversity to provide suggestions on district's policies and procedures	$15,000.00	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.

SSFUSD will continue to provide various opportunities for our students to increase engagement and enhance the school culture. All elementary sites offered Outdoor Education opportunities in 2021-22. School campuses resumed co-curricular activities including arts, athletics, and schoolwide events with the return to in-person learning.

In addition to site-based parent groups, the following district parent groups met this year: A total of 6 District English Language Advisory Council (DELAC) meetings were held virtually, the participation ranged between 8-12 parents including leadership members. We provided

important information regarding EL programming as well as collected input on future presentations. We also conducted LCAP needs assessment. The Special Education Parent Advisory Council (SEPAC) held 4 public meetings and as a board met monthly. Participation rates increased from under 10 per meeting to over 10 per meeting. Decrease in child care and food costs for holding meeting due to being held virtually, but more money spent on interpretation services to ensure all parents can access. Digital safety webinars held in November 2021, open and advertised to all families TK-12; 17 parents/community members attended. All community liaison positions were fully staffed and supported families as we transitioned to in-person instruction. We had the retirement of the district community liaison in February 2022 and hired a new district community liaison. The Health Connected Family Talk for middle school families did not take place in Spring 2022.

The new Big Lift coordinator is working on strengthening the partnership with K-5 reading specialists. The Big Lift coordinator is also working with the Big Lift Collaborative on a citywide literacy night event with the aim of more collaboration with Big Lift partner agencies.

SSFUSD continues to offer multiple ways for families and community members to get Family involvement survey created and administered for Title 1 schools in Spring 2021; 48 respondents. A Student Advisory Committee was established and met 3 times with 10 student representatives from our middle and high schools. This year an Equity Task force was established and met monthly from September 2021 through April 2022. The task force was composed of teachers, site leaders, district leaders, and board members. The goal of the task force was to develop an equity action plan for the district. Three subcommittees (Academics; Home, School and Life Connections; Student Experience) engaged in reflection on equity issues and root cause analysis to develop a proposed action plan.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For the following sub actions there was a substantial difference between the budgeted and estimated actual expenditures. We provided a brief explanation for the following sub actions under goal 3:

The Diversity Inclusion Equity committee conducted all meetings virtually during the 21 - 22 school year so no childcare was offered or used for committee members.

SEPAC - Parent group held 4 public meetings and as a board met monthly. Participation rates increased from under 10 per meeting to over 10 per meeting. While there was a decrease in child care and food costs due to the meetings held virtually, more money was spent on interpretation services to ensure all parents could participate and access the information.

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

While virtual meetings did allow more community members to access meetings, we would like to see more participation in stakeholder engagement, especially from parents/guardians. However, we did higher participation in LCAP input sessions and VIS parent meetings.

We hired our Big Lift Coordinator late in November, but since then we were successful in establishing collaboration with K-5 reading specialists as well as Big Lift collaborative. We have set goals about increasing connection with parents to enroll in district Kindergarten programs.

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.

Our Student Advisory Committee was established this year and recruitment of student representatives was a challenge. We will continue to develop this group as one way amplify student voice.

As part of our continuing efforts to increase home-school communication and engagement, SSFUSD is transitioning to new websites and adding a communication tool (Remind) which teachers, schools, and the District can use to send out information to families in multiple languages, via text or email.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	SSFUSD will provide a high-quality curricular programs for students with disabilities that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.

An explanation of why the LEA has developed this goal.

Description of Goal: This goal was created due to the requirement from the California Department of Education requiring school districts (Local Education Agencies - LEA's) to create a new goal due to being identified for Differentiated Assistance for our Students with Disabilities. This goal differs from previous goals and sub actions since SSFUSD will focus on two areas in particular that will address underperformance for our Students with Disabilities - School Climate . We plan to increase our implementation of SEL curriculum with NEWSELA for our students with disabilities as well as start the implementation for other students in our schools. In addition, we will focus our efforts addressing the Chronic Absenteeism metric for our students with disabilities as we explore a potential partnership with Everyday labs or Attention 2 Attendance (A2A) at the middle and high school grade spans.

An analysis of data and input from stakeholders has identified a need for students with disabilities to have access to a broad repertoire of instructional strategies (State Priority 7: Course Access) to address students' multiple learning styles especially with the learning opportunities gaps experienced by many of our students due to the pandemic. This analysis showed the continuing need to allocate time and resources to ensure access and accountability to the California Common Core State Standards (State Priority 2: State Standards). The EDS department will focus on providing training to our special education teachers on the Scope and sequence implementation for ELA and math and modify accordingly for our students with disabilities. The EDS department will need to continue to provide professional learning opportunities to assist staff so students with disabilities can access the content and be successful in the least restrictive environment. We will continue to work on student engagement/school climate (State priority 6: School Climate) as we implement restorative practices at our school sites as well implement Social emotional curriculum at all school sites during the 2022 - 2023 school year. This analysis also indicates that we must focus on equitable outcomes for all students (grading practices) and designing systems, policies and procedures that met the needs of all students (State Priority 8: other Student Outcomes). An analysis of data and input from stakeholders has validated the need to maintain highly qualified and effective teachers (State Priority: Basic Services). This goal has been identified to ensure the systemic, integrated, and sustained engagement of all our parents and community groups to provide a school climate that is positive and provides all students with equally supportive learning environments and opportunities (State Priority 5: Student Engagement)

Many of the actions and sub actions are similar but the difference is the focus on analysis of data for our students with disabilities and the modification that we need to occur to support our students with disabilities in order to improve student outcomes as outlined by the metrics below. In addition, we expanded and added for new special education programs for the 22 - 23 school year: 1) Elementary - Los Cerritos -

New Moderate - Severe Program 2) Middle - Alta Loma - Behavioral Program 3)Middle - Parkway - Moderate - Severe - Autism Program 4) Middle - Westborough - Moderate - Severe - Medically -Cognitively Fragile Program

SSFUSD believes the combination of previous goals and new goals and sub actions will lead to improved student outcomes on the metrics outlined in goal 4. By providing new programs which allows students to participate on school campuses with their peers and being a part of their school and community is vital to our goal of our students with disabilities being included as much as possible during their educational career in SSFUSD. The Educational Services department will also provide the professional learning needed for our special education staff on scope and sequence implementation and Universal Design for Learning will lead to better student outcomes in 22 -23.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Achievement - Students w/Disabilities meeting or exceeding CAASPP and CAA ELA and Math (revised metric to include CAA beginning in 2022)	2019 CAASPP met/exceeded standard: Students w/Disabilities 19% ELA / 19% Math 2019 CAA met standard: 18.92% ELA / 15.79% Math (revised metric to include CAA beginning in 2022)	2021 CAASPP met/exceeded standard: 13.21% ELA / 8.97% Math 2021 CAA met standard: N/A Note: Spring 2021 CAASPP testing was administered remotely due to distance learning; resulting in lower participation rates than normal. CAA was administered only in-person so few students tested, therefore data is not displayed.			Increase by 3% each year toward District goal of all student groups 80% meeting/exceeding standard on CAASPP ELA and Math Increase by 3% each year toward District goal of all student groups 80% meeting/exceeding standard on CAA ELA and Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(revised metric to include CAA beginning in 2022)			
Graduation Rate: Students meeting HS diploma requirements and (New metric for Goal 4 beginning in 2022): Students earning Certificate of Completion	Class of 2019 graduation rate - Students w/Disabilities earning a high school diploma: 65.2% (58) (New metric for Goal 4 beginning in 2022): Students earning Certificate of Completion: 4	Class of 2021 graduation rate - Students w/Disabilities earning a high school diploma: 72.9% (70) (New metric for Goal 4 beginning in 2022): Class of 2021 students earning Certificate of Completion: 4			Increase by 3% each year toward state target 90% graduation rate
College and Career Readiness - Students w/Disabilities meeting "Prepared" level on CA School Dashboard College Career Indicator; meeting UC/CSU requirements; completing CTE courses	2019 College/Career Indicator Students w/Disabilities meeting "Prepared" status: 1.6% Class of 2020 Students w/Disabilities meeting UC/CSU requirements: 27.6% (16) (New metric for Goal 4 beginning in 2022): 2020-2021 Students w/Disabilities	College/Career Indicator "Prepared" status last reported in 2019: 1.6% Class of 2021 Students w/Disabilities meeting UC/CSU requirements: 17.1% (12) (New metric for Goal 4 beginning in 2022): 2020-2021 Students w/Disabilities completing CTE courses: 22			Increase by 3% each year toward District goal of all student groups 60% meeting "Prepared" in CCI Increase by 3% each year toward District goal of all student groups 60% meeting UC/CSU requirements Increase by 3% each year students completing CTE courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	completing CTE courses. 22				
Least Restrictive Environment (LRE): Students w/Disabilities in General Education courses for 80% or more of instructional day (new metric for Goal 4 beginning in 2022)	Students with IEPs in general education classes 80% or more - Baseline from 2018-2019: 46.64% Students with IEPs in general education classes 40% or less - Baseline from 2018-2019: 25.41% (new metric for Goal 4 beginning in 2022)	2021-2022 Students with IEPs in general education classes 80% or more: 55% (654) 2021-2022 Students with IEPs in general education classes 40% or less: 51% (659) (new metric for Goal 4 beginning in 2022)			Increase by 2% students in general education courses for 80% or more of instructional day toward district target of 55% Decrease by 2% students in general education courses for less than 40% of instructional day toward district target of 20%
Suspension rates	2019 Dashboard Students w/Disabilities Suspension Rate: 10.3%	2021 suspension rate: 0.00%			Reduce suspension rate by 2% each year
Chronic absenteeism	2019 Dashboard Students w/Disabilities Chronic Absenteeism Rate: 16.5%	2021 chronic absenteeism rate: 12.6%			Reduce chronic absenteeism rate by 2% each year

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Improve achievement rates of students with IEPs	A. Implement curriculum for reading, writing, math, social/emotional/behavioral and communication for students with disabilities B. Continue to implement reading intervention (Spire) curriculum and training C. Continue to implement and train staff on using the the Unique curriculum D. Create a plan to implement mathematics curriculum, electives and Social emotional learning	$10,000.00	No
4.2	Continue to build continuum of services in order to build internal capacity that is detached from outside agencies/schools to support our students with disabilities	A. Create a moderate/severe program at Los Cerritos for the 22 - 23 for the school year B. Create a Behavioral program at ALMS for the 22 - 23 school year C. Create a moderate/severe Autism program at Parkway Heights for the 22 - 23 school year D. Create a Moderate/severe- medically - cognitively Fragile program at Westborough for 22 - 23 school year E. Maintain an allocation to hire Educationally-Related Mental Health Services therapists (2) to provide mental health support for students with disabilities F. Increase School Psychologist, Board Certified Behavior Analyst, and Speech and Language Pathologist FTEs by 1 each for 22-23 school year to support related services needed for new programs	$1,700,000.00	No
4.3	Continue to provide access and opportunities for students with disabilities to take a rigorous course work while in SSFUSD	A. Increase the number of students with disabilities completing a CTE course B. Provide additional supports (tutoring) for students with disabilities while enrolled in general education classes (Paper tutoring; homework centers; individualized or small group instruction/tutoring)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Increase IEP team capacity and effectiveness in transitioning students to between grade spans	A. Provide training on conducting effective transition IEP meetings between grade levels (Prek to K, 5th to 6th, 8th to 9th, 12th to Adult Transition Program) B. Revise policies and procedures and develop a communication process for transition IEP meetings between grade spans (Elementary to middle and middle to high)	$5,000.00	No
4.5	Decrease Suspension rates of students with disabilities	A. Provide training in culturally responsive practices / how to build effective school climate B. Provide professional development in the Alternative to Suspension (ATS) & Alternative to Expulsion Program (ATE) programs C. Train BCBA team on crisis prevention/create Emergency Response Teams at all school sites	$15,000.00	No
4.6	Improve outcomes of students with disabilities on the following indicators (student achievement - ELA & Math, Graduation rate, CCI, Attendance & Suspension rates)	A. Training teachers on administration of statewide assessment and use of interim and practice test to train students on taking the statewide assessment so that access does not become an issue. B. Special Education staff attend Scope & Sequence trainings & learn about the priority standards in ELA and math C. Special Education staff will then use accommodations/modifications so students with disabilities can access the content	$20,000.00	No
4.7	Increase least restrictive environment (LRE) rates by 3% for students with IEPs	A. Train staff on how to accurately capture LRE % on Ed Setting page of the IEP B. Provide professional learning for staff on Co-Teaching and Universal Design for Learning model (ongoing) & Identify all mainstream opportunities in the district	$15,000.00	No

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.

Goal 4 is a new goal for 22 -23 school year. (N/A)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 is a new goal for 22 -23 school year. (N/A)

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

Goal 4 is a new goal for 22 -23 school year. (N/A)

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.

Goal 4 is a new goal for the 2022-23 school year based on the need to focus on Special Education - related student outcomes and support. Some metrics, goals, and actions have been moved to this goal from Goals 1 and 2 while others have been added new (as noted in metrics section above).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$6,424,723	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.95%	1.11%	$803,138.61	10.06%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Goal 1 - Action 1 - a - g: Implement the SSFUSD CTE plan to provide all students with the necessary skills and content knowledge to thrive in the 21st-century workforce. This action and sub actions considered the needs of Foster Youth, English learners and low income and special needs students by prioritizing their scheduling needs first before the rest of general population. It also provides a metric as we're tracking enrollment numbers in CTE classes/pathways to specifically address our students with disabilities obtaining access and opportunities to rigorous courses and support our goal of increasing the number of students with disabilities meeting a - g rates and other college readiness metrics as outline in goal 4 metrics. Our CTE pathways are designed to provide opportunities and access for our foster youth, EL, SED and special education students.We're offering a new Construction pathway at SSFHS and starting to add CTE courses at our middle schools (Project lead the Way). We expect to see an increase in enrollment and academic success of our special education, foster youth, SED and English learner students in CTE classes.
Goal 1 - Action 4 - a- m: Increase college and career readiness for all students. After reviewing CCI and graduation data for our Foster Youth, EL, SED and special needs students we learned that there's a significant achievement gap. In order to address and to ensure that our Foster Youth, EL, SED and special needs students increase their CCI preparedness rate, we have decided to purchase NCAA clearinghouse. This organization will assist us in tracking postsecondary options so we can use this information to refine our teaching and learning practices. We've also decided to partner with California College Guidance Initiative (CCGI) to assist students in supporting their college, career and needs as they get ready for their post secondary options after graduation from a SSFUSD school.

Goal 1 - Action 13 - a -d: Create a safe, healthy and inclusive learning environment for all students. This action and sub actions considered the needs of Foster Youth, English learners and low income students as we used an universal screener to identify students that were in need. SSFUSD prioritize its lists of students and families that may need assistance as we started with our students that are Foster Youth, English Learners and met the requirements for being identified in the socioeconomically disadvantaged group. As we transition out of the pandemic it is critical to provide mental health supports for our students and families. SSFUSD will continue our partnership with Daybreak to provide 1:1 counseling support to students ages 11 - 19. We will also continue our partnership with PAX to assist our elementary students to learn how to self regulate their emotions.
Goal 1 - Action 15 - a - e: Continue to reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating. SSFUSD will continue to have staff participate in Grading for Equity PD sessions so they can learn about the equitable grading practices. By implementing equitable grading practices we're ensuring that we will continue to provide opportunities and access for our students and are students are being evaluated appropriately. By analyzing grade data for the last three years, SSFUSD has seen grading trends where certain student groups have a higher number of D's and F's than other student groups. By examining grading practices and modifying grading practices that disproportionately unduplicated students, we will make changes in our policies that will lead to higher student outcomes. SSFUSD will continue our partnership with Equal opportunity Schools as we focus on placement practices to increase access and opportunities for our underrepresented student groups in AP (Latinx and African American).
Goal 1 - Action 16 - Fund additional staff to lead, train and monitor curriculum, instruction and assessment work. SSFUSD has hired Teacher on Special Assignments (TOSA's) to lead and facilitate our TLT's. By implementing Teacher leadership teams (TLT's) while a group of educators can meet and evaluate data, discuss and share best practices and when needed engage in appropriate professional learning across all curricular areas. We will collective ensure that our foster youth, EL, SED and special needs students will become broadly literate and successful in all classes in all of our schools in the district. We will monitor this collective impact by analyzing our CA dashboard data, local assessments and evaluating our PD survey data.
Goal 1 - Action 20 - a - j: Provide students access to a broad course of study that's rigorous and prepares them for college and career opportunities. This action and sub actions considered the needs of Foster Youth, English learners and low income by allocating additional sections to our schools. SSFUSD is providing access and opportunities for foster youth, English learners and socioeconomically disadvantaged students to take a rigorous course load and the ability to take electives, Career technical Education classes and Advanced placement classes in SSFUSD.
Goal 1 - Action 21- a - j: Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning. This action and sub actions considered the needs of Foster Youth, English learners and low income by providing additional staff and hours during the 21 - 22 school year to work directly with Foster Youth, English Leaners and socioeconomically disadvantaged students. Lastly, SSFUSD has provided access to tutoring support for our Foster Youth, English Learners and socioeconomically disadvantaged students by providing 24/7 tutoring support for free. In addition, Paper has tutors that speak French and Spanish to eliminate the language barrier for our students. Paper is ecploring hiring tutors in other languages as well to support students with their platform. SSFUSD will provide additional support in terms of staffing (additional paraprofessionals or increase their hours to support EL's students) or by partnering with outside organizations such as YSB to provide mental health support at all of our schools. We will continue our partnership with Paper to support 24/7 1:1 tutoring for students in grades 6 - 12. At the elementary grade span we will continue to provide an allocation so our elementary schools can institute a Homework center model or conduct tutoring individually or in small groups.
Goal 1 - Action 22 - a - d: Continue to implement restorative practices at all schools and in classrooms. SSFUSD will continue our partnership with PAX and YSB to provide a safe learning environment for all students by building community and when needed providing opportunities to

repair harm.
Goal 1 - Action 23 (LEA Wide): 1.Foster Youth and homeless students often do not have access to basic school supplies and are limited in what they can participate in for extra curricular activities. By providing access to basic school supplies and by providing transportation for our foster youth and homeless students, they are able to participate in all school activities as well as extra curricular activities. SSFUSD is trying to eliminate the financial barriers that some Foster Youth students may encounter while attending SSFUSD schools. These actions will provide basic needs such as school supplies, and transportation so students can participate fully. These actions are carried over from 2017 - 2020 and are essential for homeless and Foster youth in SSFUSD.
Goal 1 - Action 25 (LEA Wide): This action and sub actions considered the needs of English learners at our schools by the extra allocation given to students that meet the English Learner criteria, to meet their academic, socio - emotional and behavioral needs comes in many forms at our school sites - this could be homework center model, 1:1 tutoring; online tutoring access for students; after school programs and possible additional staff (reading specialists & paraprofessionals) to provide targeted support. School sites and the district monitor these actions by examining CA dashboard data points and survey data. This is action that is carried over from the 2017 - 2020 LCAP.
Goal 1 - Action 26 (LEA Wide): This is a carry over action from the 2017 - 2020 LCAP. This action and sub actions considered the needs of Foster Youth, English learners and low income students since SSFUSD will prioritize and allocate spots in our summer school programs. By providing an educational opportunity throughout the summer we're mitigating the summer slide that many students encounter during the summer months and giving our unduplicated students the programs needed to be successful in the 22 - 23 school year.

The programs designed are created to meet the needs of students:
Big Lift - K - 3 - to address literacy skills of our students

- Elevate math - to assist our students in meeting content standards in math
- ESY - provide additional learning opportunities for students to meet IEP goals and objectives; STEAM - provide enrichment opportunities and access to content standards in English, math, science and the arts

HS enrichment & credit recovery - SSFUSD analyzes CAASPP data and CA dashboard data and will continue to meet the needs of English learner students by providing additional learning opportunities throughout the school year and summer.

Goal 2 - Action 2 (LEA Wide): 1.SSFUSD took into account the instructional needs of English learners when we decided to create GLAD professional learning cohorts. Staff are focused on research based instructional strategies such as focusing on building academic language; increasing student talk and guiding oral language. By training staff on these high lever instructional strategies we will see increased student performance on CAASPP and ELPAC assessments. These actions are a carry over from 2017 - 2020 LCAP.
Goal 2 - Action 3: Provide professional learning on EL Monitoring systems & ELPAC assessments. This action and sub actions considered the needs of English learners by the need of SSFUSD to focus on professional learning for EL staff (TELL - Assessment) regarding the use of assessments to monitor, diagnose the progress of our EL's. This is imperative in order for teachers to make instructional decisions that can directly impact EL student outcomes.
Goal 2 - Action 4 (LEA Wide): This action and sub actions considered the needs of Foster Youth, English learners and low income students since by starting to build the MTSS pyramid (focusing on academics - Literacy) and has implemented an universal screener for grades K - 3. This is part of our approach to determine as early as possible if any student but particularly a Foster Youth, English Learner and/or socioeconomically disadvantaged student needed additional supports or needed intervention to

services we would know early in their educational career in SSFUSD. By administering an Universal screener (DIBELS) to all students in grades K - 3, this will be another data point to assist us in determining which students needs additional supports with reading and literacy to reach our goal of 80% or more of 3rd graders scoring in the standard met category on the CAASPP assessment.

Goal 3 - Action 2 (LEA Wide): SSFUSD LCAP goal 3 focuses on student, parent and community engagement. In SSFUSD we want to ensure that we are receiving input from our parents that have students that may be English learners, socio-economic disadvantaged, special education, Foster youth so SSFUSD created a district committee to elicit input on all district plans or federal plans. SSFUSD meets with our DELAC (District English Language Advisory Council) SEPAC (Special Education Parent Advisory Committee and other district committees to ensure we receive input on the creation of our district plans. This way we hearing directly from our families of our unduplicated students. We measure progress in a variety of ways to determine if the actions and recommendations are improving student outcomes. We examine CA dashboard results as well as survey data to monitor our effectiveness of our actions. This action is a carryover from the 2017 - 2020 LCAP.
Goal 3 - Action 3 (LEA Wide): SSFUSD is part of the Big Lift initiative and is supporting all students to reach proficiency (standard met) as measured by the ELA 3rd CAASPP assessment. Our goal is 80% of 3rd graders will score in the standard met or higher category on the 2021 CAASPP assessment. This actions will provide outreach in order for us to obtain consent to administer additional assessments (Brigance) in order to provide additional targeted support for students to reach our intended goal. In addition, we want to provide additional resources and summer opportunities for our students that meet the criteria in our 2022 summer school programs to assist in meeting grade level standards. This goal and action and sub action focuses on Literacy for all students. CA dashboard data as well as local assessments indicate that our foster youth, English learners and socioeconomic disadvantaged students lag behind our all students group in reaching our 80% of students scoring in the standard met on ELA as measured by the CAASPP assessment. By hiring a Literacy Coordinator, focusing on providing professional learning for all elementary staff on foundational skills and working together to create our 3 year implementation plan for Literacy blocks at the elementary grade levels will lead to improved student outcomes for our identified unduplicated student groups. SSFUSD needs to focus on the P - 3 continuum and start having our Big Lift Coordinator work in conjunction with the Educational Services department build a continuum of services and support for staff and students. This is a carryover action from the 2017 - 2020 LCAP.
Goal 3 - Action 4 (LEA Wide): SSFUSD is committed to increase parental and student engagement in our district. This action and sub actions considered the needs of Foster Youth, English learners and low income students since SSFUSD is going to directly to committee members to obtain input on district plans and actions/sub actions to address the needs of our unduplicated student groups (Foster Youth, English Learners, Socioeconomically disadvantaged). In past years we've had little to no input from our students on district plans, programs and policies. Over the past year, SSFSD has had an increase in parental and student involvement in board meetings and district programs, policies and practices. Through stakeholder engagement meetings students have asked for a venue to provide input. SSFUSD has created a student advisory committee to provide a venue for our students to provide input and feedback on programs, policies that are important to them while in SSFUSD. In addition, the community and parents have put equity at the forefront and have asked SSFUSD to examine policies and practices to ensure that they are equitable for all students. SSFUSD has created a Diversity and Inclusion committee where a group of parents, staff, community members and students will discuss items and make recommendations to SSFUSD leadership to promote strategies and best practices within the realms of racial, social, sexual gender diversity.

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

SSFUSD has met the requirement of increasing services for our foster youth, EL, SED and special needs students by 9.24% ($618,290) as required. Some of the highlights of our new services/actions are as follows:

- provide extending instructional learning time via expanded summer school learning opportunities ($1,550,000)
- provide additional learning supports such as tutoring - Academic Centers (elementary) ($450,000) and Paper - (secondary)($197,500) - 6 - 12;
- provide access and opportunities to a broad course of study (CTE pathways) and possible expansion at middle school in 2021 - 2022 ($141,000)
- provide integrated student supports to learning - SEL TOSA ($103,000) SEL curriculum($30,000); the addition of 7 Wellness counselors ($718,000)
- provide additional professional learning to ensure proper implementation of revised practices, policies and procedures in an equitable manner to meet the needs of our foster youth, EL, SED and special needs students($94,000)

SSFUSD will use LCFF Supplemental funds or local funds (expanding learning opportunities grant) to support these actions and services.

Goal 1 - Action 3- a - n: Provide support and training for staff that are part of the English Learner development program . By increasing the number of sections to support EL's we will be able to group students by proficiency levels to better meet their needs. We will also provide the professional learning for staff such as GLAD and essential practices for EL's.

Goal 1 - Action 6 - a-e: Provide intervention support in literacy for elementary students and Goal 1 - Action 10 - a:-d Implement Dynamic Indicators of Basic Early Literacy Skills (DIBELS) dyslexia screener in grades K-2 at all elementary sites to assess early acquisition of literacy skills and provide intervention support for students if needed. Recent research has indicated that schools should focus on foundational skills (phonics, phonemic awareness, comprehension, fluency, vocabulary). SSFUSD is piloting a phonics program called SIPPS in the fall 2022 and will recommendation to the school board so we can begin implementation in 23 - 24. A review of assessment data (Brigance, Phonics, Literably CAASPP scores) indicate that many students in particular our Foster Youth, EL, SED and special needs students are not meeting our target of 80% of 3rd grade students scoring at met/exceed on the 3rd grade CAASPP and Literably assessments. Therefore, we have decided to focus on early intervention and we implemented a universal screener to assist us in determining students that may need intervention supports in grades K - 2.We expect this action to assist us in improving our 3rd grade CAASPP/Literably scores.

Goal 1 - Action 8 - a - f: Design Systems and Structures to monitor the academic and language data for ELs on an quarterly basis. EL department will increase their support to EL's by providing trainings to EL staff, conducting walkthroughs and providing feedback to staff. We will pilot a new assessment called Test of English language learning (TELL) that will assist us in monitoring the progress of our EL students.

Goal 1 - Action 24: (LEA Wide): This is action that is carried over from the 2017 - 2020 LCAP. The extra allocation given to students that meet the at promise criteria, to meet their academic, socio - emotional and behavioral needs comes in many forms at our school sites - this could be homework center model, 1:1 tutoring; online tutoring access for students; after school programs and possible additional staff to provide targeted support. School sites and the district monitor these actions by examining CA dashboard data points and survey data.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable. SSFUSD doesn't meet the requirement for an additional concentration grant in 22 - 23.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$58,403,527.00	$4,527,737.00	$254,280.00	$3,116,924.00	$66,302,468.00	$61,827,834.00	$4,474,634.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Continue to execute the SSFUSD CTE plan to provide all students with the necessary skills and content knowledge to thrive in the 21st-century workforce.	English Learners Low Income	$5,000.00	$521,000.00	$20,000.00		$546,000.00
1	1.2	Continue K-12 NGSS Implementation and Curricula Adoption at all grade levels.	All			$45,000.00		$45,000.00
1	1.3	Provide support and training for staff that are part of the English Learner development program	English Learners	$1,175,800.00				$1,175,800.00
1	1.4	Increase college and career readiness for all students	English Learners Foster Youth Low Income	$40,000.00	$330,277.00			$370,277.00
1	1.5	Continue to offer a Virtual Independent Study program for students per AB 130	All				$593,000.00	$593,000.00
1	1.6	Provide intervention support in literacy for elementary students	English Learners Foster Youth Low Income	$28,000.00				$28,000.00
1	1.7	SSFUSD will implement all actions as required by state/federal plans as	All Students with Disabilities					$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		required (ATSI, CCEIS - (significant disproportionality) and Differentiated Assistance.						
1	1.8	Design Systems and Structures to monitor the academic and language data for ELs on an quarterly basis	English Learners	$24,563.00			$28,000.00	$52,563.00
1	1.9	Human Resources will introduce the Talent Management System (Frontline) and create the implementation plan	All	$39,989.00				$39,989.00
1	1.10	Implement Dynamic Indicators of Basic Early Literacy Skills (DIBELS) dyslexia screener in grades K-2 at all elementary sites to assess early acquistion of literacy skills and provide intervention support for students if needed.	English Learners Foster Youth Low Income	$48,000.00			$123,000.00	$171,000.00
1	1.11	Develop a balanced assessment system aligned to district scope and sequence in ELA & Math	All					$0.00
1	1.12	Design systems, policies, practices, and procedures that promote inclusion and diversity and provide opportunities and access for all students	All	$27,500.00				$27,500.00
1	1.13	Create a safe, healthy and inclusive learning	English Learners Foster Youth	$123,000.00			$774,000.00	$897,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		environment for all students	Low Income					
1	1.14	Provide support for educators to participate in Teacher Leadership Team (TLT) meetings (PLC's) where groups of educators work collaboratively in reoccurring cycles of inquiry and improvement (Performance Management)	All	$94,500.00		$20,000.00		$114,500.00
1	1.15	Continue to reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating	English Learners Foster Youth Low Income	$25,000.00	$45,000.00			$70,000.00
1	1.16	Fund additional staff to lead, train and monitor curriculum, instruction and assessment work	English Learners Foster Youth Low Income	$3,234,167.00	$299,960.00	$169,280.00	$105,800.00	$3,809,207.00
1	1.17	Provide students access to standards aligned instructional materials and highly qualified trained staff	All	$49,142,880.00				$49,142,880.00
1	1.18	Ensure that are facilities are well maintained and safe. Ensure that all staff and students know how to respond in case of an emergency	All					$0.00
1	1.19	Develop systems and processes for	All	$23,000.00			$32,150.00	$55,150.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		consistent data policies and practices to ensure data integrity across the district						
1	1.20	Provide students access to a broad course of study that 's rigorous and prepares them for college and career opportunities	English Learners Foster Youth Low Income	$1,879,220.00				$1,879,220.00
1	1.21	Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning	English Learners Foster Youth Low Income	$175,048.00			$1,300,974.00	$1,476,022.00
1	1.22	Continue to implement restorative practices at all schools and in classrooms	English Learners Foster Youth Low Income	$163,100.00				$163,100.00
1	1.23	Provide funds to support the basic needs (school supplies, transportation, clothing etc) of our foster youth & homeless students	Foster Youth	$25,000.00				$25,000.00
1	1.24	Provide additional allocation via LCFF Supplemental allocation to school sites to support our students in order to meet their academic, behavioral and socio-economic needs	Low Income	$584,155.00				$584,155.00
1	1.25	Provide additional allocation via LCFF Supplemental allocation to school	English Learners	$200,000.00				$200,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		sites to support our EL students in order to meet their academic, behavioral and socio-economic needs						
1	**1.26**	Continue to provide students additional learning opportunities and instructional learning time in order to provide intervention support, enrichment and/or to meet other student learning needs	English Learners Foster Youth Low Income	$10,000.00	$1,240,000.00			$1,250,000.00
1	**1.29**							
2	**2.1**	All teachers will engage with professional development focused on common core, cultural competence, equity work, restorative practices, mindset work, positive behavioral systems, socio - emotional programs, English learner services, and Special Education services. For those teachers that are new to the field of education, the Induction Program will provide the necessary supports to assist our new teachers in earning their clear credential.	All	$278,750.00			$124,000.00	$402,750.00
2	**2.2**	Provide Professional Learning to build	English Learners	$72,805.00	$25,000.00			$97,805.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		practices of classroom teachers for EL students						
2	2.3	Provide professional learning on EL Monitoring systems & ELPAC assessments	English Learners	$15,000.00				$15,000.00
2	2.4	Provide MTSS Professional Learning for Reading Specialists (DIBELS & literacy block)	Low Income	$5,400.00	$94,500.00			$99,900.00
2	2.5	Provide Professional learning for counselors/administrators on the qualities and practices of a data-driven, comprehensive school counseling program	All					$0.00
2	2.6	Build capacity of staff for data analysis and reporting	All	$6,000.00				$6,000.00
2	2.7	Continue to build systems for data governance amongst site staff responsible for data processing	All					$0.00
2	2.8	Develop systems and processes for consistent data policies and practices to ensure data integrity across the district	All					$0.00
2	2.9	Providing professional learning opportunities for staff on the following topics: Scope and Sequence (ELA &	All		$35,000.00			$35,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		math) coaching principles, Collaborative cycle of inquiry, Gradual release of responsibility and how to give actionable feedback						
2	**2.10**	Implement the Danielson Instructional Framework	All		$47,000.00			$47,000.00
2	**2.11**	Implement a Coaching program and provide professional learning to all TOSA's, Reading Specialists and administrators (site and district)	All		$25,000.00			$25,000.00
2	**2.12**	Provide professional learning opportunities to create a safe and positive school climate (Equity, restorative justice practices, implicit bias, inclusion and mental health)	All		$75,000.00			$75,000.00
2	**2.13**	Provide an allocation for TK teachers to participate in professional learning opportunities to assist in the preparation to have younger students in their classes	TK	$15,000.00				$15,000.00
2	**2.14**	Provide an allocation for classified staff to participate in professional learning in order to support	All		$40,000.00			$40,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		students academic and socio - emotional well - being						
3	3.1	SSFUSD will continue to provide various opportunities for our students to increase engagement and enhance the school culture	All	$636,000.00				$636,000.00
3	3.2	Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC, SEPAC as well as other parent meetings as measured by attendance sign in sheets	English Learners Foster Youth Low Income	$276,650.00			$36,000.00	$312,650.00
3	3.3	Continue outreach to families to support a strong first five to kindergarten transition	English Learners Foster Youth Low Income					$0.00
3	3.4	Increase opportunities for stakeholder engagement and feedback	English Learners Foster Youth Low Income	$15,000.00				$15,000.00
4	4.1	Improve achievement rates of students with IEPs	Students with Disabilities	$10,000.00				$10,000.00
4	4.2	Continue to build continuum of services in order to build internal capacity that is detached from outside agencies/schools to	Students with Disabilities		$1,700,000.00			$1,700,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		support our students with disabilities						
4	**4.3**	Continue to provide access and opportunities for students with disabilities to take a rigorous course work while in SSFUSD	Students with Disabilities					$0.00
4	**4.4**	Increase IEP team capacity and effectiveness in transitioning students to between grade spans	Students with Disabilities	$5,000.00				$5,000.00
4	**4.5**	Decrease Suspension rates of students with disabilities	Students with Disabilities		$15,000.00			$15,000.00
4	**4.6**	Improve outcomes of students with disabilities on the following indicators (student achievement - ELA & Math, Graduation rate, CCI, Attendance & Suspension rates)	Students with Disabilities		$20,000.00			$20,000.00
4	**4.7**	Increase least restrictive environment (LRE) rates by 3% for students with IEPs	Students with Disabilities		$15,000.00			$15,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
71,816,711	$6,424,723	8.95%	1.11%	10.06%	$8,124,908.00	0.00%	11.31 %	**Total:**	$8,124,908.00
								LEA-wide Total:	$1,690,158.00
								Limited Total:	$5,046,685.00
								Schoolwide Total:	$1,972,220.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Continue to execute the SSFUSD CTE plan to provide all students with the necessary skills and content knowledge to thrive in the 21st-century workforce.	Yes	Schoolwide	English Learners Low Income	Specific Schools: ALMS, PKWY, WMS, Baden, ECHS & SSFHS 6 - 12	$5,000.00	
1	**1.3**	Provide support and training for staff that are part of the English Learner development program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: ALMS, Parkway, WMS, Baden, ECHS & SSFHS 6 - 12 only	$1,175,800.00	
1	**1.4**	Increase college and career readiness for all students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SSFHS Grade 9 only	$40,000.00	
1	**1.6**	Provide intervention support in literacy for elementary students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Buri, JS, LC, Martin, MV, Ponderosa, Skyline, Spruce &	$28,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						SSG TK - 5		
1	**1.7**	SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CCEIS - (significant disproportionality) and Differentiated Assistance.				K - 12		
1	**1.8**	Design Systems and Structures to monitor the academic and language data for ELs on an quarterly basis	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$24,563.00	
1	**1.10**	Implement Dynamic Indicators of Basic Early Literacy Skills (DIBELS) dyslexia screener in grades K-2 at all elementary sites to assess early acquistion of literacy skills and provide intervention support for students if needed.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Buri, JS, LC, Martin, MV, Ponderosa, Skyline, Spruce & SSG K- 5	$48,000.00	
1	**1.13**	Create a safe, healthy and inclusive learning environment for all students	Yes	LEA-wide	English Learners Foster Youth Low Income		$123,000.00	
1	**1.15**	Continue to reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	**1.16**	Fund additional staff to lead, train and monitor curriculum, instruction and assessment work	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$3,234,167.00	
1	**1.20**	Provide students access to a broad course of study that	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: ALMS, PKWY,	$1,879,220.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		's rigorous and prepares them for college and career opportunities			Low Income	WMS, ECHS, SSFHS 6-12		
1	1.21	Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,048.00	
1	1.22	Continue to implement restorative practices at all schools and in classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,100.00	
1	1.23	Provide funds to support the basic needs (school supplies, transportation, clothing etc) of our foster youth & homeless students	Yes	LEA-wide	Foster Youth	All Schools	$25,000.00	
1	1.24	Provide additional allocation via LCFF Supplemental allocation to school sites to support our students in order to meet their academic, behavioral and socio-economic needs	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Low Income	All Schools	$584,155.00	
1	1.25	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio-economic needs	Yes	LEA-wide	English Learners	All Schools	$200,000.00	
1	1.26	Continue to provide students additional learning opportunities and instructional learning time in order to provide intervention support, enrichment and/or to meet other student learning needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Provide Professional Learning to build practices of classroom teachers for EL students	Yes	LEA-wide	English Learners	All Schools	$72,805.00	
2	2.3	Provide professional learning on EL Monitoring systems & ELPAC assessments	Yes	LEA-wide	English Learners	All Schools	$15,000.00	
2	2.4	Provide MTSS Professional Learning for Reading Specialists (DIBELS & literacy block)	Yes	LEA-wide	Low Income	Specific Schools: Buri, JS, LC, Martin, MV, Pondo, Skyline, Spruce, SSG TK - 5	$5,400.00	
3	3.2	Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC, SEPAC as well as other parent meetings as measured by attendance sign in sheets	Yes	LEA-wide	English Learners Foster Youth Low Income		$276,650.00	
3	3.3	Continue outreach to families to support a strong first five to kindergarten transition	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Buri, JS, LC, Martin, MV, Pondo, Skyline, Spruce, SSG Preschool - 5		
3	3.4	Increase opportunities for stakeholder engagement and feedback	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ALMS, PHMS, WMS, Baden, ECHS, SSFHS 6 - 12 only	$15,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$64,581,349.00	$61,944,456.57

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Implement the SSFUSD CTE plan to provide all students with the necessary skills and content knowledge to thrive in the 21st-century workforce.	No	$141,000.00	$117,624.72
1	**1.2**	Continue K-12 NGSS Implementation and Curricula Adoption at all grade levels.	No	$2,015,000.00	$111,078.00
1	**1.3**	Provide support and training for staff that are part of the English Learner development program	Yes	$513,000.00	$460,962.40
1	**1.4**	Increase college and career readiness for all students	No	$3,190.00	$13,828.70
1	**1.5**	Improve achievement rates of students with IEPs	Yes	$10,000.00	$10,000.00
1	**1.6**	Provide intervention support in literacy for elementary students	Yes	$10,000.00	$1,496.02
1	**1.7**	Continue to build continuum of services in order to build internal capacity that is detached from outside agencies/schools to support our students with disabilities	Yes	$350,000.00	$408,594.86
1	**1.8**	Design Systems and Structures to Monitor the academic and language data for ELs on an quarterly basis	Yes	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.9	Continue to support the BARR program at SSFHS	Yes	$20,000.00	$20,000
1	1.10	Implement Dynamic Indicators of Basic Early Literacy Skills (DIBELS) dyslexia screener in grades K-2 at all elementary sites to assess early acquistion of literacy skills and provide intervention support for students if needed.	No	$10,000.00	10,000.00
1	1.11	Develop a Balanced assessment system aligned to district scope and sequence in ELA & Math	No	$0.00	$0.00
1	1.12	Design systems, policies, practices and procedures that promote inclusion and diversity and provide opportunities and access for all students	No	$25,000.00	$3,262.54
1	1.13	Create a safe, healthy and inclusive learning environment for all students	Yes	$718,000.00	$238,088.31
1	1.14	Provide support for educators to participate in Teacher Leadership Team (TLT) meetings (PLC's) where groups of educators work collaboratively in reoccurring cycles of inquiry and improvement (Performance Management)	No	$53,000.00	$42,809.00
1	1.15	Reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating	Yes	$65,000.00	$51,879.23
1	1.16	Fund additional staff to lead, train and monitor curriculum, instruction and assessment work	No	$3,281,700.00	$3,131,472.51
1	1.17	Provide students access to standards aligned instructional materials and highly qualified trained staff	No	$49,142,880.00	$49,142,880.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.18	Ensure that are facilities are well maintained and safe. Ensure that all staff and students know how to respond in case of an emergency	No	$0.00	$0.00
1	1.19	Develop systems and processes for consistent data policies and practices to ensure data integrity across the district	No	$3,000.00	$9,623.25
1	1.20	Provide students access to a broad course of study that 's rigorous and prepares them for college and career opportunities	Yes	$1,517,400.00	$1,350,433.98
1	1.21	Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning	Yes	$1,940,145.00	$1,940,145.00
1	1.22	Continue to implement restorative practices at all schools and in classrooms	Yes	$128,100.00	$178,420.19
1	1.23	Provide funds to support the basic needs (school supplies, transportation, clothing etc) of our foster youth & homeless students	Yes	$25,000.00	$25,000.00
1	1.24	Provide additional allocation via LCFF Supplemental allocation to school sites to support our students in order to meet their academic, behavioral and socio-economic needs	Yes	$784,155.00	$1,198,024.60
1	1.25	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio-economic needs	Yes	$556,779.00	$496,141.60
1	1.26	Continue to provide students additional learning opportunities and instructional learning time in order to provide intervention	Yes	$1,550,000.00	$1,232,491.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		support, enrichment and/or to meet other student learning needs			
1	1.27	Provide support for educators to participate in Teacher Leadership Team (TLT) meetings (PLC's) where groups of educators work collaboratively in reoccurring cycles of inquiry and improvement	No	$50,000.00	$59,176.36
1	1.28	Reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating	Yes	$65,000.00	$51,879.00
1	1.29	SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CCEIS - (significant disproportionality) and Differentiated Assistance.	Yes	$0.00	$0.00
1	1.30	Human Resources department will research, evaluate via our Fit, Feasibility, Monitoring and Evaluation process (FFME), and select a talent management system to monitor our evaluation systems in order to determine professional learning needs across the district for classified, certificated and administrative staff.	No	$32,000	$32,000
2	2.1	All teachers will engage with professional development focused on common core, cultural competence, equity work, restorative practices, mindset work, positive behavioral systems, socio - emotional programs, English learner services, and Special Education services. For those teachers that are new to the field of education, the Induction Program will provide the necessary supports to assist our new teachers in earning their clear credential.	No	$584,700.00	$345,511.31

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Provide Professional Learning to build practices of classroom teachers for EL students	Yes	$94,000.00	$88,631.40
2	2.3	Provide professional learning on EL Monitoring systems & ELPAC assessments	Yes	$0.00	$0.00
2	2.4	Provide MTSS Professional Learning for Reading Specialists (Dibels & literacy block)	Yes	$9,300.00	$15,000.00
2	2.5	Provide Professional learning for counselors/administrators on the qualities and practices of a data-driven, comprehensive school counseling program	No	$0.00	$0.00
2	2.6	Build capacity of staff for data analysis and reporting	No	$6,000.00	$6,000.00
2	2.7	Continue to build systems for data governance amongst site staff responsible for data processing	No	$0.00	$0.00
2	2.8	Develop systems and processes for consistent data policies and practices to ensure data integrity across the district	No	$0.00	$0.00
2	2.9	Increase IEP team capacity and effectiveness in transitioning students to between grade spans	Yes	$7,000.00	$7,000.00
2	2.10	Decrease Suspension rates of students with IEPs	Yes	$25,000.00	$25,000.00
2	2.11	Improve achievement rates of students with IEPs (SBAC, Grad, CCI, Attd, Suspension rates)	Yes	$20,000.00	$20,000.00
2	2.12	Increase least restrictive environment (LRE) rates by 3% for students with IEPs	Yes	$0.00	$0.00
3	3.1	SSFUSD will continue to provide various opportunities for our	No	$618,000.00	$828,983.76

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		students to increase engagement and enhance the school culture			
3	**3.2**	Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC, SEPAC as well as other parent meetings as measured by attendance sign in sheets	Yes	$193,000.00	$267,558.95
3	**3.3**	Continue outreach to families to support a strong first five to kindergarten transition	Yes	$0.00	$0.00
3	**3.4**	Increase opportunities for stakeholder engagement and feedback	Yes	$15,000.00	$3,459.66

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$6,633,433	$5,129,129.00	$5,830,294.39	($701,165.39)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Provide support and training for staff that are part of the English Learner development program	Yes	$513,000.00	$460,962.40		
1	1.5	Improve achievement rates of students with IEPs	Yes	$10,000.00	$10,000.00		
1	1.6	Provide intervention support in literacy for elementary students	Yes	$10,000.00	$1,496.02		
1	1.7	Continue to build continuum of services in order to build internal capacity that is detached from outside agencies/schools to support our students with disabilities	Yes	$350,000.00	$408,594.86		
1	1.8	Design Systems and Structures to Monitor the academic and language data for ELs on an quarterly basis	Yes	$0.0	$0.0		
1	1.9	Continue to support the BARR program at SSFHS	Yes	$20,000.00	$20,000.00		
1	1.13	Create a safe, healthy and inclusive learning environment for all students	Yes	$85,000.00	$238,088.31		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	Reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating	Yes	$65,000.00	$51,879.23		
1	1.20	Provide students access to a broad course of study that 's rigorous and prepares them for college and career opportunities	Yes	$1,517,400.00	$1,350,433.98		
1	1.21	Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning	Yes	$524,645.00	$596,370.00		
1	1.22	Continue to implement restorative practices at all schools and in classrooms	Yes	$128,100.00	$174,420.19		
1	1.23	Provide funds to support the basic needs (school supplies, transportation, clothing etc) of our foster youth & homeless students	Yes	$25,000.00	$25,000.00		
1	1.24	Provide additional allocation via LCFF Supplemental allocation to school sites to support our students in order to meet their academic, behavioral and socio-economic needs	Yes	$784,155.00	$1,198,024.60		
1	1.25	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio-economic needs	Yes	$556,779.00	$496,141.60		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.26	Continue to provide students additional learning opportunities and instructional learning time in order to provide intervention support, enrichment and/or to meet other student learning needs	Yes	$177,000.00	$336,304.19		
1	1.28	Reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating	Yes	$10,000.00	$51,879.00		
1	1.29	SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CCEIS - (significant disproportionality) and Differentiated Assistance.	Yes	$0.00	$0.00		
2	2.2	Provide Professional Learning to build practices of classroom teachers for EL students	Yes	$94,000.00	$88,631.40		
2	2.3	Provide professional learning on EL Monitoring systems & ELPAC assessments	Yes	$0.00	$0.00		
2	2.4	Provide MTSS Professional Learning for Reading Specialists (Dibels & literacy block)	Yes	$4,050.00	$4,050.00		
2	2.9	Increase IEP team capacity and effectiveness in transitioning students to between grade spans	Yes	$2,000.00	$2,000.00		
2	2.10	Decrease Suspension rates of students with IEPs	Yes	$25,000.00	$25,000.00		
2	2.11	Improve achievement rates of students with IEPs (SBAC, Grad, CCI, Attd, Suspension rates)	Yes	$20,000.00	$20,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.12**	Increase least restrictive environment (LRE) rates by 3% for students with IEPs	Yes	$0.00	$0.00		
3	**3.2**	Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC, SEPAC as well as other parent meetings as measured by attendance sign in sheets	Yes	$193,000.00	$267,558.95		
3	**3.3**	Continue outreach to families to support a strong first five to kindergarten transition	Yes	$0.00	$0.00		
3	**3.4**	Increase opportunities for stakeholder engagement and feedback	Yes	$15,000.00	$3,459.66		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$72,338,423	$6,633,433	0.0%	9.17%	$5,830,294.39	0.00%	8.06%	$803,138.61	1.11%

Instructions

Plan Summary

Engaging Educational Partners

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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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