2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	South San Francisco USD
CDS Code:	41 69070 0000000
LEA Contact Information:	Name: Keith Irish Position: Assistant Superintendent Educational Services Email: kirish@ssfusd.org Phone: 6508778709
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$104,941,552
LCFF Supplemental & Concentration Grants	$6,691,445
All Other State Funds	$7,902,089
All Local Funds	$2,354,874
All federal funds	$9,453,294
Total Projected Revenue	$124,651,809

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$135,155,216
Total Budgeted Expenditures in the LCAP	$64,549,349
Total Budgeted Expenditures for High Needs Students in the LCAP	$8,615,879
Expenditures not in the LCAP	$70,605,867

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$5,203,161
Actual Expenditures for High Needs Students in Learning Continuity Plan	$5,086,695

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$1,924,434
2020-21 Difference in Budgeted and Actual Expenditures	$-116,466

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	South San Francisco Unified School District plans to spend $135,155,216 for the FY 2021-22, of that amount, $64,549,349 is tied to actions/services for expenses in the LCAP and $70,605,867 is not in LCAP. The budgeted expenditures that are not part of LCAP are to be used for the following: Most department allocations, staff salaries and many unrestricted and categorical program allocations at the District Office are not included in LCAP. Discretionary and some other allocations to the sites are not included in the LCAP. Local grants, gifts and donations to the sites are not included in the LCAP.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	Due to COVID 19 and due to distance learning SSFUSD has no cost associated with Teachers and Staff Support Team.

LCFF Budget Overview for Parents

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CDS Code: 41 69070 0000000

School Year: 2021-22

LEA contact information:

Keith Irish

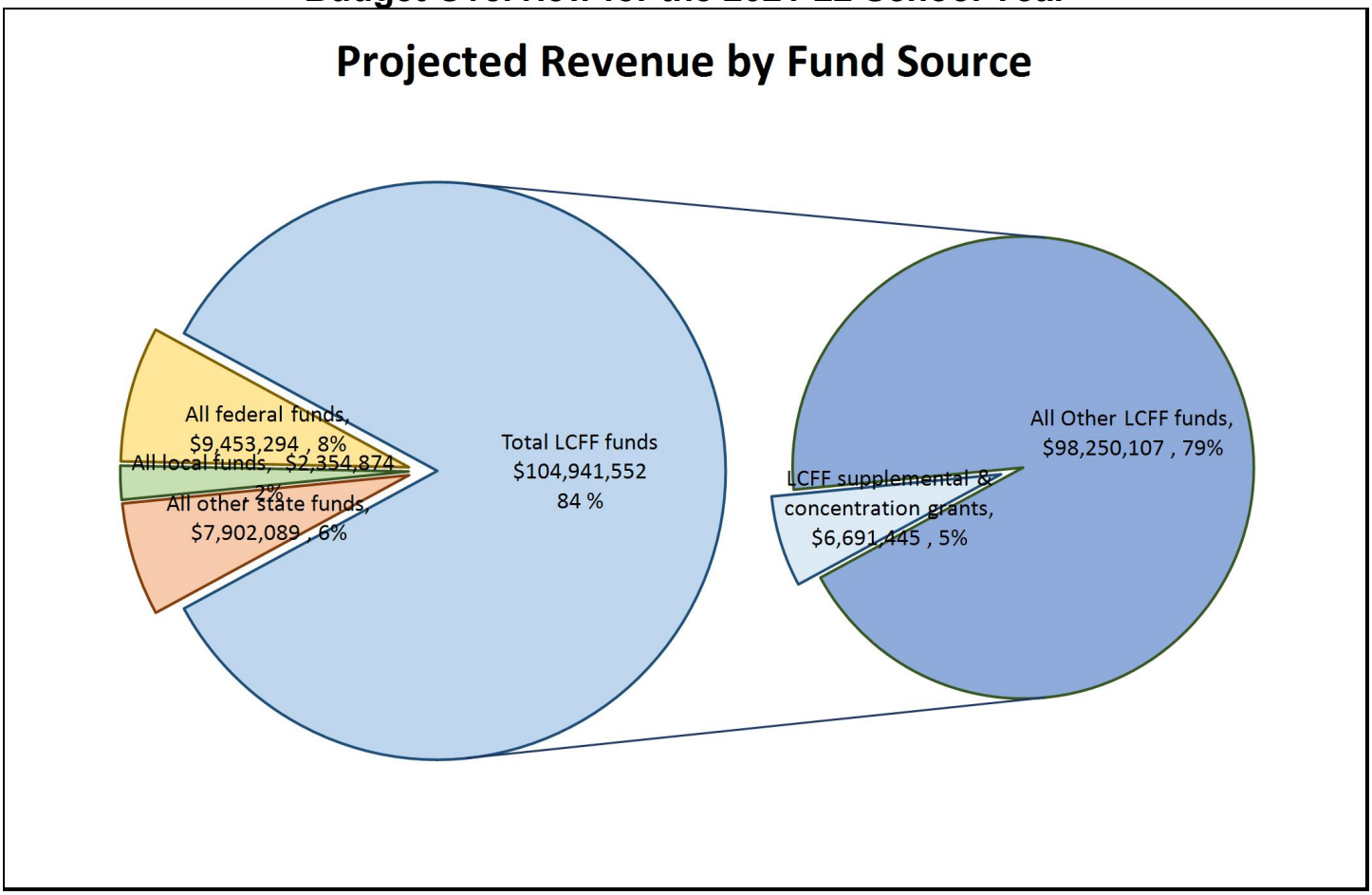
Assistant Superintendent Educational Services

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 2021-22 School Year



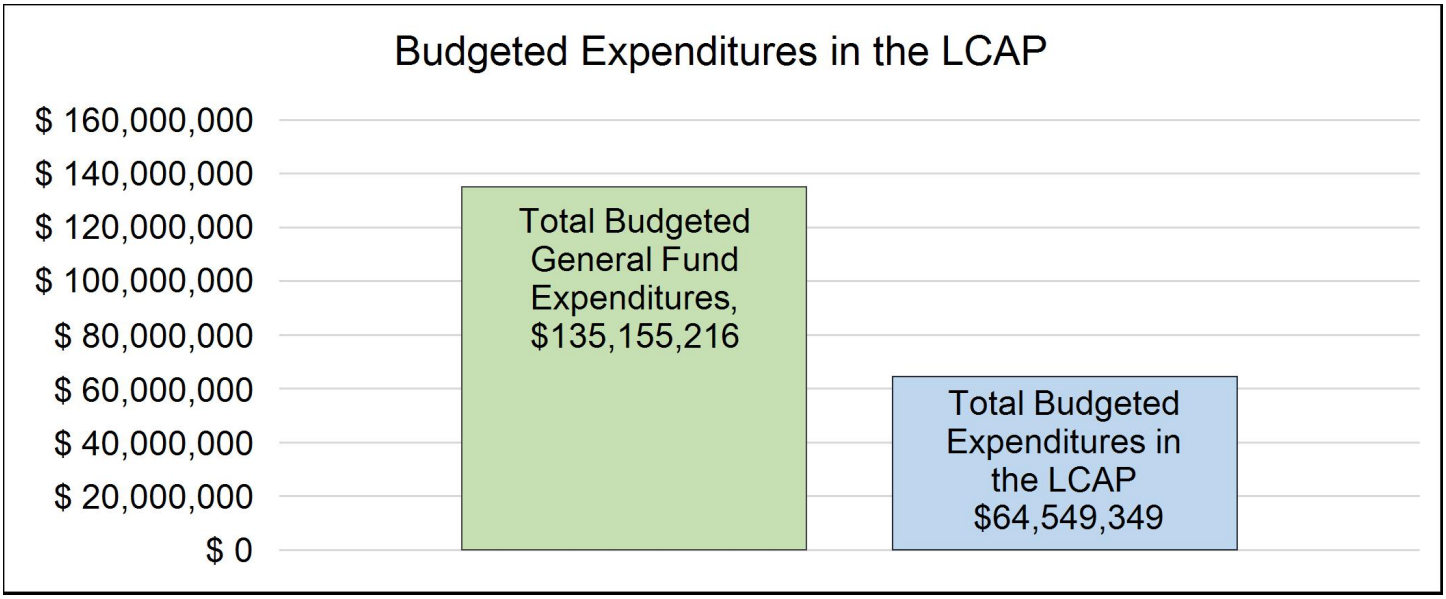
This chart shows the total general purpose revenue South San Francisco USD expects to receive in the coming year from all sources.

The total revenue projected for South San Francisco USD is $124,651,809, of which $104,941,552 is Local Control Funding Formula (LCFF), $7,902,089 is other state funds, $2,354,874 is local funds, and

$9,453,294 is federal funds. Of the $104,941,552 in LCFF Funds, $6,691,445 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

South San Francisco USD plans to spend $135,155,216 for the 2021-22 school year. Of that amount, $64,549,349 is tied to actions/services in the LCAP and $70,605,867 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

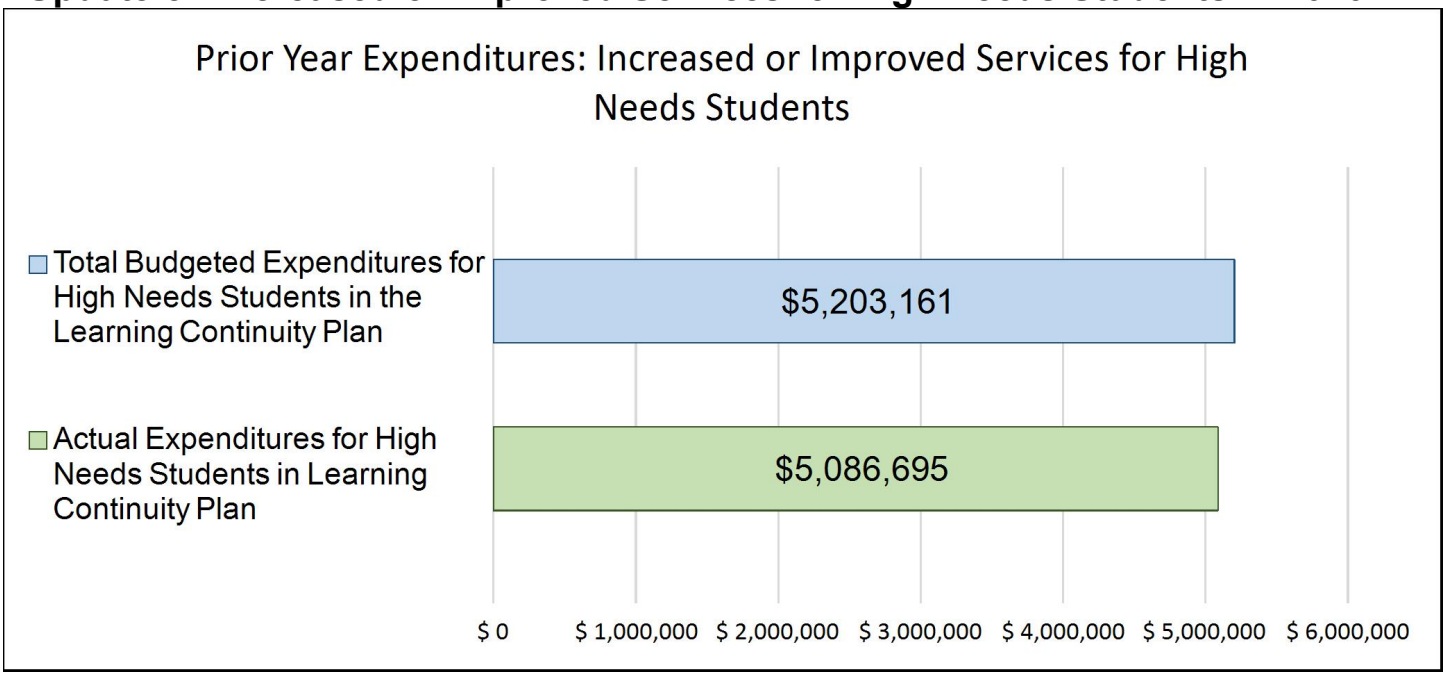
South San Francisco Unified School District plans to spend $135,155,216 for the FY 2021-22, of that amount, $64,549,349 is tied to actions/services for expenses in the LCAP and $70,605,867 is not in LCAP. The budgeted expenditures that are not part of LCAP are to be used for the following:
Most department allocations, staff salaries and many unrestricted and categorical program allocations at the District Office are not included in LCAP. Discretionary and some other allocations to the sites are not included in the LCAP. Local grants, gifts and donations to the sites are not included in the LCAP.

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

In 2021-22, South San Francisco USD is projecting it will receive $6,691,445 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 $8,615,879 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what South San Francisco USD budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what 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.

In 2020-21, South San Francisco USD's Learning Continuity Plan budgeted $5,203,161 for planned actions to increase or improve services for high needs students. South San Francisco USD actually spent $5,086,695 for actions to increase or improve services for high needs students in 2020-21.

Due to COVID 19 and due to distance learning SSFUSD has no cost associated with Teachers and Staff Support Team.



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

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

LEA Name	Contact Name and Title	Email and Phone
South San Francisco USD	Keith Irish Assistant Superintendent Educational Services	kirish@ssfusd.org 6508778709

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

Goal 1

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 assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Distance from Level 3 on the CA Dashboard in ELA and Math.	CA Dashboard Results in CAASPP ELA and Math: 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 , 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

Expected	Actual
19-20 CA Dashboard Results in CAASPP ELA and Math: ELA Distance from Level 3 All: -2.5 points EL: -10.3 points (no RFEP) Low Income: -10.3 Students w/Disabilities: -42.5 points Math Distance from Level 3 All: -1.7 EL: -13.1 Low Income: -9.1 SPED: -57.8 **Baseline** CA Dashboard Results in CAASPP ELA and Math ELA Distance from Level 3 All: -3.5 points EL: -65.2 points (no RFEP) Low Income: -32.3 Students w/Disabilities: -82.5 points Math Distance from Level 3 All: -9.7 points EL: -64.1 Low Income: -39.1 SPED: -97.8	

Expected	Actual
Metric/Indicator Teacher retention rates Highly Qualified Teacher Rates Number of Teachers Misassigned **19-20** Teacher Retention Rates: 4% Attrition Highly Qualified Teacher Rates: 100% Number of Teachers Misassigned: 0 **Baseline** Teacher Retention Rates: 13% Attrition Highly Qualified Teacher Rates: 92.8% Number of Teachers Misassigned: 0	Teacher Retention Rates Highly Qualified Teacher Rate: 100% Number of Teachers Misassigned: 0 Teacher Retention Rates: 6%
Metric/Indicator Number of unduplicated students who completed A-G Number of unduplicated enrolled in AP classes and test pass rates College Acceptance rates	Number of unduplicated students who completed A-G for the Class of 2020: EL: 13 Low Socioeconomic Background: 84 Special Education:16 AP enrollment in 2019-20: English Learners: 15

Expected	Actual
19-20 Number of unduplicated students who completed A-G will increase by 2%. Number of unduplicated enrolled in AP classes and test pass rates will increase by 2%. AP Exam Passing Rates will increase by 2%. College Acceptance rates will increase by 2%. **Baseline** Number of unduplicated students and students who completed A-G: EL: 231 students Low Socioeconomic Background: 971 students Special Education: 175 students AP enrollment: English Learners: 19 Low Socio: 164 Foster Youth: 0 Special Education: 5 African American: 3 Hispanic/Latino: 151 AP Exam Passing Rates: Using 2015-2016 data as baseline: Out of 903 students taking AP exams SSFUSD had an AP passage rate of 503 students. This is a 55.7% passage rate. College Acceptance Rates: 586 12th graders completed the district survey.	Low Socioeconomic Background: 253 Foster Youth: 2 Special Education: 12 African American: 2 Hispanic/Latino: 187 AP Exam Passing Rate for 2019-20: Out of 388 students taking 628 AP exams, SSFUSD had an AP passage rate of 360 scores, or 57.3% (increase of 8.1% from 2019). Due to COVID-19 school closures, AP exams were administered remotely in May 2020 and many SSFUSD students opted to not take the exams. College Acceptance Rates: Senior exit survey data did not include college acceptance for the Class of 2020. 464 12th graders completed the district survey.

Expected	Actual
250 were accepted to a college/university. Acceptance rate: 42.6%	
Metric/Indicator Implementation of Common Core Instruction Implementation of Common Core Professional Development **19-20** Common Core Instruction Metrics: English Language Arts - Performance on SBAC ELA - Increase by 3 points to meet 6.5 points above Medium (Yellow) target Mathematics - Performance on SBAC Math Increase to 3.5 points above Medium (Yellow) Number of Common Core-related PD metrics: Math: 27 PD sessions ELA/ELD: 22 PD sessions PLC: 13 PD sessions Science: 17 PD sessions Social Studies: 5 sessions **Baseline** Common Core Instruction Metrics: English Language Arts - Performance on SBAC ELA - Baseline 3.5 points below Medium (Yellow)	Common Core Instruction Metrics English Language Arts - Performance on SBAC ELA: 2019 CAASPP met/exceeded: All students 52%; Asian: 76%, Filipino 66% , Hispanic/Latinx 38% , PacIslander 41%, African Am/Black 35%, White 56% , MultiRace 67%, English Learners 21% , Students w/Disabilities 19%, Socioeconomically Disadvantaged 38%, Homeless 35% Mathematics - Performance on SBAC Math: 2019 CAASPP met/exceeded: All students 44%; Asian: 74%, Filipino 60% , Hispanic/Latinx 29% , PacIslander 29%, African Am/Black 22%, White 46%, MultiRace 57% , English Learners 20% , Students w/Disabilities 19%, Socioeconomically Disadvantaged 29%, Homeless 25% Common Core PD Metrics Math: 15 ELA/ELD: 13 PLC: 8 Science: 10 Social Studies: 2

Expected	Actual
Mathematics - Performance on SBAC Math Baseline 9.7 points below Medium (Yellow) Number of Common Core-related PD metrics: Math: 14 PD sessions ELA/ELD: 16 PD sessions PLC: 4 PD sessions Common Core Instruction Metrics (based on revised 2017 scores): English Language Arts - Performance on SBAC ELA - Baseline 9.5 points below Medium (Orange) Mathematics - Performance on SBAC Math Baseline 11.7 points below Medium (Yellow)	
Metric/Indicator English Learner Metrics (1) California School Dashboard 1a. English Language Arts 1b. Mathematics 1c. Graduation Rate 1d. Suspension Rate (2) Reclassification Rate (3) English learner performance on the new English Language Proficiency Assessment for California	English Learner Metrics (1) California School Dashboard 1a. English Language Arts (CAASPP): 2019 CAASPP met/exceeded: English Learners 21% 1b. Mathematics (CAASPP): 2019 CAASPP met/exceeded: English Learners 20% 1c. Graduation Rate: EL graduation rate for 2020 Dashboard: 69.8% (increase of 4.7% from 2019 Dashboard) 1d. Suspension Rate:

Expected	Actual
19-20 English Learner Metrics (1) California School Dashboard (revised based on updated 2017 ratings) 1a. English Language Arts - English learner performance in English Language Arts will increase to 30.9. 1b. Mathematics - English learner performance in Mathematics will increase to 37.3% 1c. Graduation Rate - English learner graduation rate will increase to 90.9%. 1d. Suspension Rate - English learner suspension rate will decrease to 3.9%.	Due to COVID-19 school closures, suspension data for 2019-20 was not reported in the 2020 Dashboard. (2) Reclassification Rate 7.4% (130 students) were reclassified during the 2019-2020 school year. (3) English learner performance on the new English Language Proficiency Assessment for California ELPAC summative: Level 1 15.89%, Level 2 28,97%, Level 3 34.6%, Level 4 29.46%

Expected	Actual
(2) Reclassification Rate English learner reclassification rate will maintain at a 13%-17% reclassification rate. (3) ELPAC targets for Level 3& 4: Level 4-target is 40%-well developed Level 3-Target-is 40%-moderately developed **Baseline** English Learner Metrics (1) California School Dashboard For the 2017-2018 school year, SSFUSD will have an increase in the total number of points under each of the state indicators: 1a. English Language Arts - English learner performance in English Language Arts baseline is 26.9 below level 3. 1b. Mathematics - English learner performance in Mathematics baseline is 32.1 points below level 3.	

Expected	Actual
1c. Graduation Rate - English learner graduation rate baseline is 89.3% 1d. Suspension Rate - English learner suspension rate baseline is 5%. (2) Reclassification Rate English learner reclassification rate baseline is 15%. (3) English learner performance on the new English Language Proficiency Assessment for California (ELPAC) is predicted to have a baseline of 35%.	
Metric/Indicator Facilities 100% FIT Compliant at at least a "Good" or "Exemplary" level. **19-20** 100% FIT Compliant Continued 100% rating (Good or Exemplary) on FIT Compliant tool. 19-20 Ratings: Buri Buri: Exemplary Junipero Serra: Exemplary Los Cerritos: Exemplary	Facilities FIT Compliance 19-20 Ratings: Buri Buri: Exemplary Junipero Serra: Exemplary Los Cerritos: Exemplary Martin: Exemplary Monte Verde: Exemplary Ponderosa: Exemplary Skyline: Exemplary Spruce: Exemplary Sunshine Gardens: Exemplary Alta Loma Middle: Exemplary Parkway Middle: Exemplary

Expected	Actual
Martin: Exemplary Monte Verde: Exemplary Ponderosa: Exemplary Skyline: Exemplary Spruce: Exemplary Sunshine Gardens: Exemplary Alta Loma Middle: Exemplary Parkway Middle: Exemplary Westborough Middle: Exemplary El Camino HS: Exemplary South San Francisco HS: Exemplary **Baseline** 100% FIT Compliant Continued 100% rating (Good or Exemplary) on FIT Compliant tool. 16-17 Ratings: Buri Buri: Exemplary Junipero Serra: Good Los Cerritos: Exemplary Martin: Exemplary Monte Verde: Exemplary Ponderosa: Exemplary Skyline: Exemplary Spruce: Exemplary Sunshine Gardens: Exemplary Alta Loma Middle: Exemplary Parkway Middle: Exemplary Westborough Middle: Exemplary El Camino HS: Exemplary South San Francisco HS: Exemplary	Westborough Middle: Exemplary El Camino HS: Exemplary South San Francisco HS: Exemplary
Metric/Indicator Public access to standards-aligned materials	100% of CORE standards-aligned materials were available for all students.

Expected	Actual
19-20 SSFUSD will have 100% of CORE standards-aligned materials for all students. **Baseline** 100% of CORE standards-aligned materials will be available for all students.	
Metric/Indicator Graduation Rate **19-20** SSFUSD will increase the graduation rate 2% to 99% on the 2020 Dashboard. **Baseline** Our graduation rate for 16-17 is 96.5%, a 1.4% increase from the previous year.	Graduation rate for 2020: 85.5% (decline of 1.1% from 2019 Dashboard)
Metric/Indicator College and Career Readiness - Access **19-20** SSFUSD will increase the total percentage of the College and Career Readiness Access rate by 2%. **Baseline** All students will take at least 2 CTE, Dual enrollment or Advanced Placement classes before they graduate from Baden, El Camino and South San Francisco high schools .	College and Career Readiness rate for 2020: 41.9% (276 students) prepared (increase of 11.6% from 2019 Dashboard) Students in the Class of 2020 who took at least 2 CTE, dual enrollment, or Advanced Placement classes:

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SERVICES AND SUPPORTS FOR ALL STUDENTS **********	SERVICES AND SUPPORTS FOR ALL STUDENTS Salaries, Benefits, Materials and Supplies, and Services	SERVICES AND SUPPORTS FOR ALL STUDENTS Salaries, Benefits, Materials and Supplies, and Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1.0 (a) Ensure that all students will be served by teachers who are appropriately trained, assigned and fully credentialed in their subject areas. All students will have sufficient textbooks, instructional materials, and appropriate facilities. 1.1.0 (b) Provide standards aligned materials to all students. 1.1.0 (c) All teachers will receive professional development in California Standards Aligned Curriculum and district wide initiatives: ELA/ELD, NGSS, Social Studies, and Mathematics. 1.1.0 (d) Administrators and classified staff will be trained in the appropriate skills to provide an optimal learning environment for students and staff, and a welcoming environment for parents. 1.1.0(e) Counselors will ensure all students are appropriately assigned and on-course to graduate prepared for college and career. **********	1000, 2000, 3000, 4000, 5000 1.1.0 (a) $45,142,879 (LCFF - Base) 1.1.0 (b) $2,000,000(LCFF - Base) 1.1.0 (c) $700,000 (LCFF - Base) 1.1.0 (d) $250,000 (LCFF - Base) 1.1.0 (e) $2,000,000 (LCFF - Base) Base $50,092,879 Services 1000, 3000 1.1.1(a) $130,000 1.1.1 (b) See 1.6 -1.b 1.1.1 (c - e) $0 1.1.1 (g) See Goal 2.1.1 & 2.1.2 Special Education $130,000 Salaries, Benefits 1000, 3000 1.1.1(f) $225,720 Unrestricted $225,720	1000, 2000, 3000, 4000, 5000 1.1.0 (a) $45,142,879 (LCFF - Base) 1.1.0 (b) $2,000,000(LCFF - Base) 1.1.0 (c) $700,000 (LCFF - Base) 1.1.0 (d) $250,000 (LCFF - Base) 1.1.0 (e) $2,000,000 (LCFF - Base) Base $50,092,879 Services 1000, 3000 1.1.1(a) $132,642 1.1.1 (b) See 1.6 -1.b 1.1.1 (c - e) $0 1.1.1 (g) See Goal 2.1.1 & 2.1.2 Special Education $132,642 Salaries, Benefits 1000, 3000 1.1.1(f) $112,433 Unrestricted $112,433
1.1.1 Recruit and train highly qualified staff ********** (a) Provide annual stipend for SPED teachers - $2,000/Teacher for 19-20 (b) Provide funds for teachers to earn CTE credentials for CTE compliance - $1,500 preliminary & $2,500 clear CTE credential (c) Provide ongoing training for administrators in evaluating employee performance		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(d) Develop training protocols for new certificated and classified staff new to the position (e) Attend up to 7 job fairs in order to recruit the most qualified staff to SSFUSD (Asst Supt HR) (f) Provide virtual and face-to-face coaching for administrators (site and district), via Hulce Consulting Group (HCG), focusing on implementing Performance Management at the district and select sites, supporting the implementation of Scope & Sequence, determining rigor and relevance and creating a system of assessments (g) Continue new teacher induction program, which focuses on new certificated staff members will participate in the District's Induction Program.		
1.2.1 PROVIDE STUDENTS WITH ACCESS TO STANDARDS ALIGNED INSTRUCTIONAL MATERIALS. ********** (a) Create a committee in order to adopt Science curriculum at the 6-8 grade span (b) Select and pilot instructional materials with middle school science teachers (c) Recommend and adopt middle school science curriculum by June 2020	Materials/Supplies and Services 4000, 5000 1.2.1(a-b) $0 1.2.1(c) $1,000,000 1.2.1(d) $0 Base $1,000,000	Materials/Supplies and Services 4000, 5000 1.2.1(a-b) $0 1.2.1(c) $1,000,000 1.2.1(d) $0 Base $1,000,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(d) Recommendation for adoption to board of trustees by June 2021.		
1.3.1 ENSURE THAT ALL FACILITIES ARE WELL MAINTAINED AND SAFE. ENSURE THAT ALL STAFF AND STUDENTS KNOW HOW TO RESPOND IN CASE OF AN EMERGENCY. ENSURE THAT ALL INTERCOMS, PHONES AND CAMERAS ARE IN WORKING CONDITION. ********** (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) Train all administrators on how to use all safety equipment in order to be prepared in case of an emergency (d) Conduct all required safety drills (earthquake, duck and cover, intruder) as required by law (Big 5 protocol) (e) Establish and secure centralized security management (f) Ensure designated staff with security camera access have appropriate training (g) Establish security system operation procedure, confidentiality and use policy	Materials/Supplies 4000, 5000 1.3.1 (a - d) $0 1.3.1(e) $10,000 1.3.1(f) $2,000 1.3.1(g)$0 Unrestricted $12,000 Salaries, Benefits, Material and Supplies and Services 1000, 2000, 3000, 4000, 5000 1.3.1 (h)$3,000,000 1.3.1 (i) $3,300,000 Base 6,300,000	Materials/Supplies 4000, 5000 1.3.1 (a - d) $0 1.3.1(e) $10,000 1.3.1(f) $2,000 1.3.1(g)$0 Unrestricted $12,000 Salaries, Benefits, Material and Supplies and Services 1000, 2000, 3000, 4000, 5000 1.3.1 (h)$3,000,000 1.3.1 (i) $3,300,000 Base 6,300,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(h) Allocate monies to the routine maintenance account to ensure that facilities are well maintained, safe, are clean for all students and staff (i) Allocate monies to the deferred maintenance/redeveloping agencies account		
1.4.1 INCREASE COLLEGE AND CAREER READINESS FOR ALL STUDENTS. ********** (a) Evaluate College and Career Readiness platforms (Naviance/California College Guidance Initiative) and provide recommendation to Board of trustees for adoption in June 2020 (b) Support District AVID (Advancement Via Individual Determination) program at SSFHS & ECHS (c) Maintain AVID District Coordinator (2 Sections) (d) Maintain AVID site coordinator - SSFHS (1 Section) (e) Maintain AVID site coordinator - ECHS (1 Section) (f) Continue supporting AVID PD in order to support teachers with the implementation of AVID strategies	Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.4.1(a - c)$0 1.4.1(d) $20,000 1.4.1(e) $20,000 1.4.1(g - h) $0 1.4.2 (a)$0 1.4.2(b) $200,000 1.4.2(c)$0 1.4.3(h) $44,242 1.4.3(i) $75,000 1.4.4(a)$0 1.4.4(b) $500,000 1.4.6(a -b)$0 1.4.7(a -f)$0	Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.4.1(a - c)$0 1.4.1(d) $0.00 1.4.1(e) $0.00 1.4.1(g - h) $0 1.4.2 (a)$0 1.4.2(b) $0 1.4.2(c)$0 1.4.3(h) $121,410 1.4.3(i) $75,000 1.4.4(a)$0 1.4.4(b) $448,800 1.4.6(a -b)$0 1.4.7(a -f)$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(g) Increase recruitment efforts at middle schools and high schools in order to increase enrollment in AVID sections to a minimum of 20 students per section. (h) Increase AVID seniors a-g rate by 5% annually until we reach 90%. (2018 a-g rate was 64%) **********	1.4.8(a - c)$0 1.4.9(a - d)$0 1.4.9 (f - g)$0 Supplemental $859,242	1.4.8(a - c)$0 1.4.9(a - d)$0 1.4.9 (f - g)$0 Supplemental $645,210
1.4.2 -Credit Recovery - Edgenuity ********** (a) Offer online courses and provide credit recovery opportunities for students during the school day as well as after school (b) Continue annual contract with Edgenuity for ECHS, SSFHS & Baden) (c) Create a handbook and update policies for Edgenuity implementation in SSFUSD **********	Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.4.1(f) TBD (Site Funds) 1.4.3(b) $300,000 (SSAE Grant) 1.4.3(c) $181,177 (SSAE Grant) Other $481,177 Salaries, Benefits, Materials/Supplies and Services 1000 - 5000	Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.4.1(f) TBD (Site Funds) 1.4.3(b) $253,368 (SSAE Grant) 1.4.3(c) $181,177 (SSAE Grant) Other $434,545 Salaries, Benefits, Materials/Supplies and Services 1000 - 5000
1.4.3 - Expand Summer School Opportunities ********** (a) Offer Summer School opportunities for all interested students (b) Offer STEAM summer enrichment learning experiences for elementary and middle school students. (c) Enhance STEAM summer school program via Student Support and Academic enrichment (SSAE) grant	1.4.3(c) $61,581 (Title IV and SSAE Grant) Other $61,581 Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.4.3(d) $20,000 (Migrant Ed) Federal Funds $20,000 Salaries, Benefits, Materials/Supplies and Services 1000 - 5000	1.4.3(c) $61,581 (Title IV and SSAE Grant) Other $63,252 Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.4.3(d) $20,000 (Migrant Ed) Federal Funds $16,106.28 Salaries, Benefits, Materials/Supplies and Services 1000 - 5000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
i. Train for staff (VAPA instructional strategies) Ii. Purchase instructional materials Iii. Extend summer school day to incorporate VAPA instruction (d) For Migrant Education students - all Summer School programs (e) For Special Education students-ESY programs (f) For acceleration for math in Middle School (g) For enrichment for math in middle school - Elevate (h) To make up graduation and/or a-g requirements - core HS Summer school programs (i) offer SS acceleration class for math in high school - Algebra II ********** 1.4.4 - Provide students with opportunities to participate in our Middle College program and take classes via Dual enrollment ********** (a) Provide dual enrollment opportunities at ECHS, SSFHS & Baden via our partnership with Skyline College (b) Provide 70 students in SSFUSD the opportunity to participate in the Middle College Program at Skyline College ********** 1.4.5 - SSFUSD College Fair **********	1.4.3(e) $160,000 Special Education $160,000 Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.4.3(f) $83,000 Title I $83,000 Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.4.3(g) $75,000 Title III $75,000 Salaries, Benefits and Materials/Supplies 2000 - 4000 1.4.5(a) $20,000 1.4.9(e) $35,000 Base $55,000	1.4.3(e) $279,896 Special Education $279,896 Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.4.3(f) $83,000 Title I $83,000 Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.4.3(g) $75,000 Title III $75,000 Salaries, Benefits and Materials/Supplies 2000 - 4000 1.4.5(a) $2,314 1.4.9(e) $43,973 Base $46,287

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(a) Provide a district College fair in order to share information with students on post secondary options after graduation ********** 1.4.6 - Provide additional Academic counseling support ********** (a) Meet with Guidance Counselors at least 4-6 times per year to develop and uniform counseling program (b) Support high school counselors to ensure all students enroll in the courses needed to meet graduate requirements and a-g requirements (if applicable) by evaluating and reviewing student transcripts ********** 1.4.7 - Utilize the Smarter Balanced System to support teaching and learning ********** (a) Administer and review learning data from Interim Assessment Blocks/Interim Comprehensive Assessments and review learning data (b) Utilize Digital Library (d) Monitor completion of CAASPP assessments for all students and all subgroups (e) Provide data from CAASPP assessments in order to assist sites in determining School Plan for Student Achievement) SPSA goals in alignment with LCAP goals (f) Provide training to all SPED teachers to upload all accommodations into TOMS (February 2020) before the CAASPP assessment window		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
********** 1.4.8 - Utilize data from College Board assessments to measure the essential knowledge and skills for college and career readiness ********** (a) Examine AP Potential scores to increase course access for underrepresented groups (b) Research and discuss the possibility of implementing an open enrollment policy for AP courses to increase access of underrepresented subgroups (c) Research and possibly purchase a program to provide additional preparation for AP exams (Albert IO) ********** 1.4.9 -Analyze the district's current system of assessments and monitor student progress. Share data with staff and stakeholders. ********** (a) Create a list of current assessments and create a chart which includes: (Assessment, purpose of assessment, frequency, when data shared, etc.) (b) Research and purchase a reading and math inventory program to assist in placement of courses at all grade levels (Northwest Evaluation Association - Measures of Academic Progress (NWEA-MAP) (c) Provide training to administrators in analyzing Literacy data (Fountas and Pinnell, Smarter Balance Assessment Consortium- English/Language Arts and Math(SBAC), Brigance, and English		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Language Assessments for California(ELPAC) and engage in two Cycles of Inquiry per school year (d) Monitor student achievement levels on all standardized exams and district benchmark assessments (SBAC, ELPAC, Interim Assessments and District Common Formative Assessments). (e) Statistician/Data Analyst will ensure accurate CALPADS data, provide student data (specifically for unduplicated students) to the site, and facilitate data learning sessions (f) SSFUSD will select a Student Information System and provide training for all stakeholders (g) Provide data literacy training for all staff		
1.5.1 PROVIDE STUDENTS WITH A BROAD COURSE OF STUDY IN ORDER TO ENSURE THAT STUDENTS ARE COLLEGE AND CAREER READY WHEN THEY GRADUATE FROM SSFUSD. ********** (a) Revise El Camino High School's bell schedule in order to increase student access (Change from 6 period traditional schedule to 7 period modified block schedule) (b) Revise South San Francisco High School's bell schedule in order to increase student access (Change from 6 period traditional schedule to 7 period modified block schedule)	Services 5000 1.5.1(a) $120,000 1.5.1(b) $200,000 1.5.1(d) $10,000 1.5.1(e) $250,000 1.5.1(f) $10,000 1.5.1(g - h)$0 Supplemental $590,000	Services 5000 1.5.1(a) $176,858 1.5.1(b) $175,223 1.5.1(d) $10,000 1.5.1(e) $298,137 1.5.1(f) $0 1.5.1(g - h)$0 Supplemental $660,217

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(c) Implement at ECHS & SSFHS, an Advisory/Intervention period will be put in place to assist students with academic and socio-emotional needs (d) Provide training to sites (if needed and requested) on how to best plan and deliver high quality instruction in a block schedule format (e) Maintain 8 hour period block schedule to support students at the middle school level, which includes additional time for supports, interventions, and enrichment activities for students. (f) Provide master schedule training for counselors and site administrators serving all secondary schools (SIS training & 13 elements of a student centered master schedule) (g) Collaborate with SSFCTA in order to uniform start and end times for all schools in order to ensure that all staff can participate in district collaboration days (by grade span -K-5, 6-8 and 9-12) (h) Work with SSFCTA to place three Professional Development days on 2020-2021 district calendar	Salaries and Benefits 1000, 3000 1.5.1(c) $20,000 Unrestricted $20,000 Salaries and Benefits 1000, 3000 1.5.1(e) $340,000 Base $340,000	Salaries and Benefits 1000, 3000 1.5.1(c) $20,000 Unrestricted $20,000 Salaries and Benefits 1000, 3000 1.5.1(e) $348,817 Base $348,817
1.6.1 CAREER TECHNICAL EDUCATION (CTE): SSFUSD WILL STRENGTHEN AND EXPAND THE CAREER TECHNICAL EDUCATION (CTE) PATHWAY PROGRAM TO INCREASE BOTH ACCESS AND COLLEGE AND CAREER READINESS. ********** (a) Maintain 0.8 CTE Coordinator to oversee implementation of three (3) Year CTE Plan, with specific focus on ensuring all CTE Pathways are	Salaries, Benefits, and Capital 1000, 3000, 6000 1.6.1(a) $52,000 1.6.1(b) $12,000 1.6.1(c) $10,000 1.6.1(d) $224,000	Salaries, Benefits, and Capital 1000, 3000, 6000 1.6.1(a) $51,833 1.6.1(b) $10,076 1.6.1(c) $1,799 1.6.1(d) $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
high quality, increasing participation in CTE classes and expanding of pathways. (b) Provide stipends for teachers attaining a Designated Subjects Career Technical Education (DSCTE) credential. Teachers will receive a stipend of $1,500 for attaining a preliminary (DSCTE) credential and $2,500 for clearing the credential. (c) Provide support for CTE curriculum development to ensure high-quality curriculum and instruction and alignment to community college courses (d) Initiate process to align CTE facilities to industry standard (e) Fund 1.6 FTE CTE sections to increase CTE pathway access **SSFHS: Biotech (0.2), Media Arts (0.2), Computer Science (0.2) ***ECHS Biotech (0.2) Media Arts (0.2), Culinary/Hospitality (0.2) (f) Deepen relationship with local community colleges and increase CTE dual enrollment (g) Continue to submit a minimum of 1 CTE course per high school as an “g” elective course (h) Increase the amount of CTE courses that offer industry recognized certification (i) Explore the feasibility of having an official Career Technical Student Organizations (CTSO) charter and leadership activities are embedded in the CTE curriculum. (j) Ensure all pathways have an Advisory Committees that include Business/Industry Participation	1.6.1(e) $190,000 1.6.1(f)$0 1.6.1(h)$0 1.6.1(i) $5,000 1.6.1(j - l)$0 Carl D. Perkins Career and Technical Education $493,000 Salaries and Benefits 1000, 3000 1.6.1(a) $52,000 1.6.1(g) $1,000 Supplemental $53,000	1.6.1(e) $0. 1.6.1(f)$0 1.6.1(h)$0 1.6.1(i) $0. 1.6.1(j - l)$0 Carl D. Perkins Career and Technical Education $63,708 Salaries and Benefits 1000, 3000 1.6.1(a) $52,275 1.6.1(g) $0 Supplemental 52,275

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(k) Begin exploring the creation and implementation of middle school electives that align to high school CTE pathways (l) Ensure all CTE data is accurately collected and reported so the district meets all reporting requirements to CDE/Federal Government for CTEIG, Strong Workforce Program and Perkins grants.		
1.7 IMPLEMENT CALIFORNIA STATE STANDARDS AND PROFESSIONAL LEARNING COMMUNITIES ACROSS ALL CURRICULAR AREAS. ********** ********** ********** ********** 1.7.1- CCSS ENGLISH LANGUAGE ARTS IMPLEMENTATION: ********** ********** Revise and refine TK-11 grades scope and sequence, administer 2 common formative assessments and develop rubrics to score and calibrate student work districtwide. (a) Elementary Grade Level Team Lead (3rd, 4th,5th) (up to 10K per grade level) ***(i) Lead TK-5 Teacher Leadership Teams ***(ii) Oversee creation and assist with implementation of ELA/ELD TK - 5 scope and sequence ***(iii) Oversee creation and administration of common formative assessments ***(iv) Support creation and implementation of common district data analysis protocol ***(v) Provide PD related to scope and sequence implementation	Salaries, Benefits and Services 1000, 3000, 5000 1.7.1(a) $30,000 1.7.1(b) $155,000 1.7.1(c) $12,000 1.7.1(d) $24,000 1.7.1(e) $5,000 1.7.1(f) $3,000 1.7.2(a) $118,000 1.7.2(b) $95,000 1.7.2(c) $36,000 1.7.2(d) $5,000 1.7.2(e) $0 1.7.2(f) $2,000 1.7.3(a) $95,000	Salaries, Benefits and Services 1000, 3000, 5000 1.7.1(a) $0 1.7.1(b) $128,812 1.7.1(c) $12,000 1.7.1(d) $5,290 1.7.1(e) $4,274 1.7.1(f) $0.0 1.7.2(a) $109,538 1.7.2(b) $30,247 1.7.2(c) $29,495 1.7.2(d) $5,000 1.7.2(e) $0 1.7.2(f) $5,009 1.7.3(a) $106,556

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(vi) Support teachers with instructional shifts to CC (b) Secondary ELA/ELD TOSAs (1.6 FTE or 8 sections) ***(i) Lead Middle and High School Teacher Leadership Teams ***(ii) Oversee creation and assist with implementation of middle school ELA/ELD scope and sequence ***(iii) Oversee creation and administration of common formative assessments ***(iv) Support creation and implementation of common district data analysis protocol. ***(v) Lead grade level teams in cycle of inquiry ***(vi) Provide PD related to scope and sequence implementation ***(vii) Support teachers with instructional shift of Common core (c) Elementary grade level TLT(Teacher Leadership Teams) (K-5) will be allocated $12,000 dollars to compensate teachers to attend after school TLT meetings, create assessments and review assessment data to inform instruction and scope and sequence work (d)Secondary grade level TLT teams (6-11) will be allocated $24,000 dollars to compensate teachers to attend after school TLT meetings, create assessments and review assessment data to inform instruction and scope and sequence work (e) TOSA's (Teachers on Special Assignment) will attend professional development opportunities as provided by district (f) TOSA's will attend the Art of Coaching Teams Institute during the 2019-2020 year ******* 1.7.2- CCSS - MATHEMATICS IMPLEMENTATION	1.7.3(c) $4,500 1.7.3(d) $8,500 1.7.3(e) See 1.2.1(c) 1.7.3(g) $3,000 1.7.3(k) $2,000 1.7.4(a) $15,000 1.7.4(b - c)$0 1.7.6(a)$0 1.7.7(a)$0 1.7.8(a)$0 1.7.8(b) $13,500 1.7.8(c)$0 1.7.9(a - c)$0 Supplemental $626,500 Salaries and Benefits 1000, 3000 1.7.3(b) $97,500 1.7.3(f) $6,500 1.7.3(h) $10,000 Unrestricted $114,000 Services 5000	1.7.3(c) $5,184 1.7.3(d) $41,951 1.7.3(e) See 1.2.1(c) 1.7.3(g) $3,000 1.7.3(k) $3,958 1.7.4(a) $0 1.7.4(b - c)$0 1.7.6(a)$0 1.7.7(a)$0 1.7.8(a)$0 1.7.8(b) $0 1.7.8(c)$0 1.7.9(a - c)$0 Supplemental $490,314 Salaries and Benefits 1000, 3000 1.7.3(b) $97,500 1.7.3(f) $6,500 1.7.3(h) $10,000 Unrestricted $114,000 Services 5000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
**********		
Revise and refine 6-12 grades math scope and sequence, administer common assessment and develop rubrics to score and calibrate student work districtwide. (Math K-5 scope and Sequence work will continue in 20-21). (a) Fund Middle School Math TOSA (1) ***(i) Lead 6-8 Math Teacher Leadership Teams (TLTs) ***(ii) Oversee creation and assist with implementation of middle school math scope and sequence ***(iii) Oversee creation and administration of common formative assessments ***(iv) Support creation and implementation of common district data analysis protocol. ***(v) Oversee and lead grade level teams in cycle of inquiry ***(vi) Provide PD related to scope and sequence implementation ***(vii) Support teachers with instructional shift of CC (b) Fund High School Math TOSA (1) ***(i) Lead 9-12 Math Teacher Leadership Teams ***(ii) Oversee creation and assist with implementation of middle school math scope and sequence ***(iii) Oversee creation and administration of common formative assessments ***(iv) Support creation and implementation of common district data analysis protocol. ***(v) Oversee and lead grade level teams in PLC cycle of inquiry ***(vi) Provide PD related to scope and sequence implementation ***(vii) Support teachers with instructional shift of CC (c) Fund 6 - 11 TLT Meetings (6 Teams X 18 People X 40 Hours)	1.7.5(a) $33,900 Base $33,900 Materials and Supplies 4000 1.7.3(i)$25,000 (Genentech) 1.7.3(i)$25,000 (Genentech) Other $25,000 Materials and Supplies 4000 1.7.3(i)$25,000 Title I 15,000	1.7.5(a) $33,900 Base $33,900 Materials and Supplies 4000 1.7.3(i)$25,000 (Genentech) 1.7.3(i)$25,000 (Genentech) Other $25,000 Materials and Supplies 4000 1.7.3(i)$25,000 Title I 15,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(d) TOSA's will attend professional development opportunities as provided by district (e) Develop standard placement procedures and criteria for all math courses (f) TOSA's will attend the Art of Coaching Teams Institute during the 2019-2020 year ********** ********** 1.7.3 - Next Generation Science Standards (NGSS) Implementation ********** ********** (a) Fund Elementary Science TOSA (1) ***(i) Oversee implementation of NGSS Implementation Plan ***(ii) Lead Elementary Science TLT and support facilitation with Middle School Science TLT ***(iii) Research and recommend the amount of mandatory science minutes in all elementary classes devoted to all students engaging in NGSS aligned learning experiences ***(iv) Revise and assist with implementation of fully integrated 5th-grade NGSS Chocolate Company Unit ***(v) Initiate Elementary NGSS Curriculum Adoption process: Elementary School Pilot: 2020/2021 ***(vi) Draft NGSS professional learning plan (PLP) ***(vii) Provide PD to elementary teachers to support shifts of NGSS ***(viii) Assist with middle school NGSS pilot Middle School: Pilot 2019/2020 school year ***(ix) Assist with Genentech Futurelab programming ***(x) Support teachers with NGSS instructional shifts (b) Fund Secondary Science/Biotechnology TOSA		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
***(i) Implement adoption of high school 3 year specific model pathway for NGSS (Board approved April 2019) ***(ii) Oversee implementation of NGSS Implementation Plan ***(iii) Lead Secondary Science TLTs ***(iv) Oversee development of middle and high school science scope and sequence ***(v) Oversee and directly support Biotechnology Pathway ***(vi) Oversee middle school NGSS curriculum pilot ***(vii) Initiate high school NGSS Curriculum Adoption process. H.S. Pilot: 2020/2021 ***(viii) Establish science lab equipment, supplies and consumables funds ***(ix) Provide targeted professional development ***(x) Support teachers with NGSS instructional shift (c) Fund Elementary TLT Meetings (1 Team X 6 People X 15 Hours) (d) Fund Secondary TLT Meetings (2 Teams X 11 People X 15 Hours) (e) Support NGSS Adoption Process (Middle School 19-20) (see 1.2.-1 c) (f) Support 5th grade Chocolate Company science unit Implementation : (25 teachers X 5 Hours) (Supported by San Mateo County Office of Education and Genentech) (g) TOSA's will attend professional development opportunities as provided by district (h) Fund purchasing of NGSS equipment and materials (i) Fund annual Biotechnology Pathway Materials and equipment		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(j) Expand implementation of "Science from Scientist program" bridge program from 1 elementary school to 6 schools in the district (k)TOSA's will attend the Art of Coaching Teams Institute during the 2019-2020 year ********** 1.7.4 - History - Social Science Implementation ********** (a) Provide training for IMPACT California via McGraw - Hill for all 6-12 Social Science teachers in order to familiarize staff with social science adoptions and all resources. (b) Provide PD opportunities for Social Science teachers to assist in the transition to the C3 framework (College, Career and Civil) for the Social Science Standards (c) Work with Social Science teachers to determine next steps in transitioning to the C3 framework (Scope and Sequence, Inquiry Arc, Dimensions) ********** 1.7.5 Health Implementation ********** (a) Partner with Health Connected in order to deliver Comprehensive Sexual Health Education instruction to all 8th grade students as defined by CA Education code. i. 8-10 hours per class for approximately 20 sections ii.Provide 1 Family talk workshop to parents/guardians and community members		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
********** ********** 1.7.6 - Examine and refine district collaboration days ********** ********** (a) Create a definition and purpose of collaboration in SSFUSD ********** ********** 1.7.7 Professional Learning Communities ********** ********** (a) Research and determine options for training staff on Professional Learning Communities implementation for 2020-21 ********** ********** 1.7.8 - Instructional Framework -Training to begin during Spring/Summer 2020 ********** ********** (a) Create an application for staff to apply to be a part of the Instructional Framework/Instructional Coaching committee (b) Meet monthly for 2 hours to determine next steps for implementation and determine a training schedule for district (up to 15 members/9 meetings) (c) Develop a communication process/protocol to share information with all staff ********** **********		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.7.9 - Research and adopt Instructional Coaching model -training to begin during Spring/summer 2020 ********** (a) Create Instructional Coaching Committee, that will assist the district in determining the Coaching model we will adopt in SSFUSD. (b) Create a job description for an Instructional Coach approved by SSFCTA and Board of Trustees (c) The Low Performing Student Block Grant will be used to fund some Instructional Coaching sections for the 2020-21 school year		
1.8.1 PROVIDE ADDITIONAL ACADEMIC SUPPORTS FOR ALL STUDENTS IN LITERACY AND MATHEMATICS.. ********** (a) Provide 1.0 FTE RTI Intervention Specialist at each elementary site (9 total) (b) All students will be tested in grades k-5 at least twice per year using the F & P Benchmark Assessment System (BAS) (c) Purchase (Benchmark Assessment Kits) BAS kits for all certificated members in grades K-5 (d) Students that score 2 or more grade levels will receive additional supports via the RTI Intervention Specialist (LLI-Leveled Literacy Intervention system)	Salaries, Benefits and Materials/Supplies 1000, 3000, 4000 1.8.1(a) $972,000 1.8.1(c) $100,000 1.8.1(d - h)$0 1.8.1(j) $40,000 1.8.1(k) $34,000 1.8.1(l)$0 Supplemental $1,146,000 Salaries and Benefits 1000, 3000 1.8.1(b) $10,000 Unrestricted $10,000	Salaries, Benefits and Materials/Supplies 1000, 3000, 4000 1.8.1(a) $1,127,778 1.8.1(c) $129,456 1.8.1(d - h)$0 1.8.1(j) $39,415 1.8.1(k) $38,138 1.8.1(l)$0 Supplemental 1,334,787 Salaries and Benefits 1000, 3000 1.8.1(b) $97,141 Unrestricted $97,141

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(e) RTI Intervention Specialist will report and share data twice a year with District Office (December & May) (f) RTI Intervention Specialist will conduct district wide and on site trainings to ensure that all staff can administer the BAS (g) RTI Intervention Specialist will assist in training staff on calibration of BAS (Reading records) (h) RTI Intervention Specialists will use district data analysis protocol to train staff to analyze student results and inform small group instruction in the classrooms i) Attend or receive professional development opportunities as provided by district for Reading Specialist Intervention staff (j) Provide 1 section at SSFHS & ECHS for Algebra Intervention to support unduplicated students entering 9th grade needing math remediation (k) Fund a Pre-K-3rd grade coach to support the Big Lift program and work to ensure that all students are proficient at reading by grade 3 with a particular focus on English Learners and low income students. (l) Research, pilot and select a phonics program. Implementation of the new phonics program will be in 2020-2021	Salaries and Benefits 1000, 3000 1.8.1(i) $15,000 Base $15,000 Salaries and Benefits 1000, 3000 1.8.1(k) $61,000 Other $61,000	Salaries and Benefits 1000, 3000 1.8.1(i) $35,419 Base $35,419 Salaries and Benefits 1000, 3000 1.8.1(k) $38,138 Other 38,138
1.9.1 PROVIDE ACADEMIC SUPPORT FOR ENGLISH LEARNERS AND MONITOR PROGRESS. **********	Salaries and Benefits 1000 - 3000 1.9.1(a) $103,966 1.9.1(b) $570,000	Salaries and Benefits 1000 - 3000 1.9.1(a) $119,392 1.9.1(b) $599,509

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(a) Provide a K-12 ELD Curriculum and Instruction Specialist that will assist in supporting schools with intervention supports, monitoring EL student progress, and providing training for the six ELD Intervention TOSA's.	1.9.1(c)$154,548	1.9.1(c)$216,576
	1.9.1(d) $350,000	1.9.1(d) $348,710
(b) Provide six ELD Intervention TOSA's one per each site at (Los Cerritos, Martin, Spruce, Sunshine Gardens, Parkway and SSFHS) to provide intervention supports for EL students. ELD Intervention TOSA's will provide professional development for site staff on instructional supports and strategies during site collaboration at least three times per year.	1.9.1(e) $410,000	1.9.1(e) $467,482
	1.9.1(f)$0	1.9.1(f)$0
	1.9.1(i)$0	1.9.1(i)$0
	1.9.1(j - k)$0 Supplemental $1,588,514	1.9.1(j - k)$0 Supplemental 1,751,669
(c) Increase hours of Bilingual Aides at Title 1 Sites (6.0 FTE)	Salaries, Benefits and Services 1000, 3000, 5000	Salaries, Benefits and Services 1000, 3000, 5000
(d) Fund additional 3.6 FTE certificated positions and 2.4 classified positions for Newcomer program to serve English Learner students that have entered the United States (0-12 months) with language and cultural transition. (Parkway -1.0/ALMS-1.0/SSFHS-1.6)	1.9.1(c) $120,452	1.9.1(c) $120,452
	1.9.1(k) $10,000 Title III $130,452	1.9.1(k) $9,900 Title III 130,352
(e) Increase Bilingual paraprofessional hours so they are supporting English Learner students the entire school day. Priority will be given to sites with the largest percentage of English Learner students (non-Title I sites)	Salaries and Benefits 2000, 3000	Salaries and Benefits 2000, 3000
	1.9.1(d) $150,000 Base $150,000	1.9.1(d) $47,580 Base $47,580
(f) Determine placement criteria for all ELD courses at the secondary schools	Salaries and Benefits 1000, 3000	Salaries and Benefits 1000, 3000
(g) Maintain and/or increase before, during and after school academic interventions for EL's, Foster Youth, Low income and Migrant students	1.9.1(g) $22,000 (Migrant Ed) Federal Funds $22,000	1.9.1(g) $16,106 (Migrant Ed) Federal Funds $16,106
	Salaries and Benefits 1000 - 3000	Salaries and Benefits 1000 - 3000
(h) Provide academic interventions (Academic Centers) funded by SMCOE at our five Title I schools (We will find out our funding allocation in July/August 2019)	1.9.1(h) $36,700 (Local - Homework Center) Other $36,700	1.9.1(h) $37,000 (Local - Homework Center) Other $37,000
(i) Continue to implement the district EL Roadmap plan for 2019-20		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(j) Research and determine the Fit and Feasibility of implementing the Sobrato Early Academic Language (SEAL) model (k) Fund the training of three ELD Intervention TOSA's to become Guided Language Acquisition on Design (GLAD) certified trainers during the summer of 2019. Trainers will conduct a minimum of three trainings at our schools that have an ELD Intervention TOSA's.		
1.10.1 PROVIDE ACADEMIC SUPPORT FOR FOSTER YOUTH AND HOMELESS STUDENTS AND MONITOR PROGRESS ********** (a) Identify students/families in order to expand Foster Youth and Homeless services to support (use County Office database and obtain information via the enrollment process and interaction with staff) (b) Provide financial allocations for Foster Youth and Homeless students to provide monies for basic needs, school supplies, and transportation	Materials/Supplies and Services 4000, 5000 1.10.1(a)$0 1.10.1(b) $75,000 Supplemental $75,000	Materials/Supplies and Services 4000, 5000 1.10.1(a)$0 1.10.1(b) $47,998 Supplemental $47,998
1.11.1 PROVIDE ADDITIONAL ALLOCATION WITH LCFF SUPPLEMENTAL MONIES TO SUPPORT OUR AT RISK STUDENTS ACADEMIC, BEHAVIORAL AND SOCIO-ECONOMIC NEEDS. ********** (a) Allocate funds to all school sites from the LCFF Supplemental account to support our students in order to meet their academic, behavioral and socio-emotional needs.	Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.11.1(a) $784,155 Supplemental $784,155	Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.11.1(a) $657,197 Supplemental $657,197

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SITE ALLOCATION Buri $55,693 JS $29,098 LC $28,171 Martin $37,438 MV $49,114 Pondo $38,086 Skyline $37,252 Spruce $47,817 SG $33,360 Alta Loma $64,867 Parkway $56,898 WMS $56,620 Baden $9,915 ECHS $117,412 SSFHS $122,414		
1.12.1 PROVIDE ADDITIONAL ALLOCATION WITH LCFF SUPPLEMENTAL MONIES TO SCHOOL SITES TO SUPPORT OUR ENGLISH LEARNER STUDENTS' ACADEMIC,BEHAVIORAL, AND SOCIO-EMOTIONAL NEEDS. **********	Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.12.1(a) $556,799 Supplemental $556,799	Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.12.1(a) $437,512 Supplemental $437,512

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(a) Allocate funds to all school sites from the LCFF Supplemental account to support our English Learner students in order to meet their academic, behavioral and socio-emotional needs. SITE ALLOCATION Buri $19,909 JS $7,828 LC $12,592 Martin $45,094 MV $19,739 Pondo $13,953 Skyline $20,250 Spruce $45,434 SG $15,995 Alta Loma $12,252 Parkway $33,182 WMS $11,741 Baden $2,893 ECHS $10,550 SSFHS $28,587 District $256,800		
1.13 PROVIDE ACADEMIC SUPPORT FOR STUDENTS WITH DISABILITIES AND MONITOR PROGRESS. ********** 1.13.1 - Increase Base Programs and services for student with disabilities **********	Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.13.1(a) $100,000 1.13.1(b) $100,000 1.13.1(c) $120,000 1.13.1(d) $125,000	Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.13.1(a) $100,000 1.13.1(b) $100,000 1.13.1(c) $120,000 1.13.1(d) $125,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(a) Add a mild to moderate K-5 program at Buri Buri	1.13.1 (e) TBD	1.13.1 (e) TBD
(b) Add a moderate to severe K-2 program at Los Cerritos	1.13.1(f) TBD	1.13.1(f) TBD
(c) Add a Speech and Language Therapist	1.13.1(g) TBD	1.13.1(g) TBD
(d) Add a School Psychologist	1.13.1(h) $3,000	1.13.1(h) $3,000
(e) Increase all SPED paraeducators to 6 hours	1.13.1(i) $40,000	1.13.1(i) $40,000
(f) Provide contracted services including alternative placements	1.13.1(j) $5,000	1.13.1(j) $5,000
(g) Fund Non-Public School program	1.13.1(k - l)$0	1.13.1(k - l)$0
(h) Provide certification training for SSFUSD SPED teacher so she can provide (Non Violent Crisis Prevention) for our SPED paraprofessionals	1.13.1(m) $10,000	1.13.1(m) $10,000
(i) Hire a 0.4 FTE TOSA Special Education to provide mentoring support to new SPED teachers (Intern support)	1.13.1(n - r)$0	1.13.1(n - r)$0
(j) TOSA SPED will conduct monthly teacher leadership team meetings	1.13.2(a) $25,000	1.13.2(a) $25,000
(k) Discuss the possibility of adding a Therapeutic Transitional Support Program (TSS) in the district for 2020-2021(Middle School)	1.13.2(b) $100,000	1.13.2(b) $100,000
(l) Discuss the possibility of adding an Emotional Disturbed (ED) program in the district for 2020-2021(High School)	1.13.1(c) TBD	1.13.1(c) TBD
(m) Continue to provide training to all SPED staff (IEP compliance)	1.13.2(d)$0 Base $628,000	1.13.2(d)$0 Base $628,000
(n) Define roles of SPED Department head/Lead across all schools in the district in order to support a system of communication and collaboration	Services 5000	Services 5000
	1.13.1(s) $1,700,000 Unrestricted $1,700,000	1.13.1(s) $1,413,791 Unrestricted $1,413,791
	Special Education Federal Funding Resources: 3310: SPED IDEA GRANT 3311: IDEA Part B 3312: SPED: IDEA Local 3315: SPED: IDEA Preschool 3318: Preschool Grants Early	Special Education Federal Funding Resources: 3310: SPED IDEA GRANT 3311: IDEA Part B 3312: SPED: IDEA Local 3315: SPED: IDEA Preschool 3318: Preschool Grants Early

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(o)Define all SPED Programs in the district in order to uniform nomenclature and provide standardized information to all stakeholders at IEP's (P)Provide training on IEP compliance and assist in monitoring documents/files (q)Examine SPED staffing and discuss the possibility of adding the following positions in 2020 -2021: i.Program Administrator ii.Occupational Therapist iii.Mental Health coordinator iv.Behaviorist (BCBA or ABA) (r) Examine our current preschool programs and provide the structure to embed more inclusive practices/opportunities for our students with disabilities. (s).Transportation is provided to eligible special education students (t) Operation of Special Education Program for students in need	3320: SPED IDEA Preschool Local Entitlement 3332: Early Intervention Services 3345: SPED IDEA Preschool Staff Development Special Education State Funding Resources: 6500: Special Education 6512: Special Education: Mental Health Svcs. Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.13.1(t) $22,073,139 Unrestricted $15,747,772 Federal $1,651,953 State $76,500 SELPA $4,596,914 Special Education $22,073,139	3320: SPED IDEA Preschool Local Entitlement 3332: Early Intervention Services 3345: SPED IDEA Preschool Staff Development Special Education State Funding Resources: 6500: Special Education 6512: Special Education: Mental Health Svcs. Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.13.1(t) $23,826,507 Unrestricted $17,502,011 Federal $1,661,649 State $75,540 SELPA $4,587,307 Special Education 23,826,507
********** ********** ********** ********** ********** 1.13.2 - Curriculum and Instruction ********** ********** ********** ********** ********** (a) Implement Unique curriculum for Life Skills Programs (curriculum + PD)		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(b) Implement SPIRE Curriculum for Reading Intervention and Phonics (c) Implement Goalbook curriculum to promote CCSS aligned IEP goals (d) Create a committee to assist the district in selecting a district wide universal Dyslexia assessment		
1.14.1 INCREASE MENTAL HEALTH SUPPORTS TO ASSIST STUDENTS IN HAVING A SAFE AND HEALTHY LIFESTYLE. ********** (a) Continue to partner with Youth Service Bureau's a branch of the YMCA of SF' to provide a school based counseling program at some of our schools in the district. (b) Mental Health trainees will be placed on the following elementary and middle school sites (Spruce 5 days/wk)(SG3 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) Middle School Safety advocates will be placed at our 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.	Services 5000 1.14.1(a - d) $234,815 1.14.1(e) $120,000 Base $355,267 Services 5000 1.14.1(e) $120,452 1.14.2(a) $29,378 Supplemental $149,830 Services 5000 1.14.2(a) $15,000 (SSFHS-Site Funds) 1.14.2(b)$20,000 (SSFHS-Site funds) Unrestricted $15,000	Services 5000 1.14.1(a - d) $237,634 1.14.1(e) $87,804 Base $325,438 Services 5000 1.14.1(e) $149,830 1.14.2(a) $30,335 Supplemental $180,165 Services 5000 1.14.2(a) $15,000 (SSFHS-Site Funds) 1.14.2(b)$20,000 (SSFHS-Site funds) Unrestricted $35,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(d) 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) (e)SSFUSD will increase our school based counseling programs with Youth Service Bureau (YSB) by placing clinicians at the following elementary sites (Buri - 2 days)(Skyline - 2 days)(Ponderosa- 2 days)(JS-2 days)(Monte Verde - 2 days)(Martin-2 days) ********** 1.14.2 Implement Building Assets Reducing Risks (BARR) at South San Francisco High School ********** (a) At SSFHS only, partner with the Hazelden Betty Ford group to implement the Building Assets Reducing Risks (BARR).The BARR model is a strengths based model which provides a comprehensive approach to meeting academic, social and emotional needs of all students. The BARR model uses eight interlocking strategies that build intentional relationships, and utilizes real time data to monitor results. The eight interlocking strategies are: 1) Focus on the whole student 2) Provide professional development for teachers, counselors and administrators 3) Use I-Time Curriculum to foster climate for learning (socio –emotional learning)		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4) Create cohort of students 5) Teacher teams will hold weekly meetings to evaluate student's academic progress to determine appropriate interventions 6) Conduct risk review meetings to determine appropriate supports from the community 7) Engage families in student learning – (initial orientation meetings and create a parent advisory committee) 8) Engage administrators to engage the BARR model into the culture of the school (b) Provide a 0.2 FTE section for a site coordinator for BARR Implementation		
1.15.1 IMPLEMENT AND MONITOR DISTRICT WIDE ATTENDANCE POLICIES. ********** (a) Provide training for all site administrators and classified staff that assist with attendance procedures at the school site level. (b) Provide training with our Student Information System (Infinite Campus) in order to use Attendance module to send out notifications letters as needed. (c)Standardize all attendance codes in Infinite Campus and train staff on the when to use which Attendance code (d) Standardize attendance/truancy letters across all school sites	Salaries, Benefits and Materials/Supplies 1000, 3000, 4000 1.15.1(a - f) $5,000 Supplemental $5,000	Salaries, Benefits and Materials/Supplies 1000, 3000, 4000 1.15.1(a - f) $0.00 Supplemental $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(e) Define the exact number of absences that will trigger an attendance notification (f) Create a process and monitor implementation of our district wide attendance policies		
1.16.1 CREATE AN ALTERNATIVE TO SUSPENSION PROGRAM ********** (a)Hire a certificated member to oversee the Alternative to Suspension (ATS) program (b) Partner with Youth Service Bureau to provide direct services (Curriculum and mental health counseling) on the designated one day per week of the ATS program (c) Create an informational document that will outline the purpose of the ATS program, selection criteria regarding what offenses will be referred to ATS, select metrics to measure effectiveness, create a communication process with school sites and the district office (anticipated start date late fall or January 2020)	Salaries, Benefits and Services 1000, 3000, 5000 1.16.1(a) $100,000 1.16.1(b) $20,000 1.16.1(c)$0 Base $120,000	Salaries, Benefits and Services 1000, 3000, 5000 1.16.1(a) $100,000 1.16.1(b) $20,000 1.16.1(c)$0 Base $120,000
1.17.1 IMPROVE TECHNOLOGY INFRASTRUCTURE AND TO ENSURE THAT ALL STAFF AND STUDENT STUDENTS HAVE ACCESS TO RELIABLE TECH DEVICES. **********	Services 5000 1.17.1(a) $168,000 1.17.1(b - d)$0 Unrestricted $168,000	Services 5000 1.17.1(a) $168,000 1.17.1(b - d)$0 Unrestricted $168,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(a) Update server infrastructure and redesign the the network architecture (b) Separate and clearly state our replacement schedule for school sites tech devices (IPADs, Computers, Tablets) (c) Identify & establish system standards and hardware policies (d) Establish monitoring and metrics for the infrastructure		
1.18. SSFUSD WILL ANALYZE CURRENT SYSTEMS, STRUCTURES AND PROCESSES AND DEVELOP TO COMMUNICATE AND IMPLEMENT SYSTEMS TO SUPPORT STUDENT AND STAFF EFFICIENCY AND LEARNING. ********** 1.18.1 Technology TOSA will support EDS and SSFUSD staff ********** (a) Hire a 0.40 FTE Technology TOSA ***(i) To Research, identify, and catalog existing instructional software solutions aligned to instructional framework *** (ii) Create a technology skills scope and sequence document for K-5 aligned to CCSS Digital Literacy and technology skills to support students in ELA/ELD, mathematics and the history and technical subject areas. *** (iii) Create a technology skills scope and sequence document for 6-12 aligned to CCSS Digital Literacy and technology skills to support students in ELA/ELD, mathematics and the history and technical subject areas.	Salaries and Benefit 1000, 3000 1.18.1(a) $20,000 1.18.1(b - c)$0 1.18.2(a)$0 1.18.2(b)$0 1.18.3(a)$0 Supplemental $20,000	Salaries and Benefit 1000, 3000 1.18.1(a) $6,163 1.18.1(b - c)$0 1.18.2(a)$0 1.18.2(b)$0 1.18.3(a)$0 Supplemental $6,163

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
*** (iv) Assist the district in creating/selecting a digital citizenship curriculum and create an Implementation plan (Common Sense Media) ***(v) TOSA will conduct monthly teacher leadership meetings ***(vi) TOSA and Technology Teacher Leadership teams (TLT) will provide professional development opportunities for staff (b) Document, standardize and systematize processes, protocols, and forms in each department (create a handbook listing all procedures/processes in Educational Services, Business, Human Resources, Student Services) (c) Research and identify common data types and reports required to support student academic success ********** 1.18.2 Create departmental handbooks at district level ********** (c) Align and maintain a department handbook with policies and procedures that are inclusive and focus on continuous improvement (Human Resources & Student Services, Business and Educational Services) (b) Each department (Human Resources & Student Services, Business and Educational Services) will continue to convert at least 3 existing forms/documents from paper to electronic in order to increase efficiency ********** 1.18.3 Increase use of Student Information System and data management system to support student and staff learning		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
********** (a) Research and identify common data types and reports required to support student academic success		
1.19.1 SSFUSD WILL PROVIDE EXPERIENTIAL LEARNING OPPORTUNITIES (OUTDOOR EDUCATION) FOR STUDENTS IN OUR ELEMENTARY SCHOOLS ********** (a) SSFUSD will provide a 2,000 allocation to each elementary school site in order to support students having the opportunity to participate in the Outdoor education program at Camp Gulch.	Services 5000 1.19.1(a) $18,000 Unrestricted $18,000	Services 5000 1.19.1(a) $18,000 Unrestricted $18,000
1.20.1 SSFUSD WILL ANALYZE OUR CURRENT SYSTEM AND MOVE TOWARDS PROVIDING EQUITABLE OUTCOMES FOR OUR STUDENTS AND STAFF BY EXAMINING THE 5 P'S (PEOPLE, PROCESSES, PRACTICES, PROCEDURES, PROGRAMS) ********** (a) SSFUSD will look at two existing practices, policies, procedures or programs and standardize the practice, policy or procedure throughout the district or grade span (Possible 5 P's: Removing recess for students as a punitive measure (Elementary), non participation in middle and high school graduation activities/ceremonies, Homework policy, placement criteria)	1.20.1 (a-b) $0 $0	.20.1 (a-b) $0 $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(b) SSFUSD Departments (Business, Human Resources & Student Services and Educational Services) will analyze our practices and policies and make the shift towards allocating resources to school sites based on equity rather than equality		

Goal Analysis

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

Below is a list of all sub actions that were not implemented due to COVID - 19 closures. If the actions were not implemented SSFUSD used the allocated monies to support our students, families and teachers and staff in the following manner.

- purchase additional instructional supplies to support our students and staff
- provide additional professional learning opportunities to assist staff in meeting the needs of distance learning
- purchase technology devices and hotspots to ensure connectivity for all students and staff so students could participate in distance learning during the spring of 2020 and 2020 - 2021 school year.
- purchase health and safety supplies in order to provide a safe work and learning environment for staff and students
- provide additional learning supports (tutoring) or expanded learning opportunities for students (Summer School Opportunities)
- allow school sites to carry over monies into the 2020 - 2021 school year in order to support staff and students via distance learning

1.2.1-PROVIDE STUDENTS WITH ACCESS TO STANDARDS ALIGNED INSTRUCTIONAL MATERIALS: Pilot and funding of NGSS-aligned instructional materials was postponed until the 2021-22 school year.

1.4.1 INCREASE COLLEGE AND CAREER READINESS FOR ALL STUDENTS: Due to COVID-19, the evaluation and selection of a college and career readiness platform was postponed until 2021-2022. The Director of Innovation assumed the role of AVID program coordination, in effort to restructure and refocus the program and services. Additional AVID sections were allocated to each high school.

1.4.3 - EXPAND SUMMER SCHOOL OPPORTUNITIES: Funds that were not used for 2020 summer school due to COVID-19 school closures will be used to implement enhanced summer programs in summer 2021.

1.4.5 - SSFUSD COLLEGE FAIR: In lieu of coordinating a separate college fair, the decision was made to reallocate the funds to take students to regional college fairs such as WACAC. Due to COVID-19 school closures, no field trips occurred in Spring 2020.

1.5.1 PROVIDE STUDENTS WITH A BROAD COURSE OF STUDY IN ORDER TO ENSURE THAT STUDENTS ARE COLLEGE AND CAREER READY WHEN THEY GRADUATE FROM SSFUSD: Training for teachers on block period instruction did not take place with an external agency; internal staff were paid to lead sessions. In addition, staff from
SMUHSD provided additional training and expertise for the staff at ECHS.

1.6.1 CAREER TECHNICAL EDUCATION (CTE): SSFUSD WILL STRENGTHEN AND EXPAND THE CAREER TECHNICAL EDUCATION (CTE) PATHWAY PROGRAM TO INCREASE BOTH ACCESS AND COLLEGE AND CAREER READINESS.

1.7 IMPLEMENT CALIFORNIA STATE STANDARDS AND PROFESSIONAL LEARNING COMMUNITIES ACROSS ALL CURRICULAR AREAS: TOSA positions for ELA elementary and middle school were not filled and leadership for the TLT was assumed by the Director of Innovation. NGSS-aligned science textbook adoption was postponed until the 2021-2022 school year.

1.7.8 - Instructional Framework: Training was scheduled to begin during Spring/Summer 2020. Due to COVID-19 school closures, this work was postponed.

1.7.9 - Research and adopt Instructional Coaching model: Training was scheduled to begin during Spring/summer 2020. Due to COVID-19 school closures, this work was postponed.

1.8.1 PROVIDE ADDITIONAL ACADEMIC SUPPORTS FOR ALL STUDENTS IN LITERACY AND MATHEMATICS: Selection and implementation of a districtwide phonics program was postponed until 2021-2022.

1.9.1 PROVIDE ACADEMIC SUPPORT FOR ENGLISH LEARNERS AND MONITOR PROGRESS: Due to COVID - 19 school closures not all funds were expended at the site level. Sites were allowed to carry over funds to support ELD students in the 2020 - 2021 school year.

1.10.1 PROVIDE ACADEMIC SUPPORT FOR FOSTER YOUTH AND HOMELESS STUDENTS AND MONITOR PROGRESS: Due to COVID - 19 school closures not all funds were expended.

1.11.1 PROVIDE ADDITIONAL ALLOCATION WITH LCFF SUPPLEMENTAL MONIES TO SUPPORT OUR AT RISK STUDENTS ACADEMIC, BEHAVIORAL AND SOCIO-ECONOMIC NEEDS: Funds were allocated to sites to meet the specific needs of their students.

1.12.1 PROVIDE ADDITIONAL ALLOCATION WITH LCFF SUPPLEMENTAL MONIES TO SCHOOL SITES TO SUPPORT OUR ENGLISH LEARNER STUDENTS' ACADEMIC,BEHAVIORAL, AND SOCIO-EMOTIONAL NEEDS: Funds were allocated to sites to meet the specific needs of their students.

1.15.1 IMPLEMENT AND MONITOR DISTRICT WIDE ATTENDANCE POLICIES: Due to staffing changes training on attendance policies was delayed until February 2020.

1.16.1 CREATE AN ALTERNATIVE TO SUSPENSION PROGRAM: Due to staffing shortages the program launch was delayed until January 2020 and was not used during COVID-19 school closures. Staff was not hired to oversee the program.

1.18. SSFUSD WILL ANALYZE CURRENT SYSTEMS, STRUCTURES AND PROCESSES AND DEVELOP TO COMMUNICATE AND IMPLEMENT SYSTEMS TO SUPPORT STUDENT AND STAFF EFFICIENCY AND LEARNING: A part-time educational technology Teacher on Special Assignment (TOSA) was hired in January 2020. With COVID-19 school closures, the TOSA and Teacher Leadership Team work on digital citizen curriculum was paused as the group pivoted to support distance learning strategies. Work on the digital citizenship curriculum will resume in the 2021-2022 school year.

1.19.1 SSFUSD WILL PROVIDE EXPERIENTIAL LEARNING OPPORTUNITIES (OUTDOOR EDUCATION) FOR STUDENTS IN OUR ELEMENTARY SCHOOLS: Funds were allocated for transportation and support for Outdoor Education program for the 9 elementary schools but due to COVID-19 school closures, these programs did not occur in 2019-2020.

1.20.1 SSFUSD WILL ANALYZE OUR CURRENT SYSTEM AND MOVE TOWARDS PROVIDING EQUITABLE OUTCOMES FOR OUR STUDENTS AND STAFF BY EXAMINING THE 5 P'S (PEOPLE, PROCESSES, PRACTICES, PROCEDURES, PROGRAMS): All actions in this area were started in the first part of 2019-2020 before COVID-19 school closures. This work will resume in the 2021-2022 school year.

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

Here's a brief overview of some of our successes:

- SSFUSD decided to keep Infinite Campus as our Student Information System. This was important so we could start training staff on using Infinite Campus
- At ECHS and SSFHS we implemented a 7 period schedule that provided more opportunities for all students to take classes to meet graduation requirements, retake classes that students were unsuccessful and provide opportunities for students to take additional courses that they were interested in
- Started meeting with academic counselors in order to provide support and professional learning opportunities and started discussions on developing a comprehensive counseling program in SSFUSD

Below are a list of sub actions a list of challenges we encountered due to COVID - 19 and school closures that are occurred in March 2020

1.2.1-PROVIDE STUDENTS WITH ACCESS TO STANDARDS ALIGNED INSTRUCTIONAL MATERIALS: All actions in the LCAP aligned to the adoption of the science curriculum materials were successfully completed. The only challenge was the pilot was

postponed because of COVID-19 and will resume during 2021-2022 school year.

1.3.1 ENSURE THAT ALL FACILITIES ARE WELL MAINTAINED AND SAFE. ENSURE THAT ALL STAFF AND STUDENTS KNOW HOW TO RESPOND IN CASE OF AN EMERGENCY. ENSURE THAT ALL INTERCOMS, PHONES AND CAMERAS ARE IN WORKING CONDITION. Based on our annual expectation of all school sites via FIT tool, all school sites scored in the Exemplary category. One of the challenges is that facilities staff were not able to train all school site administrators due to COVID - 19 school closures. All sites will receive training in 2021 - 2022.

1.4.1 INCREASE COLLEGE AND CAREER READINESS FOR ALL STUDENTS: All AVID teachers continue to participate in AVID summer institute. Due to increased recruiting efforts, AVID sections increased by 1 section at each comprehensive high school. AVID graduates meeting UC/CSU a-g requirements increased from 46% for the Class of 2019 to 52% for the Class of 2020 (exceeding goal of 5% annual increase).

1.4.2 - CREDIT RECOVERY - EDGENUITY: All actions in this area were completed, with the exception of the creation of the handbook due to COVID-19 school closures. This work will be continued in the 2021-2022 school year.

1.4.3 - EXPAND SUMMER SCHOOL OPPORTUNITIES: To the extent possible, all planned programs except STEAM Academy were offered virtually due to COVID-19 school closures. Big Lift was offered in person to students.

1.4.4 - PROVIDE STUDENTS WITH OPPORTUNITIES TO PARTICIPATE IN MIDDLE COLLEGE PROGRAM AND TAKE CLASSES VIA DUAL ENROLLMENT: All actions in this area were completed, with 80 students enrolled in Middle College for the 2020-2021 school year.

1.4.5 - SSFUSD COLLEGE FAIR: In lieu of coordinating a separate college fair, the decision was made to reallocate the funds to take students to regional college fairs such as WACAC. Due to COVID-19 school closures, no field trips occurred in Spring 2020.

1.4.6 - PROVIDE ADDITIONAL ACADEMIC COUNSELING SUPPORT: Districtwide counselor meetings were held 4 times during the 2019-2020 school year and worked to create an aligned 9th grade curriculum and mission/vision statements.

1.4.7 - UTILIZE THE SMARTER BALANCED ASSESSMENT SYSTEM TO SUPPORT TEACHING AND LEARNING: All teachers had access to the Digital Library and schools had plans to administer interim assessments. Districtwide training was held for site coordinators and Special Education case managers in February 2020. Due to COVID-19 school closures, CAASPP testing did not take place in Spring 2020 so interim assessments and SBAC assessments were not delivered.

1.4.8 - UTILIZE DATA FROM COLLEGE BOARD ASSESSMENTS TO MEASURE THE ESSENTIAL KNOWLEDGE AND SKILLS FOR COLLEGE AND CAREER READINESS. Due to staffing changes and COVID-19 school closures which resulted in limited College Board testing in 2020, the Educational Services department decided to postpone this work until the 2021-2022 school year.

1.4.9 - ANALYZE THE DISTRICT'S CURRENT SYSTEM OF ASSESSMENTS AND MONITOR STUDENT PROGRESS. SHARE WITH STAFF AND STAKEHOLDERS: Data analysis protocols were developed and implemented with site leaders. Staffing changes and then COVID-19 school closures hindered the development of processes related to data collection and analysis and CALPADS reporting.

1.5.1 PROVIDE STUDENTS WITH A BROAD COURSE OF STUDY IN ORDER TO ENSURE THAT STUDENTS ARE COLLEGE AND CAREER READY WHEN THEY GRADUATE FROM SSFUSD: A 7-period bell schedule and advisory was implemented at both comprehensive high schools and an 8-hour block schedule was maintained for the 2019-20 school year. Negotiations planned for Spring 2020 focused on COVID-19 school closures and planning for Distance Learning in 2020-21, including consistent schedules across grade levels spans (elementary, middle, high) with common collaboration times and dates.

1.6.1 CAREER TECHNICAL EDUCATION (CTE): SSFUSD WILL STRENGTHEN AND EXPAND THE CAREER TECHNICAL EDUCATION (CTE) PATHWAY PROGRAM TO INCREASE BOTH ACCESS AND COLLEGE AND CAREER READINESS. Continued to work on establishing pathways with capstone courses and dual enrollment opportunities - these are now in place for two industry pathways (Biotechnology and Media Arts).

1.7 IMPLEMENT CALIFORNIA STATE STANDARDS AND PROFESSIONAL LEARNING COMMUNITIES ACROSS ALL CURRICULAR AREAS: TLT collaboration on essential learning standards, scope and sequence, and instructional materials alignment was hindered by staffing challenges and COVID-19 school closures, yet each group made some progress.
1.7.8 - Instructional Framework: Training was scheduled to begin during Spring/Summer 2020. Due to COVID-19 school closures, this work was postponed and will resume in the 2021-2022 school year.
1.7.9 - Research and adopt Instructional Coaching model: Training was scheduled to begin during Spring/summer 2020. Due to COVID-19 school closures, this work was postponed and will resume in the 2021-2022 school year.

1.8.1 PROVIDE ADDITIONAL ACADEMIC SUPPORTS FOR ALL STUDENTS IN LITERACY AND MATHEMATICS. RTI Specialists continued their work providing intervention support to students either individually or in a small group setting. This work continued virtually in 2020 - 2021. The only challenge was to move from an in person assessment via F & P to a virtual assessment (Literably) for the 2020 - 2021 school year. Staff were trained in 2020 - 2021 and SSFUSD plans to continue administering BAS assessments via Literably in 2021 - 2022.

1.9.1 PROVIDE ACADEMIC SUPPORT FOR ENGLISH LEARNERS AND MONITOR PROGRESS: ELD TOSAs and leadership team focused on the EL Road Map which is the foundation for the EL Master Plan. TOSAs have been assigned to each school to provide instructional support.

1.10.1 PROVIDE ACADEMIC SUPPORT FOR FOSTER YOUTH AND HOMELESS STUDENTS AND MONITOR PROGRESS: SSFUSD struggles identifying Foster Youth and expending funds but were looking for other ways to simply the process for school sites and foster youth.
1.11.1 PROVIDE ADDITIONAL ALLOCATION WITH LCFF SUPPLEMENTAL MONIES TO SUPPORT OUR AT RISK STUDENTS

ACADEMIC, BEHAVIORAL AND SOCIO-ECONOMIC NEEDS. School sites are given an allocation and get to determine the best ways to support their at - risk students. Some examples are: Academic centers, tutoring, additional staffing/sections, purchasing supplemental curriculum, professional learning for staff etc.
1.12.1 PROVIDE ADDITIONAL ALLOCATION WITH LCFF SUPPLEMENTAL MONIES TO SCHOOL SITES TO SUPPORT OUR ENGLISH LEARNER STUDENTS' ACADEMIC,BEHAVIORAL, AND SOCIO-EMOTIONAL NEEDS. School sites are given an allocation and get to determine the best ways to support their ELD students. Some examples are: Academic centers, tutoring, additional staffing/sections, purchasing supplemental curriculum, professional learning for staff etc.

1.13 PROVIDE ACADEMIC SUPPORT FOR STUDENTS WITH DISABILITIES AND MONITOR PROGRESS. All paraeducators were extended to 6 hours to provide additional support for students. SSFUSD did not open up TSS or ED program during the 2020 - 2021 school year since were in distance learning. The plan is to revisit these program options and determine if they need to be opened up for the 2021 - 2022 school year. There were many challenges or items that we were not able to implement or start due to COVID - 19 school closures. SPIRE and Unique professional learning workshops sessions occurred and implementation was supported by the SPED TOSA. Unfortunately, the universal screener decision was postponed to the 2020 - 2021 school year to COVID - 19 school closures.

1.14 INCREASE MENTAL HEALTH SUPPORTS TO ASSIST STUDENTS IN HAVING A SAFE AND HEALTHY LIFESTYLE: Increased services at elementary sites through partnership with YSB. BARR model implemented at the high school level creates challenges for master scheduling but cohort model for teacher support has received positive feedback.

1.15.1 IMPLEMENT AND MONITOR DISTRICT WIDE ATTENDANCE POLICIES: Due to staffing changes, consistency in attendance processes is a work in progress. Additional training will continue to be a focus.

1.16.1 CREATE AN ALTERNATIVE TO SUSPENSION PROGRAM: Due to staffing shortage and COVID-19 school closures, program had limited implementation time in 2019-2020 and will be continued in 2021-2022.

1.17.1 IMPROVE TECHNOLOGY INFRASTRUCTURE AND TO ENSURE THAT ALL STAFF AND STUDENT STUDENTS HAVE ACCESS TO RELIABLE TECH DEVICES: Infrastructure upgrade project has been slow but continues into 2020 - 2021. The district infrastructure project will be completed by December of 2022. With COVID-19 school closures, the District placed a high priority on providing every student who needed one a device and wireless hot spot. This has resulted in a drastic increase to District overall inventory.

1.18 SSFUSD WILL ANALYZE CURRENT SYSTEMS, STRUCTURES AND PROCESSES AND DEVELOP TO COMMUNICATE AND IMPLEMENT SYSTEMS TO SUPPORT STUDENT AND STAFF EFFICIENCY AND LEARNING
1.18.1 - Technology TOSA will support EDS and SSFUSD staff: During COVID-19 school closures, the TOSA and Teacher Leadership Team work pivoted to support distance learning strategies and offered a range of professional development opportunities virtually for staff.
1.18.2 - Create departmental handbooks at district level:

1.18.3 - Increase use of Student Information System and data management system to support student and staff learning:

1.19.1 SSFUSD WILL PROVIDE EXPERIENTIAL LEARNING OPPORTUNITIES (OUTDOOR EDUCATION) FOR STUDENTS IN OUR ELEMENTARY SCHOOLS: Due to COVID-19 school closures, outdoor education was cancelled.

1.20.1 SSFUSD WILL ANALYZE OUR CURRENT SYSTEM AND MOVE TOWARDS PROVIDING EQUITABLE OUTCOMES FOR OUR STUDENTS AND STAFF BY EXAMINING THE 5 P'S (PEOPLE, PROCESSES, PRACTICES, PROCEDURES, PROGRAMS) Each district office department was able to revise 1-2 policies/procedures and and implement in 2020 - 2021.

Goal 2

Professional Development - Identified classified staff, certificated and administrative staff will participate in professional development to create 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).

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator To ensure college readiness, the number of students who are college ready as assessed by the EAP will increase by 5% each year. **19-20** The number of students who achieve at the "Ready" level on the EAP will increase by 5%.	Students achieving "Ready for College" level on EAP 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 , 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

Expected	Actual
Baseline Student results on the EAP from 2014 to 2016. 2017 EAP results will be available in July, 2017. EAP-Math-2014-2015 Status and # of students Ready - 64 Conditionally Ready - 144 Not Yet Ready - 156 Not Ready - 225 EAP-Math-2015-2016 Status and #of students Ready - 64 (no change) Conditionally Ready - 174 (+30) Not Yet Ready - 184 (+28) Not Ready - 271 (+46)	
Metric/Indicator Teacher Leadership Teams will identify priority standards, develop a guaranteed, viable curriculum in K-12 Math, ELA, Science and Social Studies, create common formative assessments to inform instruction and determine recommended instructional minutes in K-5. This will create equity and alignment between all school sites in the district. **Baseline** Currently, there are no identified priority standards and no developed Scope and Sequence for ELA and Math, and no common formative assessments to inform instruction as well as no published recommended instructional minutes in K-5.	SSFUSD has completed launch documents for ELA and math K - 12 and has links on the SSFUSD resource hub. This link is in the SSFUSD portal so staff can only access the launch documents.

Expected	Actual
Metric/Indicator The number of BTSA participants will increase to now include 1st year teachers in addition to 2nd year teachers resulting in better preparation for more teachers. **19-20** BTSA caseload will include all first and second year teachers. **Baseline** Currently, there are 48 teachers in BTSA. 1st year teachers are not allowed to participate.	There are 50 participants in the Induction Program during the 2019 - 2020 school year
Metric/Indicator In order to address the whole child, student engagement and overall student achievement, the number of social emotional health and cultural competency PD sessions offered will increase. **19-20** Number of social emotional health and cultural competency PD sessions offered: Cultural Competency: 4 sessions PAX: 7 sessions PBIS: 8 sessions **Baseline** Number of social emotional health and cultural competency PD sessions offered: Cultural Competency: 1 session PAX: 4 sessions PBIS: 5 sessions	For 2019-20, 3 social emotional health and cultural competency PD sessions were scheduled. 0 sessions took place prior to COVID-19 school closures in March. 0 sessions were held virtually from March through June. PAX sessions - we had 18 teachers complete the online PAX sessions PBIS - we had 2 PBIS sessions Additional PBIS sessions were canceled due to Covid - 19 and school closures
Metric/Indicator To further support EL students achievement, the number of EL PD sessions will increase. **19-20** Number of EL PD sessions offered: 20 sessions	For 2019-20, 15 EL PD sessions were scheduled. 10 sessions took place prior to COVID-19 school closures in March. 0 sessions were held virtually from March through June.

Expected	Actual
Baseline Number of EL PD sessions offered: 13 sessions	
Metric/Indicator To focus site efforts and provide principals with a clear guide for feedback, a Walkthrough tool will be developed and used in classrooms to give teachers specific and relevant feedback. **19-20** Metric deleted. **Baseline** An aligned and common Walkthrough tool has not been developed.	N/A - metric was removed for 2019-20
Metric/Indicator Unduplicated students will be recruited to fill AVID sections to capacity. **19-20** Number of AVID sections: El Camino HS: 4 sections South San Francisco High School: 8 sections AVID Enrollment: El Camino HS: 120 South San Francisco High School: 200 **Baseline** Number of AVID sections: El Camino HS: 4 sections South San Francisco High School: 7 sections	Number of AVID sections in 2019-2020: El Camino HS: 4 sections South San Francisco HS: 5 sections AVID enrollment in 2019-2020: El Camino HS: 83 South San Francisco HS: 123

Expected	Actual
AVID Enrollment: El Camino HS: 87 South San Francisco High School: 170	
Metric/Indicator The number of unduplicated students enrolled in Advanced Placement will increase so numbers are proportional to unduplicated student enrollment. **19-20** Number of unduplicated students enrolled in Advanced Placement will increase to: English Learners: 30 Low Socio: 190 Foster Youth: 3 Special Education: 13 African American: 9 Hispanic/Latino: 181 **Baseline** English Learners: 19 compared to 16 (+3) Low Socio: 164 compared to 150 (+14) Foster Youth: 0 (stayed the same) Special Education: 5 compared to 9 (-4) African American: 3 compared to 5 (-2) Hispanic/Latino: 151 compared to 171 (-20)	Number of unduplicated students enrolled in Advanced Placement courses in 2019-2020: English Learners: 15 (-15 from previous year) Low Socioeconomic: Foster Youth: 3 (+0 from previous year) Special Education: 18 (+5 from previous year) African American: 5 (-4 from previous year) Hispanic/Latino: 210 (+29 from previous year)
Baseline	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 TEACHERS WILL PARTICIPATE IN PROFESSIONAL DEVELOPMENT AND TRAINING THROUGH INDUCTION PROGRAM FACILITATED BY OUR INDUCTION STAFF AND OUTSIDE AGENCIES TO ENSURE STANDARDS ALIGNED PRACTICES, TO SUPPORT SOCIO EMOTIONAL HEALTH AND TO ENSURE STUDENT ACCESS TO STANDARDS ALIGNED MATERIALS. ********** 2.1.1 All beginning teachers eligible for the Induction program, will receive support from a mentor to fulfill the requirements for a California Clear Teaching Credential. ********** (a) Hire an Induction Coordinator to oversee the District Induction Program (b) Hire and Induction teacher to assist the Induction Coordinator in training, facilitating meetings and providing district support to 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. (e) Coordinate and maintain program requirements to adhere to CTC Induction Standards (f) Contract with SMCOE Induction Program for SPED teachers	Salaries, Benefits and Services 1000, 3000, 5000 2.1.1(a) $82,100 2.1.1(c) $135,000 2.1.1(f) $45,000 2.1.2(a) $50,000 2.1.3(a) 2.1.3(f) $5,000 Base $317,100 Salaries, Benefits, Materials/Supplies and Services 1000, 3000, 4000, 5000 2.1.1(a) $82,100 2.1.1(d) $3,000 2.1.1(e) $25,000 2.1.3(a) See Goal 1 Action 7,9,13 2.1.3(b) $15,000 2.1.3(c) $50,000 2.1.3(d)$0 Supplemental $175,100	Salaries, Benefits and Services 1000, 3000, 5000 2.1.1(a) $77,512 2.1.1(c) $110,346 2.1.1(f) $23,750 2.1.2(a) $50,000 2.1.3(a) 2.1.3(f) $5,425 Base $267,033 Salaries, Benefits, Materials/Supplies and Services 1000, 3000, 4000, 5000 2.1.1(a) $77,163 2.1.1(d) $500 2.1.1(e) $0 2.1.3(a) See Goal 1 Action 7,9,13 2.1.3(b) $0 2.1.3(c) $0 2.1.3(d)$0 Supplemental $77,663

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(g) SPED Interns teachers will receive structured support from mentors (h)Provide a series of professional development and training to support best teaching practices to support district's adopted instructional frameworks. (Presenter & teacher stipend) 3 topic focus with a series of 3 sessions each ********** 2.1.2 Professional Development ********** (a) Explore contracting with outside agencies/consultants to provide needed training to staff and parents (Common Core, Cultural Competence, equity work, restorative practices, mindset work, positive behavioral systems, socio-emotional programs such as PAX/Soule Shoppe) to ensure students and teachers have access to standards aligned materials that support those practices and provide emotional support to students. Staff will identify the best way to monitor implementation. ********** 2.1.3 District Teacher Leadership Teams and committees ********** (a) Teacher Leadership teams in elementary and secondary ELA/ELD, math, science, social studies, Instructional technology, and Special education will meet between 5 and 9 times per year to continue to plan and implement scope and sequence, prioritize standards, develop common formative assessments and interventions. Work will be focused on alignment and equity for unduplicated students. (b) Once the Instructional Framework is approved by the Board of Trustees, a committee will be created to work on the following: ***(i) Research and select an Instructional Coaching Program	Salaries and Benefits 1000, 3000 2.1.1(b) $120,000 2.1.1(g) $10,000 2.1.1(h) $12,500 Title II $142,500 Services 5000 2.1.3(e) $26,000 (Professional Development Block Grant) Restricted $26,000 Salaries, Benefits and Services 100, 3000, 5000 2.1.1(g)$10,000 2.1.1(h)$12,500 Restricted $22,500	Salaries and Benefits 1000, 3000 2.1.1(b) $119,398 2.1.1(g) $14,176 2.1.1(h) $44,319 Title II $177,893 Services 5000 2.1.3(e) $1,561 (Professional Development Block Grant) Restricted $1,561 Salaries, Benefits and Services 100, 3000, 5000 2.1.1(g)$14,176 2.1.1(h)$44,319 Restricted $58,495

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
***(ii) Create a job description for Instructional Coaches ***(iii) Create an organizational chart that will explain the hybrid coaching program. Some positions will be a full time release position and while sections/positions will be allocated at school sites. *** (iv) Select the instructional focus (Planning & Preparation, Classroom environment, Instruction or Professional Responsibilities) from one of the domains or a certain number of instructional strategies from each domain to learn and start training staff in 2020-2021 ***(v) Develop training schedule for Instructional Coaches in order to be prepared to implement the Instructional framework in 2020-21 (c) Training will be provided to EL staff (classified and certificated on the following: (New ELD standards, ELD framework, Cycle of inquiry, and supporting EL students). Specific consultants will provide an instructional focus (AVT, GLAD) on supporting EL students. (d) Curriculum and Instruction Specialists (CIS) will meet weekly with Director of Innovation to plan, design, implement Scope and sequence work. Curriculum an Instruction Specialists will also attend monthly Educational Services meetings in order to report out Scope and Sequence implementation. (e) Provide professional development opportunities for classified staff such as: *** (i) SPED Paraprofessionals - Trained in nonviolent crisis prevention *** (ii) A proposal form will be created so classified staff can request to attend professional Development workshops/trainings aligned to district LCAP goals and priorities *** (iii) Site administrators and selected classified and certificated staff will be trained in how to use Automated (External Defibrillators (AED's). AED's have been purchased via Heart Project and was funded by Measure K. (f) SSFUSD will send staff to attend the trainings on how to use AEDs		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action has been moved to Goal #1 Action 1.7 (sub actions 1 thru 4)	$0.00 $0.00	0.00 0.00
This action has been moved to Goal #1 Action 1.9	$0.00	0.00
This action has been eliminated in 2018-19.	$0.00	0.00
This action has been moved to Goal #1 Action 4b (1.7.4(b)	$0.00	0.00
This action has been moved to Goal 1 Action 5.	$0.00	0.00

Goal Analysis

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

2.1 TEACHERS WILL PARTICIPATE IN PROFESSIONAL DEVELOPMENT AND TRAINING THROUGH INDUCTION PROGRAM FACILITATED BY OUR INDUCTION STAFF AND OUTSIDE AGENCIES TO ENSURE STANDARDS ALIGNED PRACTICES, TO SUPPORT SOCIO EMOTIONAL HEALTH AND TO ENSURE STUDENT ACCESS TO STANDARDS ALIGNED MATERIALS: Due to staffing changes and then COVID-19 school closures, development and roll out of an implementation plan for an adopted instructional framework was postponed. This work will be revisited in a subsequent school year. The Induction Program continued to support our new teachers and our mentors received additional training to support our new teachers.

Any funds that were not used in this goal due to COVID - 19 and school closures were allowed to be carried over into the 2020 - 2021 school year in order to support professional learning opportunities for all staff. Carry over funds were used to support staff professional development training for distance learning in 2020 - 2021.

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

2.1 TEACHERS WILL PARTICIPATE IN PROFESSIONAL DEVELOPMENT AND TRAINING THROUGH INDUCTION PROGRAM FACILITATED BY OUR INDUCTION STAFF AND OUTSIDE AGENCIES TO ENSURE STANDARDS ALIGNED PRACTICES, TO SUPPORT SOCIO EMOTIONAL HEALTH AND TO ENSURE STUDENT ACCESS TO STANDARDS ALIGNED MATERIALS:
Teacher leaders and TOSAs embraced technology such as Zoom and Google Meet to share instructional strategies during the quick transition to Distance Learning in Spring 2020 when school closed. While the online nature of professional development beginning in Spring 2020 made it easier for some to access, the challenges of teaching during Distance Learning contributed to low attendance at optional professional development sessions.
Some of our successes are listed below:

- SSFUSD was able to support our new teachers and assist them in meeting Induction requirements even though a part of the spring semester was in a virtual format due to covid 19 and school closures
- SSFUSD was able to partner with PAX to provide online training for 18 elementary teachers so we can fully implement PAX principles in our elementary classrooms

Here's a list of some of our challenges that we encountered due to Covid 19 and school closures.

- SSFUSD never was able to create a committee to start working on an implementation plan for the Danielson Instructional Framework nor explore possible instructional coaching models.
- SSFUSD provided some training to a small number of teachers on GLAD strategies
- Teacher leadership team meetings did occur in the fall semester only but were postpone and the focus on these meetings changes to supporting teachers in a distance learning format from March thru May 2020

Goal 3

Student, Parent & Community Engagement
Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator There will be a yearly increase in the number of parents who are "Satisfied" or "Very Satisfied" with the quality of education in the district, and an increase in the number of students who recognize the importance of attending college and who plan to attend. **19-20** There will be a 2% increase in the number of parents who are "Satisfied" or "Very Satisfied" with the quality of education in the district. There will be a 2% increase in the number of students surveyed who recognize the importance of attending college and plan to attend.	78% of parents surveyed were "Satisfied" or "Very Satisfied" with the quality of education in the district. We met this target since we increased by 3%. 79% of students surveyed recognized the importance of attending college and plan to attend. We did not meet this target since we only increase by 1%.

Expected	Actual
Baseline 75% of parents surveyed were "Satisfied" or "Very Satisfied" with the quality of education in the district. 78% of students surveyed recognized the importance of attending college and plan to attend.	
Metric/Indicator The number of bullying incidents will decrease each year. **19-20** The number of unique bullying incidents will decrease by 2%. **Baseline** Though anti-bullying efforts were strong with 100% of sites implementing anti-bullying programs, there were 68 unique bullying incidents that involved 145 students.	Due to COVID-19 school closures, school behavior data was not reported for the 2019-20 school year.
Metric/Indicator Alternative to Expulsion student participation will increase. **19-20** There will be a 1% increase in the number of students who are recommended for expulsion who participate in the Alternative to Expulsion program. **Baseline** 12 students completed the Alternative to Expulsion program.	Due to COVID-19 school closures, school behavior data was not reported for the 2019-20 school year. The Alternative to Expulsion program had limited implementation time before COVID-19 school closures, therefore no local data is available.
Metric/Indicator The suspension rate will decrease each year. **19-20** There will be a decrease of minimum 2% suspensions district wide, no more than 279 students. **Baseline** 297 students were suspended during the 2016-2017 school year	Due to COVID-19 school closures, school behavior data was not reported for the 2019-20 school year. Local data collected shows 219 students were suspended in the 2019-20 school year up to the point of COVID-19 school closures.

Expected	Actual
Metric/Indicator There will be an increase in the number of parent participation based on the number of meetings per site. **19-20** There will be a 2% increase in the # of parent meetings per site. **Baseline** Increase in parent participation rates using # of meetings per site: ELAC- 6 meetings PTO- 4 meetings Parent Nights (Math, ELA, Back to School Night, Open House)- 4 meetings Conferences - 1 meeting	We did see increases in parent participation at our PTO, conferences and SEPAC parent advisory committees. We saw a decrease in participation our DELAC meetings and AAPAC did not meet at all during the 2020 - 2021 school year. Overall, SSFUSD saw an increase in parental participation in district and site meetings due to virtual formats (Zoom).
Metric/Indicator Dropout rates will decrease each year. **19-20** There will be a 2% decrease in the number of students who drop out of school. **Baseline** District Wide, 42 students dropped out.	For the Class of 2020, there were 58 dropouts (8.7%). This was an increase from the Class of 2019 which had 33 dropouts (4.7%).
Metric/Indicator Expulsion rates will decrease each year. **19-20** Districtwide, no more than 2 students will be expelled. **Baseline** Districtwide, 10 students were expelled.	Due to COVID-19 school closures, school behavior data was not reported for the 2019-20 school year. Local data collected shows 3 students were expelled in the 2019-20 school year up to the point of COVID-19 school closures.
Metric/Indicator Chronic absenteeism will decrease each year. **19-20** District Chronic Absenteeism will decrease by 1%. **Baseline**	Due to COVID-19 school closures, chronic absenteeism rates were not published for the 2019-20 school year.

Expected	Actual
District chronic absenteeism: 15% of students were considered chronically absent in 16-17.	
Metric/Indicator Positive attendance rate was 95.3% for the 2016-2017 school year. **19-20** Positive attendance rate will increase by 1%. **Baseline** Positive attendance rate will increase each year.	Due to COVID-19 school closures, attendance data was not reported for the 2019-20 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.3.1 SSFUSD WILL DEVELOP CONSISTENT COMMUNICATION WITH PARENTS VIA EMAIL, PARENT SURVEYS, DISTRICT AND SITE WEBSITES, SCHOOL MESSENGER PHONE SYSTEM, MAILERS, MEETINGS, FACEBOOK, AND OTHER SOCIAL MEDIA PLATFORMS TO KEEP OPEN LINES OF COMMUNICATION WITH PARENTS AND TO COMMUNICATE POSITIVE NEWS STORIES. ********** (a) Hire a Public Information Officer to assist the district in developing a communication plan/strategy for all stakeholders	Salaries and Benefits 2000, 3000 3.1.1(a) $138,200 Unrestricted $138,200	Salaries and Benefits 2000, 3000 3.1.1(a) $125,387 Unrestricted $125,387
3.2.1 SSFUSD WILL CONTINUE TO PROVIDE VARIOUS OPPORTUNITIES FOR OUR STUDENTS TO INCREASE ENGAGEMENT AND ENHANCE THE SCHOOL CULTURE. **********	Salaries, Benefits, Materials/Supplies, and Services 1000 - 5000 3.2.1(a) $600,000 Base $600,000	Salaries, Benefits, Materials/Supplies, and Services 1000 - 5000 3.2.1(a) $872,031 Base $872,031

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(a) Provide Co-curricular opportunities at all grade levels-services include athletics, coaching stipends, 1.2 FTE elementary music, art, PE enrichment activities.		
3.3.1 IMPROVE PARENT SCHOOL ENGAGEMENT THROUGH AN INCREASE IN PARTICIPATION IN SITE AND DISTRICT PARENT GROUPS SUCH AS SSC, PTA/PTSA, DELAC, ELAC, AAPAC, SPED PAC AS WELL AS IN OTHER PARENT MEETINGS AS MEASURES BY ATTENDANCE SIGN IN SHEETS. ********** (a) Continue to have 5-6 District Advisory English Learner Committee(DELAC) meetings in order to provide parents with pertinent information on the district's English learner programs and LCAP. Provide opportunities for parent workshops by outside consultants. (b) Continue to have 5-6 African American Parent Advisory Committee (AAPAC) meetings in order to provide information on discipline, district programs, LCAP and ways the district can close the achievement gap. Provide opportunities for outside consultants. (c) Create a Special Education Advisory Committee and have 4-5 meetings in order to provide parents with pertinent information: i.Serve as a resource to the school community on Special education issues ii. Develop a communication structure to inform parents of activities and resources available for students with special needs iii. Increase awareness of available service options iv. Provide parent education opportunities v. Provide direct feedback and support to SSFUSD district administration and the Board of trustees in developing programs (LCAP) and informational materials for parents.	Salaries, Benefits, Materials/Supplies, and Services 2000 - 5000 3.3.1(a - d) $25,000 Unrestricted $25,000 Salaries, Benefits, Materials/Supplies and Services 2000 - 5000 3.3.1(e) $15,000 3.3.1(f) $10,000 3.3.1(g) $184,000 3.3.1(h) See 1.7.5 Supplemental $209,000	Salaries, Benefits, Materials/Supplies, and Services 2000 - 5000 3.3.1(a - d) $25,000 Unrestricted $25,000 Salaries, Benefits, Materials/Supplies and Services 2000 - 5000 3.3.1(e) $0 3.3.1(f) $0 3.3.1(g) $184,402 3.3.1(h) See 1.7.5 Supplemental $184,402

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(d) All Committees will serve food and provide childcare for our families to attend and be able to participate on our district committees. (e) Provide Common Core math nights for parents so they can support students at home (1,000 to each school site) (f) SSFUSD will provide outreach to unduplicated students, including low income, EL, and Foster Youth to parents by personally inviting them to upcoming district events, sending fliers home. (g) Maintain the current level of Community Liaison positions and meet with them on a monthly basis. The Liaison will provide services to EL's, Foster Youth, and low income students and will develop consistent practices to support district students and families. (h) Provide 1 Family talk workshop to parents/guardians and community members		
This action has been moved to Goal #3 Action 3.3.1	$0.00	0.00
This action has been moved to Goal #3 Action 3.3.1 (g)	$0.00	0.00

Goal Analysis

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

3.3.1 IMPROVE PARENT SCHOOL ENGAGEMENT THROUGH AN INCREASE IN PARTICIPATION IN SITE AND DISTRICT PARENT GROUPS: (d) Due to COVID-19 school closures, meetings in Spring 2020 were conducted virtually and no food or childcare was needed. These funds will be reallocated for the 2021-22 school year. (e) Math Nights did not occur due to COVID-19 school closures. (g) Community Liaisons were reassigned in 2020-21 to staff Learning Hubs for students who needed support for Distance Learning during the school day.

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

3.3.1 SSFUSD WILL DEVELOP CONSISTENT COMMUNICATION WITH PARENTS: Public Information Officer played an integral role in communications with the SSFUSD community during COVID-19 school closures.
3.3.1 IMPROVE PARENT SCHOOL ENGAGEMENT THROUGH AN INCREASE IN PARTICIPATION IN SITE AND DISTRICT PARENT GROUPS: DELAC, AAPAC, and SEPAC met in person in the Fall and transitioned to virtual meetings in Spring 2020.
Here's a list of our successes:

- SSFUSD continued to provide numerous co - curricular opportunities at all grade levels
- Athletics occurred until COVID - 19 school closures as well Music/Art and PE at the elementary grade level
- Parent Advisory committee meetings occurred until COVID - 19 school closures.

Here's some of our challenges:

- Parent participation at these meetings continues to be an area of growth. Some feedback from parents is that the virtual meetings are more easily accessible to them; this will be a consideration for future planning.
- We continue to translate documents/forms into Spanish but participation in surveys in Spanish continues to be low and we are looking for other ways to obtain input. Often we have our Community liaisons call our Spanish speaking families to participate in surveys etc but this very time consuming and results in us getting the information at a later time.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Health and Hygiene Protocols: • Ensure all stakeholders are following 4 pillars and all safety procedures • Cleaning of restrooms 2-3 times a day • Purchase face shields for all staff • Purchase face coverings for staff/students in case they forget to bring a face covering to campus • Purchase spray guns/misters machines for each campus • Purchase hand sanitizer; dispensers etc. • Purchase signage for all building reminding stakeholders of physical distancing/face coverings • Purchase Plexiglas to provide a barrier for staff that frequently interact with the public/students • Social Distancing Requirements at Schools when SSFUSD transitions to Hybrid Continuum model phase 2/3 • Students, SSFUSD teachers, staff members, and parents must remain at least six(6) feet apart. • All activities, instructional or otherwise, must support social distancing and be implemented across campuses at all times. • Performing arts and similar activities will utilize outdoor spaces when possible. • Restrooms will be assigned to specific classrooms. • Schools will designate entry and exit routes to limit direct contact with others.	105,455.85	105,455.85	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
• Schools will reduce foot traffic in hallways by having teachers travel to classrooms, instead of students and/or stagger start times and designate specific routes for travel across campus. • Schools shall limit physical education to non-contact activities with social distancing requirements. • SSFUSD shall install physical barriers such as sneeze guards and partitions in areas where maintaining distance is difficult (e.g., reception areas).			
SSFUSD will develop safety procedures and communicate with all stakeholders in order to reduce the spread of COVID - 19 when SSFUSD transitions to Hybrid Continuum Learning model for phase 2/3: • Drop Off Protocols: (Drop-Off and Pickup Procedures) • Arrival and drop off times will be staggered to limit direct contact between individuals. • Schools will communicate drop-off and pickup schedules and protocols to parents/guardians prior to the start of school or phase 2 of instruction • SSFUSD personnel will enforce social distancing and face coverings during drop-off and pickup	0	0	No

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

Although all the appropriate EPE and cleaning supplies were purchased to support our proposed hybrid instructional model, the health and safety needs of our students and staff kept us in distance learning for the majority of the school year. For these reasons, the items identified for purchase to ensure health and safety protocols remain unused at this time. However, it is fully anticipated that all these purchased resources will be consumed as we implement our in person hybrid instructional programs.

Analysis of In-Person Instructional Offerings

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

The main source of success throughout the 2020-2021 school year has been through the establishment of in person learning hubs for each of our elementary school sites. SSFUSD applied for a waiver with the San Mateo County Health Department to establish learning hubs in late October. Learning hubs were established initially at our elementary Title I schools including Spruce Elementary, Sunshine Gardens Elementary, and Martin Elementary. Students identified most at risk for learning loss by their teachers were prioritized for placement in these learning hubs. A total of 10 learning hubs were established (3 of them were at community locations), serving 201 students from kindergarten to grade 12. Some learning hubs were established through partnerships with external providers such as the Boys and Girls Club and South San Francisco Parks and Recreations, and other learning hubs were supported with classified staff members from SSFUSD. In January six additional learning hubs were established. Three of the learning hubs were established at our final Title I elementary site, one at El Camino High School, and two at South San Francisco High School. Beyond the learning hubs, SSFUSD has also opened to some of our high school sports teams, and a few senior activities. All learning hubs and other groups wear the appropriate EPE and practice social distancing as required by the county 4 pillars of safety.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1: Establishment of Distance Learning Expectations for Students: • Be on time for class • Do not leave online sessions except for emergencies • Create a space and dedicated time for learning • Keep video on as much as possible • Use district approved learning management systems (SeeSaw- K - 2, Google Classroom - 3 - 12) • Follow class norms/rules set by district, school and teacher • Demonstrate learning with completion of assignments • Seek assistance when needed This action will contribute to improved services to students by establishing a baseline to help guide teachers in determining students who might need additional time and support to achieve these expectations especially in the completion of assignments.	0	0	Yes
Action 2: Establishment Distance Learning Expectations by Teachers: Post daily classwork by 8:00 am each school day When learning plans are implemented post all assignments for the week by 8:00 am on Monday Work is to be posted via learning management platform (SeeSaw/Google classroom) and list of assignments for the week with estimated times for completion Grades TK - 12 will provide synchronous live sessions with our students. The time/day will be posted via the learning management platform. Staff will assist in monitoring student participation and attendance requirements per SB 98	0	0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 3: Parent Distance Learning Expectations • Be a partner/facilitator of learning • Supervise - student schedules - attendance - participation in daily lessons • Assist in comprehension of content, if possible • Create a space and dedicated time for learning • Remind students to keep video on as much as possible • Use district approved learning management systems (SeeSaw- K - 2, Google Classroom - 3 - 12) • Ensure that your student follow class norms/rules set by district, school and teacher • Demonstrate learning with completion of assignments Seek assistance when needed	0	0	Yes
Action 4: Professional Development and Collaboration: Wednesday schedule 8:30 - 9:30- Office Hours - district wide 9:30 - 10:30 Site meetings; committee meetings (ILT/grade level meetings/department) 10:30 - 11:30 - District Collaboration (Teachers can meet virtually to create lessons/units/assessments, practice using new technology tools, programs) 11:30 - 12:30 - Office hours - district wide 12:30 - 1:30 - Lunch 1:30 - 3:30 - Office hours/prep time to work on lesson/unit development or participate in PD opportunities	0	0	Yes
Action 5: IT department to monitor for geographic areas with weak connectivity	0	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
• If a pattern emerges, our IT department will make a request to T-Mobile to improve connectivity coverage to these areas			
Action 6: School site support hubs • We will work with our school site to create support hubs at their school sites. These hubs would have identified staff members to troubleshoot connectivity or instructional platform issues.	0	0	Yes
Action 7: Enhance current communication system to better meet our families' needs -We will increase advertisement of our "Student & Family Distance Learning Hub" which has tutorials and resources available in both English and Spanish (https://sites.google.com/ssfusd.org/ssfusd-students-families/home-p%C3%A1gina-principal) which will include text messaging through School Messenger platform.	0	0	Yes
Action 8: Purchase tech devices (Chromebooks/IPADS/Macbook Airs) for all students & staff	3,510,040.11	3,510,040.11	Yes
Action 9: Purchase ear buds for all students	18,273.38	18,273.38	Yes
Action 10: Purchase 3000 hotspots to ensure internet connectivity for students/families and staff.	560,000	560,000	Yes
Action 11: Purchase Learning management system, applications and programs to support distance learning (Seesaw, Zoom, Literably, IXL, Nearpod)	186,422.50	186,422.50	Yes
Action 12: Provide 1 additional professional development day for all certificated members (approximately 450 staff members)	350,000	350,000	Yes
Action 13: SSFUSD will partner with Trauma Transformed, an organization that will provide professional learning opportunities on Trauma Informed Systems. This professional learning training introduces six principles of Trauma Informed Systems (4 hour training).	36,000	20,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The work of system change begins with sharing foundational knowledge of the impact of trauma on the people we serve, ourselves, our colleagues, our system and our community.			
Action 14: SSFUSD will partner with the San Mateo County Health - Department to provide Youth Mental Health First Aid (YMHFA)(8 hour training) The YMHFA course is a public education training program designed for any adult working with or assisting young people. The course focuses on how to help a young person who may experience a mental health challenge or crisis.	0	0.0	Yes
Action 15: SSFUSD will create a Teacher/Staff/Administration Support Group (TSST) TSST (Teachers and Staff Support Team) provided by YSB The TSST groups are meant to be process groups (where participants bring and discuss what is important to them) so there is not a rigid curriculum however the clinicians will incorporate self-care and self-regulation skills as well as some psycho education around responding to students' cues and needs in productive ways and effective de-escalation techniques. Costing is pending. SSFUSD will allocated up to 100K for the TSST	100,000	0	Yes
Action 16: SSFUSD will provide professional learning opportunities to staff in order to support their transition to distance learning. In the event that a professional learning opportunity cannot be scheduled during the work day or the district needs to hire subs for staff, SSFUSD will allocate 100,000.	100,000	100,000	Yes

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

The majority of actions and budget expenditures were implemented as outlined in the Learning Continuity Plan. By enlarge the actual expenditures matched the estimated expenditures and were used as specifically outlined in the plan

Analysis of the Distance Learning Program

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

Continuity of Instruction:

The main source of success throughout the 2020-2021 school year has been through the establishment of in person learning hubs for each of our elementary school sites. SSFUSD applied for a waiver with the San Mateo County Health Department to establish learning hubs in late October. Learning hubs were established initially at our elementary Title I schools including Spruce Elementary, Sunshine Gardens Elementary, and Martin Elementary. Students identified most at risk for learning loss by their teachers were prioritized for placement in these learning hubs. A total of 10 learning hubs were established (3 of them were at community locations), serving 201 students from kindergarten to grade 12. Some learning hubs were established through partnerships with external providers such as the Boys and Girls Club and South San Francisco Parks and Recreations, and other learning hubs were supported with classified staff members from SSFUSD. In January six additional learning hubs were established. Three of the learning hubs were established at our final Title I elementary site, one at El Camino High School, and two at South San Francisco High School.

Beyond the learning hubs, SSFUSD has also opened to some of our high school sports teams, and a few senior activities. All learning hubs and other groups wear the appropriate EPE and practice social distancing as required by the county 4 pillars of safety.

Access to Devices and Connectivity:
SSFUSD was very fortunate to be able to establish 1 on 1 technology for our learners early in the pandemic. Our IT department has secured hot spot devices to enhance connectivity for our families without internet service or with accessibility issues. Further, the IT department operated a parent/student hotline for several weeks at the beginning of the school year to help parents/students to log-on and connect with their instructors. Additional Macbooks, chrome books, and IPADs have been purchased to upgrade older devices for teachers and students. For this reason, we have been successful in implementing the actions outlined in the distance learning section of our Learning Continuity Plan.

Pupil Participation and Progress:
Teachers have recorded student engagement on a daily basis including work completion (synchronous and asynchronous), attendance and following appropriate learning norms. Further, each of our teachers established landing pages for their classroom/course at the beginning of the year. These landing pages (https://sites.google.com/ssfusd.org/ssfusd-students-families/ssfusd-landing-pages) provide parents and students with links to weekly assignments, daily/weekly schedules and links, and other resources that families can use to making distance learning more accessible for their children (Actions 1-3). In addition, professional development related to distance learning and the online learning platforms have been provided for our parents and teachers. The learning platforms and resources we have purchased and established this year include: Seesaw, Zoom, Literably, IXL, Nearpod in addition to the Google Classroom platform established Spring 2020. Virtual presentations were offered to families on how

to use these various learning platforms. The sessions were recorded in English and Spanish to maximize the outreach and support to our families(https://sites.google.com/ssfusd.org/ssfusd-students-families/parent-webinars-seminarios-web-para-padres).

Parents/guardians are notified of student absences and tardies via School Messenger using both email and voicemail messaging in English, Spanish, Tagalog, Cantonese, or Samoan. Further, identified staff members (teachers, office, family liaisons, and paraprofessionals) have provided additional outreach students frequently absent or missing the majority of assignments. These students are recommended for participation in office hours, flex time, tutoring support, or in some cases to a learning pod environment.

Distance Learning Professional Development:
Every Wednesday, professional learning opportunities are provide to our instructional staff . There have been opportunities related to best practices for DL instruction, providing access for ELs and students with disabilities, as well engagement and assessment strategies. Beyond this, we have been training all instructional staff on Trauma Informed Systems (TIS). Our instructional staff has been organized into 6 different cohorts for the TIS training, and each member will have a total of 6 hours of training. Some trainings have extended beyond work times or have required our staff to have substitute coverages. The cost for substitutes and extra hour pay have been provided as needed to maximize our teachers ability to obtain the training they needed to be successful during distance learning. All actions identified in this section have been implemented during the 2020-2021 school year.

Staff Roles and Responsibilities/Supports for Pupils with Unique Needs:
Based on the MOUs established at the beginning of the school year, teachers have been held accountable to the following practices:
-Establishment of a a landing page for every teacher with classroom responsibilities (See Pupil Participation/Progress for further information)
-Use of common management systems by grade spans (See Saw for grades TK-5 and Google Classroom grade 3-12)
-Weekly work balance of 60% synchronous work and a maximum of 40% asynchronous work

Students with unique needs:
-All ELD TOSAs were reassigned to district level positions. In so doing, we were able to assign an ELD TOSA to support each of our 15 schools sites
-The ELD TOSAs conducted the Initial ELPAC for their assigned schools sites, shared results, and provided teachers with language proficiency information about the newly identified ELs in their classrooms
-Met with each site leaders to identify a plan of support for their English learners including the provision of designated and integrated ELD support during distance learning. Further, the most immediate staff professional development needs were identified, and delivered by the ELD TOSA. The presentations covered such topics and the ELD standards, Integrated ELD, Designated ELD, strategies to support ELs in distance learning
-Special Education TOSA and Program Specialist monitored instruction and engagement for special education students via frequent check in with the case managers. Further, they helped to refine IEP meetings structures to operate more seamlessly in the online learning environment
-Attendance monitoring and additional virtual learning support by teachers and special education paraprofessionals

Tier II
-Reading specialist at the elementary level maintained group support for students identified for reading intervention
-Assessment results and successful strategies were discussed with the general education teachers during each quarter/grading period

Challenges:
The biggest challenges were connecting and supporting families who had ongoing connectivity issues. Although hot spots were distributed to families as needed, even this additional support did not work with families in areas with limited connectivity access. Further, there has been an increase of the number of D and Fs received by students this year. In a large part, this increase of D's and F's have been attributed to certain students having more difficulty staying engaged in the distance learning environment.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
EL-Design a document with tiered support recommendation for English learners • A fillable form will be designed by the ELD TOSA team for use by each school site to identify strategies to encourage outreach and support to English learners not engaged in learning/poor attendance.	0	0	Yes
Translation Support/ Community Liaison District Level A parent liaison is dedicating 100% of their time to ensure COVID-19 related communication is translated without delay into Spanish. Further, the liaison helps to outreach to families of vulnerable student groups including EL, Migrant, Homeless to ensure access to technology support and community resources (Socio-Emotional and Food resources).	0	0	Yes
EL-Purchase online English Language Development assessment (similar to Test of English Language Learning from Pearson) to monitor the language development of our English learners at least 2 times annually.	24,000	$24,954	Yes
Profession Learning: "How to Support the Socio-Emotional Needs English Learners During Distance Learning ELD TOSA team will research and present best practices in supporting the socio-emotional needs of English learners during distance learning. This information will be shared with principals, teachers, counselors, and other instructional staff during our Wednesday PD schedule.	0	0	Yes
EL-Ellevation data management platform for English learners will be purchased	25,000	$23,580	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The Ellevation data platform will be used to help coordinate data and services to EL by having a single location where English learner ELPAC, CAASPP, District benchmark assessments, Reclassification Paperwork, monitoring form can be located quickly and easily. The data tools will be used to aggregate and disaggregate EL data (including information on newcomers, at-risk of LTEL, and LTEL students).			
EL-ELD TOSAs move from individual school sites to district level to maximize support to our English learners In order to develop common instructional practices, programs, and mentoring support, 6 ELD Teachers on Special Assignment (TOSAs)and one curriculum specialist have been elevated to district level support positions. Each ELD TOSA will be assigned a maximum of three school sites to build consistent practices related to designated and integrated ELD support for our English learners.	0	0	Yes
EL-Provide parent resources in English and Spanish which helps them to understand how to access the various learning platforms and digital tools to support the learning of their child/children. (Also listed in DL Technology section) https://sites.google.com/ssfusd.org/ssfusd-students-families/home-p%C3%A1gina-principal	0	0	Yes
EL-Provide Professional Development Specific to supporting English learners in both a distance learning and hybrid instructional models: • Integrated and Designated ELD • Considering the Socio-Emotional Needs of EL during distance learning • Understanding technology best tools that support the learning needs of ELs • Embedded supports in district adopted curriculum (Wonders, Studysync, Math Explorations)	0	0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
• How to provide differentiated support to newcomers; Long Term English Learners • Guided Language Acquisition Design (GLAD)2-day research and theory professional development			
SWD-Supporting the Social-Emotional Welfare of Students with Disabilities: Coordinator of Mental Health, Behavior & Assessment planned PD with school psychologists and special education staff on how to identify and support students with mental health needs, including a referral process for those that require under IDEA	0	0	Yes
SWD-Tools used to determine ESY attendance will be used to identify students who regressed in their progress on IEP goals All students are assessed annually for regression and recoupment for determination of learning loss and associated services required mitigate learning loss using online tools (Able Net....)	$25,000	$25,000	Yes
SWD-Independent distance learning plan document and programs/platforms/applications to support instruction, mitigate learning loss and virtual assessments(Pearson, MHS, Western Psychological Services) Specialized providers are working together and with families to determine the best course of action to support students who are struggling with distance learning. All families were provided with an Independent distance learning plan at the beginning of the school year that outlines this plan. All parents were provided with the opportunity to meet at any time they would like to review plans or have any concerns. Teachers alike are reaching out to families to work on IDLPs for those they are not seeing success with.	50,969.35	$50,969.35	Yes
SWD-Attendance and monitoring support	0	0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
• If a student is not engaging/participating in distance learning, an IEP meeting may be arranged with parents to determine barriers to students making adequate progress • Case managers are using flex time to provide additional support if the student is having difficulty engaging in the work in order to make adequate progress toward IEP goals.			
SWD-Unique technology needs during distance learning • All special education students are provided with accessibility tools as are their general education counterparts. Considerations are provided in accommodating special education needs with tech allocations • Specialized software/apps are purchased to meet the unique needs of SWD during distance learning as needed.	$10,000	$10,000	Yes
SWD-Special Education Paraprofessional PD support for distance learning • Special Ed. Paraprofessionals will attend a Spire training to become versed in specific techniques to support students with disabilities online. • Para professionals are working in our distance learning plans as if they are in school. They participate in class and work in break out rooms with students. (Some of the training for Spire may occur outside the contractual work day so we will need to compensate staff).	2,000	$2000	Yes
Homeless/FY-Outreach to families • Enrollment information has been posted in the shelters in our area • Relevant information to be posted on the District website and PeachJar communication outlet • District staff has called, emailed, texted families to complete a technology needs and instructional options survey	0	0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
• Continue an on-going partnership with community partners regarding ongoing student needs/supports: • SMCOE homeless/foster youth liaisons, • Local shelter representatives • Case-workers			
Homeless/FY-Mental Health Support and Services • Increased counseling support through partnership with Youth Services Bureau of the YMCA. • District has begun the formation of a Crisis Response Team comprised of guidance counselors to assist homeless youth and communicate with families.(additional information is in the mental health and socio- emotional well-being section)	0	0	Yes
Homeless/FY-Attendance Tracking • We are implementing a Weekly Engagement tool, and site leaders will track this tool to ensure that our homeless students are engaging in instruction • Attendance will be recorded through our student information system daily, prompting follow-up measures to address absenteeism and increase engagement.	0	0	Yes
Homeless/FY-Access to Technology and Communication Resources • District School-Community Attendance Liaison will be checking with each homeless student/family to ensure students are enrolled, have suitable devices for electronic access, and are aware of communications paths to essential school and district personnel. • Existing partnerships with SMCOE homeless/foster youth liaisons, local shelter representatives, and case workers will continue to be supported/bolstered, as ongoing communication remains a critical part of outreach.	0	0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Homeless/FY-Providing Continuity of Instruction • Any student who has experienced a homelessness circumstance has the right to remain enrolled at the school of origin to provide stability and support. • Full participation is encouraged through our District's financial assistance program, which allows school sites to pay for essential programs, experiences, and supplies to ensure homeless students are able to enjoy the same experience at school as a non-homeless student. -School sites are able to apply for reimbursement through set-aside funds. We also provide transportation assistance in the form of direct bus route support. Mileage reimbursements, and bus passes. (This action is funded by LCAP Supplemental funds)	0	0	Yes
Homeless Education and Identification Professional Development • Professional Learning through online Structure: • Strategies for Registrars, frontline staff, nutrition services staff, district administrators, principals, teachers, shelter staff and community agencies who are able assist in the identification of students experiencing homelessness.	0	0	Yes
SWD-Online Curriculum to meet specific instructional needs of exceptional students • Spire and Unique curriculums were purchased to allow our students with disabilities full access to the curriculum during distance learning.(These programs are funded by LCAP Supplemental funds)	0	0	Yes
EL/SWD/Foster Youth/Homeless and Students demonstrating learning loss -SSFUSD will explore various options to provide virtual tutoring support for our most vulnerable students -We will look into free services such as Our Shared Learning, a local	100,000	100,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
organization in San Mateo County that provides tutoring for primary grade students. The tutors are free and are local high school students. https://www.oursharedlearning.org/ -We will also look into paid tutoring services such as Paper where students can receive virtual tutoring. https://paper.co/ -In previous years, the San Mateo County Office of Education offered "Academic Centers" at our Title I sites. The Academic Center model provided up to 5 hours of tutoring for our most vulnerable students throughout the school year. We found out on 9.14.2020 that the SMCOE will not be able to found the Academic center model for K -8 districts, so can look into possibly replicating the program within SSFUSD.			

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

Although we did purchase the Test of English Language Learning from Pearson this year, we have had extremely limited success using this as a monitoring tool this year. The support from the vendor has been problematic, and the requirements related to delivering the Initial and Summative English Language Proficiency Assessments for California (ELPAC) have been quite daunting, and consumed a large portion of the ELD TOSAs work and prevented the establishment of local language monitoring tools this year. Further, because we did not return to in person learning for most of the school year, no in person tutoring was offered to replicate the services we used to provide through our Academic Centers grant.

Analysis of Pupil Learning Loss

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

English Learners:
Efforts to mitigate learning loss for our students during distance learning has been successful; however, it has not been without its challenges. For our English learners, we have assigned an ELD TOSA to oversee the English learners services at each of our school sites. As a result, we have established support plans for each one of our school sites. Included in this plan were recommendations for coaching and professional learning supports. The information in this plan have been used to help guide districtwide professional development related to both designated and integrated ELD. The professional development have included guidance on how to support the socio-emotional needs of English learners (especially newcomer students), understanding the ELD resources embedded in our online instructional materials, support for English learners with disabilities, and, the provision of the first 2 days of Guided Language

Acquisition Design (GLAD) training to several cohorts of teachers this year. The Ellevation data management program has been adopted by our district and our ELD TOSAs have been trained on how to use this resource to review and understand the language and learning information for our English learners both from a site and district level perspective. Training will be provided to our site administrators before the end of the year, and this system will be used to standardize the collection of reclassification documents as well as RFEP monitoring information. Beyond this, we have dedicated the support time of one of our bilingual parent liaison from the district office, to support the translation of COVID related learning updates to our families in a timely fashion. This communication has happened through our student information system, emails, as well as through phone calls. It is a support which has allowed us to share safety and health information as well allowed us to obtain rapid survey responses from our families regarding support for various hybrid learning plans.

Students with Disabilities:
In order to support the social-emotional welfare of our students with disabilities, professional development was provided by our Coordinator of Mental Health to our psychologist and special education staff to understand how to identify and support students demonstrating mental health needs and how to refer them for additional support. To support instruction and to mitigate learning loss in the virtual platform, we implemented virtual assessments(Pearson, MHS, Western Psychological Services) and other tools developed during 2020 ESY. Beyond this, our specialized providers worked with families to determine the best course of action to support students who were struggling with distance learning. All families were provided with an Independent distance learning plan at the beginning of the school year and all families were provided with the opportunity to meet at any time they would like to review plans or have any concerns. Teachers also reach out to families of students not showing success. Student attendance was monitored during distance learning by the case managers and other special education staff. If a student was not engaging/participating in distance learning, an IEP meeting may be arranged with parents to determine barriers to students making adequate progress. As an additional support, case managers used flex time to provide additional support for students is having difficulty making adequate progress toward IEP goals. Our students with disabilities who had unique technology needs were provided with accessibility tools as are their general education counterparts. Further, specialized software/apps, curriculum (Spire and other unique curriculum) were purchased as needed to meet the unique needs of all students with disabilities during distance learning. To maximize their skills in supporting our SWD, our Special Education Paraprofessional staff received PD support for distance learning. Special Ed. Paraprofessionals attended a Spire training to become versed in specific techniques to support students with disabilities online. With support from our case managers, our para professionals were able to work learning plans through the distance learning platforms as if they are in school. The Special Education Parprofessionals participated in class and in break out rooms with students.

Homeless/Foster Youth:
In an effort to reach our homeless families, enrollment information was posted in the shelters in our area in addition to also being posed on district website and through PeachJar. Every effort was made to call, email, and text families to determine technology needs including earphones and hotspots. To the extent possible, we continued an on-going partnership with community partners(SMCOE homeless/foster youth liaisons, shelters, case workers) regarding ongoing student needs. SSFUSD has addressed mental health needs by increased counseling support for our homeless and foster youth through our partnership with the Youth Service Bureau of the YMCA and through the formation of our district Crisis Response Team. Engagement of our Foster Youth and homeless students has been important during distance learning. SSFUSD uses our Weekly Engagement tool to monitor the attendance of all our students

and specifically our homeless and foster youth students. Follow-up contact is made by our site staff if students our showing a high absentee rate. Any student who is experiencing homelessness remains and has remained enrolled in our schools. Efforts are made connect with community partners (shelters, case workers) to bolster communication with our hard to reach families. Further, each school site has provided any needed materials and supplies, and transportation assistances is provided through l means mileage reimbursement and bus pass support. Our support staff has participated in online professional learning to learn strategies for identifying and providing assistances for students experiencing homelessness.

Tutoring Support:
All students, and most especially our unduplicated student groups demonstrating learning loss had access to learning hubs and tutoring support. The learning hubs were established at each of our Title I elementary sites by October of this year in an effort to support our struggling EL, students with disabilities, homeless and other struggling students. Further, all teachers offered flex time and office hours after general instruction to any student needing support. At the secondary level, we paid for tutoring services through the virtual tutoring service called Paper (https://paper.co/). At the elementary level, learning hubs were established at each of our elementary school sites. Priority went to English Learners, students with disabilities, and other students struggling with the online learning environment.

Challenges:
The Test of English Language Learning (TELL) was purchased as a language monitoring tool for our English learners. However, because of the demands of administering virtually both initial and summative ELPAC this year, the majority of the ELD TOSAs time has been consumed with the required state testing for our English learners. Further, the TELL was not as user friendly as anticipated, and not easily given to the general classroom teacher for use. Although the data integration need to support the Ellevation data platform has been successfully completed, the timeline was much delayed because of the many learning platforms that had to be established to support distance learning this year. We are just barely established the timeline to role out this data platform to our site administrators. The full utilization of this valuable platform will not be able to be rolled out to our teachers until the 2021-2022 school year.

Analysis of Mental Health and Social and Emotional Well-Being

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

Professional Learning Opportunities: Trauma Transformed & Youth Mental Health First Aid (YMHFA)
As mentioned in the distance learning section, a districtwide professional learning series has been provided to all of our instructional staff during the 2020-2021 school year. SSFUSD has partnered with Trauma Transformed, an organization that provides professional learning opportunities on Trauma Informed Systems. Our instructional staff has been divided into 6 different cohorts, and each cohort completes the 6 hours of training during our dedicated professional learning time on Wednesdays from 1:30-3:30 p.m. The goal of the training has been to prepare instructional staff in identifying trauma and providing them tools to use to support students experiencing signs of trauma.

Create a Teacher/Staff/Administration Support Group:
We have provided counseling support at both the elementary and secondary levels this year. YSB counselors support our elementary sites in identifying, assessing, and providing therapy and intervention services to students. Services provided include mental health and safety assessment, individual counseling with collateral family consultation, psycho-social group counseling, parent support and education groups, and educationally related mental health services. At the secondary level, support has been provided by the School Safety Advocates Program. This is a comprehensive violence prevention program designed to promote safe school environments and quick, responsive interventions for students. Through mental health expertise this program provided crisis intervention, safety and mental health assessments, and referrals for services. Further, the district has augmented supports to our families through Care Solace. Care Solace is an online resource with a live 24/7 concierge meant to assist individuals in finding local mental health related programs and counseling services.

Additional Supports:
Other service dedicated to the well-being of our students have included tutoring for our secondary students through Paper tutoring service. This service provides students with 24/7 support in any content area and in multiple languages. More importantly, the service will flag any student responses or comments that indicate a student is suffering from trauma. These emergent needs are shared with district leadership immediately. In relationship to our English learners, we invited a coordinator from the the San Mateo County Office of Education to respond to a request made by our DELAC parents to find ways to engage in positive activities as a family. Our DELAC parents were concerned about the Socio-Emotional needs of their children because of the isolation related to the pandemic. This workshop was very well received by our families.

Challenges:
The biggest challenge we face related to mental health services is to have a solid plan of support for the social emotional well being of our students and staff as we begin preparation for the 2021-2022 school year. Although we are feeling more assured that will be able to return to in person instruction next year, the impact of the COVID-19 pandemic will continue to be felt by our families and district employees. Providing classroom teachers and support staff with the knowledge and skills to address the differentiated social emotional needs of families will be increasingly important. We have begun to plan for these needs, but these plans have not been

finalized yet. We will be observing the needs that develop during summer school closely, to help with the prioritization of needs and support that will need to be accessible at the beginning of the 2021-2022 school year.

Analysis of Pupil and Family Engagement and Outreach

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

Data:
Since the LCP was due in by September 30, 2020, SSFUSD was only able to obtain input from stakeholders at the following meetings:
PTO - September 2020 - 15 participants & Survey as sent to them to review; only 2 comments to focus on technology support and devices and additional tutoring opportunities to assist students.
Survey to all parents/families in SSFUSD in September 2020 - only 2 responses - One response focused on opening school ASAP and the second response focused on the providing additional tutoring opportunities and the need for more counselors.
DELAC - September 2020 - 5 participants - comments included setting up a hotline for tech support; other ways to assist in internet access if hotspots are not working correctly.
CTA - survey was sent to CTA leadership - no response or comments

Successes:

- The daily engagement indicator has supported sites and the district in determining students in the need of additional support during distance learning.
- Learning Hubs have been implemented at all of our elementary sites and both of our high schools. Priority was given to the establishment of these hubs at our Title I sites first.
- Staff at each of our school sites used a variety of approaches to determine additional support needs of their students and families. They provided support through the following approaches:

· Phone calls home to parents/guardians.
· Community liaisons/staff that are bilingual that can contact families for follow up.
· Electronic communication (email, text) to parents/guardians. Opened Campus Parent Portal for parents/guardians to access grade reports and daily attendance easily.
· Teacher outreach to students/families directly during office hours.
· Home visits, if needed if all attempts to contact are unanswered by families.
· Connection to local resources; for technology issues, social-emotional needs, food and shelter needs.

- Parent workshops to assist in understanding SSFUSD Distance learning model and support on how to use SSFUSD video conferencing and LMS platforms (Google Meet, Zoom, SeeSaw, School Loop, Google classroom) were provided and recorded for our families. These recordings were posted to our website and available in English and Spanish.

English Learners

- ELD TOSAs worked with the site leaders/teacher for each of their assigned sites review recent language development data. They provided guidance on engaging EL students during distance learning, and in some cases they were able to attend various classes to provide one on one coaching support for the teachers with English learners in their classrooms.
- A district level parent liaison helped to maximize communication and outreach to our English learner and migrant families. This includes helping them to connect with community resource for their social-emotional wellness as well as for ensuring food security. Further, the liaison was Spanish speaking and able to support district wide efforts to communicate effectively and frequently with our Spanish speaking families which included translating presentations, attending meeting, participating in needs assessment discussions to ensure the multiple needs of our Spanish speaking families were taken in to consideration as distance learning continued for the majority of the school year.

Students with Disabilities
In addition to office hours, flex time support, and small group break out rooms, case managers also employed the following strategies to help maintain student engagement:

- 1 on 1 special education paraprofessional support
- BCBA Team drop in support to help identified student to access curriculum
- Communication devices sent home
- Site by site support with difficult to reach students with IEPs

Challenges:
· Attendance queries were run weekly from our Student information System. Site leaders and office staff received training to run these reports. · Site staff were able to use attendance data and the weekly engagement indicator to identify students whose attendance/daily participation indicated student/family outreach was necessary. Administrators, counselors, and site staff used a variety of strategies to reach out to families including calls, emails, text messaging, and home visits but were sometimes unable to make contact.

- Monitor EL student with 3 missed assignments or absences and reach out by phone/messaging to determine reasons for missed assignments was done by classroom teachers, but teachers need ongoing professional development support on how to provide designated and integrated support via the distance learning platform
- ELD TOSAs worked to the extent possible with EL students who are absent frequently from DL to determine root causes for absences; however, state ELPAC testing requirements consumed huge blocks of their time for the majority of the school year, and made this outreach effort difficult to accomplish.
- The ELD TOSA teams' design of a tiered reengagement document to support English learner students who are failing to show up for instruction was done in a very ad hoc fashion this year. It was handled through more one on one request from site leaders and individual classroom teachers, and not on a systematic districtwide basis.

Analysis of School Nutrition

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

Successes:
When instruction switched to remote learning, the NS employees usually working at school sites were transferred to the central kitchen. This additional staffing allowed to introduce more scratch cooking in the menus. Staff was trained and experimented with multiple recipes. The processed food content in our menus was drastically reduced and new fresh made items were introduced every month. Thanks to the federal waivers granted by the USDA during the pandemic we were able to provide nutritious meals to our students and also to all children of the community. Students and families highly appreciated the improvement in the quality of meals offered.

Challenges:
Manufacturers and distributors were hardly hit by the Covid 19 pandemic. We experienced shortages and delivery delays due to manufacturers labor constraints. The biggest challenge has been to reach out to families and inform them about the free meal distribution program. Despite using all communication avenues possible (email, social media, district website, text messages, banners, flyers, and direct communication from schools) it took time for the information to get to families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

Overall Analysis

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

For the majority of the 2020-2021 school year, instruction was provided via distance learning. We were not able to gain insight on the challenges of in-person learning with the exception of the very limited knowledge gained from our learning hubs and our in-person summer school program from last year. However, we have been supporting our elementary sites with their mid-April reopening plans. These plans have included information about:

- Ingress & Egress
- Bathroom Assignments
- Playground/Recess area assignments
- Health & Safety Protocols (e.g. social distancing & room set-up, disinfecting practices including high touch surfaces, hand washing/hand sanitizing requirements, restrictions on sharing of instructional materials)
- Wellness/Temp Check Process
- Isolation “Get well” Room
- Academics
- Instructional Block & Student Stable Groups
- Lunch processes
- Contract tracing and family communication guidelines

Monitoring and Support of Mental Health/Social-Emotional Well Being:
Care Solace was implemented in January 2021 to provide referrals to mental health support for our students and families.
All staff were able to participate in Trauma Informed Services 6 hour training.

SSFUSD is exploring providing additional Counselors (mental health focus) to assist students as they return to in person instruction in the 2021 - 2022 school year.

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

SSFUSD continues to use assessments such as IXL and Illuminate, grade analysis and analysis of priority standards to address the Learning Loss for our students. This will continue to be a primary action in the 2021 - 2022 school year. SSFUSD is exploring many ways to provide academic, socio - emotional supports such as increasing counseling support, add Flex time into High school schedules and continue to provide additional tutoring opportunities via Paper (6-12) and the Academic Center model at the elementary level in the 2021 - 2022 school year and the subsequent 2021-2024 LCAP. We understand that the learning losses experienced by many sututdents, especially our students with unique needs, will not be mitigated in one year, so must be addressed over the course of the next three years.

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

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

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

Based on the analysis of student academic outcomes and stakeholder feedback as reflected in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, SSFUSD has three main focus areas for the 2021 - 2022 school year. The first area is to provide additional counselors to support the academic and socio - emotional needs. SSFUSD plans to add 7 Wellness Counselors across the district and will continue to support social emotional learning through professional development for staff. The second focus area is curriculum and the priority standards in our ELA and math scope and sequence. SSFUSD has completed the ELA and math scope and sequence launch documents for grades K - 12. We will conduct walkthrus to provide feedback to staff and inform areas where we need to provide additional professional learning opportunities for staff. Third, SSFUSD will administer two end of unit assessments throughout the school year, aligned to the scope and sequence, and will administer a Universal Screener (DIBELS) at grades K - 3 to assist in determining the appropriate supports needed to assist our elementary students.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

Actions Related to the Distance Learning Program

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

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

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

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	93,349,255.00	94,257,909.28
	0.00	0.00
Base	60,007,146.00	60,117,384.00
Carl D. Perkins Career and Technical Education	493,000.00	63,708.00
Federal Funds	42,000.00	32,212.28
Other	665,458.00	597,935.00
Restricted	48,500.00	60,056.00
Special Education	22,363,139.00	24,239,045.00
Supplemental	6,838,140.00	6,525,572.00
Title I	98,000.00	98,000.00
Title II	142,500.00	177,893.00
Title III	205,452.00	205,352.00
Unrestricted	2,445,920.00	2,140,752.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	93,349,255.00	94,257,909.28
	93,349,255.00	94,257,909.28

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	93,349,255.00	94,257,909.28
		0.00	0.00
	Base	60,007,146.00	60,117,384.00
	Carl D. Perkins Career and Technical Education	493,000.00	63,708.00
	Federal Funds	42,000.00	32,212.28
	Other	665,458.00	597,935.00
	Restricted	48,500.00	60,056.00
	Special Education	22,363,139.00	24,239,045.00
	Supplemental	6,838,140.00	6,525,572.00
	Title I	98,000.00	98,000.00
	Title II	142,500.00	177,893.00
	Title III	205,452.00	205,352.00
	Unrestricted	2,445,920.00	2,140,752.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	91,693,855.00	92,468,444.28
Goal 2	683,200.00	582,645.00
Goal 3	972,200.00	1,206,820.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$105,455.85	$105,455.85
Distance Learning Program	$4,860,735.99	$4,744,735.99
Pupil Learning Loss	$236,969.35	$236,503.35
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$5,203,161.19	$5,086,695.19

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$105,455.85	$105,455.85
Distance Learning Program	$4,860,735.99	$4,744,735.99
Pupil Learning Loss	$236,969.35	$236,503.35
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$5,203,161.19	$5,086,695.19



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 [2021-22]

General Information

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

South San Francisco Unified School District is the largest K-12 district in San Mateo County serving approximately 8,485 students. 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.
South San Francisco Unified serves approximately 8485 students. Demographic groups and enrollment are as follows:
Hispanic/Latino: 4,109-(48.4%)
Asian: 1,065-(12.6%)
Pacific Islander: 149-(1.8%)
Filipino: 2,008-(23.7%)
African American: 102-(1.2%)
White: 535-(6.3%)
Two or More Races (not Hispanic): 497-(5.9%)
Unduplicated: 4,029 (48%)
Free/Reduced Lunch: 3,704- (43.7%)
Foster youth - 24-(0.3%)
English Learners - 1,763- (20.8%)
Homeless - 68 (0.8%)

There are fifteen schools in SSFUSD. They include:
Buri Buri Elementary --(601 students)
Junipero Serra Elementary-(314 students)
Los Cerritos Elementary (Title I)- (304 students)
Martin Elementary (Title I)- (404 students)
Monte Verde Elementary- (530 students)
Ponderosa Elementary-(411 students)
Skyline Elementary-(402 students)
Spruce Elementary (Title I)-(516 students)
Sunshine Gardens Elementary (Title I)-(360 students)
Alta Loma Middle School -(700 students)
Parkway Heights Middle School (Title I) -(614 students)
Westborough Middle School (Title I)- (611 students)
Baden Continuation High School -(107 students)
El Camino High School -(1,267 students)
South San Francisco High School (high Unduplicated student enrollment)-(1,321 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 the need to provide curriculum that supports students with preparing for the career pathways of the future. 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.

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 CA School Dashboard

GRADUATION RATE INDICATOR:
Due to our continuous updating and monitoring of our student information data base we have minimized the number of data inaccuracies in our graduation data reporting. The graduation data currently presented in the 2019 California Dashboard is a lot more representative of our graduation rates for our various student groups.
Fortunately, we had a 3.8% improvement in our overall graduation rate. 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 will implement 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. Starting in the 2021 - 2022 school year, SSFUSD plans to implement a Socio emotional learning curriculum across all grade levels and plans to hire the 7 Wellness Counselors to assist our students in transitioning back to in person instruction. These additional supports should assist districts in continuing to decrease our suspension rate and increase our student engagement while at school and in the classroom.

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 increase over the 2018 Dashboard information:
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.

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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 an universal screener (Dibels) that we plan on implementing 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 obtaining data in order be able to disaggregate data in order to assist us 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.

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.

LCAP Highlights

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

SSFUSD designed the LCAP and continues to have three broad goals. 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. 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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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 2020-21 school year, stakeholder engagement was gathered on an ongoing basis through surveys, district meetings, district committees (e.g. Teaching and Learning Taskforce Elementary/Secondary), and parent groups (PTA, DELAC, SEPAC and AAPAC). In addition, we held three separate LCAP community input meetings during April and May.
Task Force Committees - June & July 2020 - each subcommittee met 3 times - The three subcommittees were: Health & Safety, Teaching & Learning and Socio - Emotional well being. Each committee had approximately 20 - 25 individuals on the committee consisted of: parents, classified and certificated staff, administrators and district office 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 return to in person instruction for the 2021 - 2022 school year.
Our parent groups meet 4-5 times a year. once or twice in the fall semester and 2-3 times in the spring semester. This applies to DELAC (District English Learners Advisory Committee), (SEPAC) Special Education Parent Advisory Committee and (AAPAC) African American Parent Advisory Committee. it is important to note that the AAPAC did not meet during the 2020 - 2021 school year.
PTA - Cabinet members attend the district Parent Teachers Association meeting once per month. For the months of February, March, April and May 2021, cabinet members shared information about the LCAP and acquired input/feedback from our school PTA leaders.
The Assistant Superintendent of Human Resources and Assistant Superintendent of Educational Services meet weekly 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 LCP, 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 March, April and May 2021.
SELPA consultation:
Initial LCAP Team Meeting: March 24, 2021
SELPA Consultation: June 9, 2021
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 2021.

A summary of the feedback provided by specific stakeholder groups.

All of our parent groups (DELAC, PTA, SePAC) focused and provided feedback on three key areas that we included in the 2021 - 2022 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 supports for their students when they return to in person instruction. 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 - E
- Increase mental health support for students - Goal 1, Action 26 - A - E
- Increase academic support for all students - Goal 1, Action 21 - A - L

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

SSFUSD values the input from all stakeholders and we included the following in the 2021 - 2022 LCAP:
SSFUSD expanded our 2021 Summer School offerings as we're providing a summer school opportunities for an additional 400 students. We expanded our Big Lift program to include rising 3rd graders, we expanded 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. Our high school credit recovery program is serving approximately 500 students which is an increase of about 100 - 125 students from the previous year. In the LCAP you will see that we've included the addition of 7 Wellness Counselors across all grade spans. Lastly, we've provided additional academic support via tutoring virtually for all secondary students (Paper) and will incorporate the Academic center model at the elementary level. Academic Center model provides additional support after school to support students 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 Socio - 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 1 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 (SSFUSD will be slightly modifying this metric to % of students in each student group that	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 , PacIslander 41% ELA				All student groups will meet or exceed standard met category - 80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	/ 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				
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), EL 68% (66), Students w/Disabilities 65.2% (58), Socioeconomically Disadvantaged 80.5% (293)				All student groups meet or exceed state goal of 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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, 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				All student groups will meet or exceed goal of 60% prepared for Dashboard CC
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 50% (83), Hispanic/Latinx 26.7% (69), PacIslander N/A, African Am/Black N/A , White 43.6% (17), MultiRace 37% (10), EL 19.7% (13), Students w/Disabilities 27.6% (16), Socioeconomically				All student groups will meet or exceed goal of 60% prepared for Dashboard CCI; all students groups will meet or exceed 60% meeting a - g requirements

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged 28.7% (84)				
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)				Senior exit survey participation rate meets or exceeds 95%
College/career readiness - AP enrollment and achievement (pass rate = score of 3 or higher)	2021 AP enrollment for target student groups: African Am/Black: 3, Hispanic/Latinx: 162, English Learners: 23, Students w/Disabilities: 10, Socioeconomically Disadvantaged: . 2020 AP pass rate: 388 students took 628 AP exams, pass rate: 57.3% (360)				Increase AP enrollment for all target student groups by 5%; increase AP exam pass rate above 60%
District literacy assessment	2021 end of year assessment (Literably): 55% of K-5 students met or exceeded grade level standard				75% of K-5 students met or exceed grade level standard
English Learner Metrics: CAASPP ELA and Math achievement,	2019 CAASPP met/exceeded standard: 21% ELA / 20% Math; 2020				Increase reclassification rate by 5%; increase students scoring Level 3 or 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
graduation, UC/CSU (a-g) met, reclassification, ELPAC summative, suspension, chronic absenteeism	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%				on ELPAC Summative to 75%. CAASPP meet or exceed at 80% or above, graduation rate at 90% or above.
Students with Disabilities Metrics: CAASPP ELA and Math achievement, graduation, UC/CSU (a-g) met, suspension, chronic absenteeism	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%				CAASPP meet or exceed at 80% or above, graduation rate at 90% or above.
Career Technical Education Metrics: CTE pathway completion, CTE course pass rate	Class of 2020 students who completed a CTE pathway: 31.7% (83); 2020 CTE course pass rate: 59%				Increase CTE pathway completion by 5%; CTE course pass rate at 75% or above
AVID Program Metrics: AVID enrollment, graduation rate, UC/CSU (a-g) met	2021 AVID enrollment: 9th (80), 10th (59), 11th (49), 12th (45); Class of 2020 AVID graduation: 95% (42);				Increase AVID graduation rate to 100%; increase AVID UC/CSU met rate by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Class of 2020 UC/CSU met: 52% (23)				
Grade Mark Analysis: students receiving a D or F	2021 Elementary (Tri 2) Middle (Spring 1) High (Spring 1)				Decrease percentage of F's by 3% for the all student groups
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%				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 10.3%, Socioeconomically Disadvantaged 7.8%;				Reduce Suspension rate for all subgroups by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless 18.4%, Foster Youth 16.7%				
Teacher Retention	2021 Teacher Retention Rate: 2021 Highly Qualified Teacher Rate: 100% 2021 Number of Teachers Misassigned: 0				Highly qualified teacher rate is 100% and 0 teachers are misassigned.
Professional Development	PD Survey - Administered in December and May - start in 2021 - 2022				PD survey conducted each semester; score 3.5 or higher on 5 point scale

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement the SSFUSD CTE plan to provide all students with the necessary skills and content knowledge to thrive in the 21st-century workforce.	A. Review five year CTE plan, analyze key metrics and revise as necessary to support all learners 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 pathways expansion at ECHS & SSFHS D. Continue to collaborate with the community college system and increase the number of dual-enrolled CTE pathways students can access. E. Continue to increase and update UC a-g approved CTE offerings.	$141,000.00	No
2	Continue K-12 NGSS Implementation and	A. Provide funds for instructional materials for the Elementary Pilot team and meeting time to discuss, review piloted instructional materials and units	$2,015,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Curricula Adoption at all grade levels.	B. Elementary Curriculum Adoption Grant Funds (Genentech) C. Provide funds for all External Science Providers for all grade levels (Elem - Mystery Science, Science from Scientists; MS - Mosa Mack, Gizmos & HS - Gizmos) D. Provide funds for instructional materials for the Middle Pilot team and meeting time to discuss, review piloted instructional materials and units E. Middle School Curriculum Adoption Grant Funds (Genentech) F. Provide funds for instructional materials for the high school Pilot team and meeting time to discuss, review piloted instructional materials and units G. High School Curriculum Adoption Grant Funds (Genentech)		
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 (Schedule; design especially at the elementary level) 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. 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. Plan the design and structure of an EL enrollment center J. 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	$513,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		K. 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 - 0.4, ECHS - 0.4, SSFHS - 1.6, ALMS - 0.6, Parkway - 1.8, WMS - 0.2) L. Plan a flooding model at elementary sites for the provision of Designated ELD by grade and language proficiency level to be in piloted in 2022 - 2023		
4	Increase college and career readiness for all students	A. Adopt and implement National Student Clearinghouse Student Tracker for data on students' postsecondary outcomes B. Review and select a college/career platform for implementation at all secondary schools C. Develop and implement Student Responsible Use of Technology contract and curriculum aligned to tech scope and sequence	$3,190.00	No
5	Improve achievement rates of students with IEPs	A. Implement curriculum for reading, writing, math, social/emotional/behavioral and communication for students with disabilities	$10,000.00	Yes
6	Provide intervention support in literacy for elementary students	A. Conduct a pilot of phonics (Sadlier & Fundations) instructional materials during Fall 2021 with reading specialist and a sampling of Elementary K-3 teachers	$10,000.00	Yes
7	Continue to build continuum of services in order to build internal capacity that is detached from outside agencies/schools to	A. DHH Program at elementary level (no categorical programming for this need, offset outside of county placements - only programs at SFUSD and SCCOE) B. Autism program at middle & high school levels (currently only at elementary) C. Middle School programs at middle & high school levels for medically fragile SDC foundations at elementary level only	$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	support our students with disabilities	D. Hire district therapists to provide ERMHS and to staff Tx Classrooms E. Increasing elective and / or extracurricular options in middle and high school to help enhance student vocational interests. F. Increase opportunities and access to CTE courses for students with disabilities		
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. Review EL data semi-annually to identify LTELs for placement in specially designed designated ELD and ELA courses at the secondary level. D. Assign a Parent Liaison (bilingual preferred) to complete educational intake survey with newly arrived students in grades 1-12)	$0.00	Yes
9	Continue to support the BARR program at SSFHS	A. Provide 1 section for BARR Coordinator at SSFHS to oversee and monitor BARR program	$20,000.00	Yes
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	A. Work with reading specialists to develop district wide evidence based tiers of intervention and screening.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
	for students if needed.			
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
12	Design systems, policies, practices and procedures that promote inclusion and diversity and provide opportunities and access for all students	A. Restructure middle school bell schedule, to support the implementation of rigorous and relevant elective courses that align with high school CTE pathways and focus on career exploration while significantly increasing opportunities and access. B. Convene a middle school schedule task force committee to study effective master schedules that maximize student access to courses/programs and are developmentally appropriate C. EDS will set up at least two Grading Content Area Teams to institute equitable grading practices during the 2021 - 2022 school year D. Redesign Elementary Report Card Committee meetings so they clear and accurately report academic progress of students E. Redesign Math Pathways and 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 F. Redesign STEM Prerequisites in order to increase access and opportunities for all students G. Provide training for administrators and counselors on master scheduling tools and processes for developing a balanced, student-centered master schedule.	$25,000.00	No
13	Create a safe, healthy and inclusive	A. Increase counseling staff to provide more access for students to social emotional supports	$718,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	learning environment for all students	B. Hire 7 Wellness Counselors to support our EL, Foster Youth and socioeconomically disadvantaged students at all grade spans		
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)	A. Increase engagement and graduation outcomes for students with IEPs enrolled in CTE classes B. EDS will send participants to Grading for Equity PD in order to implement equitable grading practices C. 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 D. 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 E. 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 F. 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 G. 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 H. 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 I. Provide Equal Opportunity Schools (EOS) Equity Team Member Stipends	$53,000.00	No

Action #	Title	Description	Total Funds	Contributing
15	Reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating	A. Review grading policies to gain a foundational understanding for each grade span B. Assess inequities in practice C. Develop standards of practice in grading for all grade spans D. Revising grading policies to change perception of failure to demonstrate growth and success. (Grading for Equity Partnership)	$65,000.00	Yes
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 a K-8 ELA TOSA to assist in the implementation, monitoring and supporting K - 8 teachers in using the K - 12 ELA Scope and Sequence C. 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 D. Maintain a 6- 12 math TOSA to assist in the implementation, monitoring and supporting 9 -12 teachers in using the 9- 12 math Scope and Sequence & provide input/feedback on end of unit assessments E. Maintain an Elementary Science TOSA to lead the NGSS implementation & curricula adoption F. Maintain an Middle School Science TOSA to lead the NGSS implementation & curricula adoption G. Maintain a Secondary Science and Biotechnology TOSA to lead the NGSS implementation & curricula adoption H. Maintain 1 districtwide English Learner Curriculum and Instruction Specialist, K-12 to support the curriculum and programs needed to support our EL population districtwide I. Maintain 6 districtwide ELD coaching positions to support each of our 15 school sites J. Continue to fund 1 reading specialist to provide Tier II intervention support at elementary sites K. 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 L. Fund PreK - 3 coach to support the Big Lift program	$3,281,700.00	No

Action #	Title	Description	Total Funds	Contributing
		M. Fund 2 Technology TOSA's to lead and implement Digital Citizenship, tech curriculum, and assessments N. Maintain a 9 - 12 ELA TOSA to assist in the implementation, monitoring and supporting 9 - 12 teachers in using the 9 - 12 ELA Scope and Sequence O. Fund 2 Special Education TOSA's to lead and implement curricular implementation (Spire, Unique & ELA & math scope and sequence implementation), provide coaching on IEP's		
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. Recruit and retain highly qualified staff C. Provide annual stipend for SPED teachers ($2,000/Teacher) 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.	$49,142,880.00	No
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

Action #	Title	Description	Total Funds	Contributing
19	Develop systems and processes for consistent data policies and practices to ensure data integrity across the district	A. 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 D. Monitor attendance procedures to ensure notification is occurring at all school sites	$3,000.00	No
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 10 additional sections at SSFHS in order to offer students the opportunities to CTE, electives and AP classes B. Provide up to 10 additional sections at SSFHS in order to offer students the opportunities to CTE, electives and AP classes C. Provide up to 10 additional sections at ALMS in order to support the middle school block schedule D. Provide up to 10 additional sections at Parkway in order to support the middle school block schedule E. Provide up to 10 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 your college degree while earning high school diploma G. Maintain an AVID District Director (0.4 FTE) H. Fund 1 section at ECHS & SSFHS for the AVID site Coordinator I. Support AVID at both high schools by paying Annual Membership Fees J. Continue to increase the amount of industry-recognized certifications students can receive K. Explore and develop community partnerships for possible work based internships	$1,517,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
21	Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning	A. Partner with Youth Service Bureau to provide direct services (curriculum and mental health counseling one day per week for the ATS program) B. Partner with Youth Services Bureau (YSB) to provide additional counseling at our elementary sites C. 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) D. Middle School Safety advocates will be placed at our 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 E. Increase our 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) F. 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) G. Partner with Paper Company to provide online tutoring for students in grades 6 - 12 H. Provide elementary sites funds to support Academic Centers model - (individual and small group tutoring) I. Increase hours of Bilingual Aides @ Title I sites - LC, Martin, Spruce, SSG & Parkway J. Increase hours of Bilingual Aides @ non title I sites K. Fund Newcomer aides at Parkway & SSFHS L. Fund BARR Model at SSFHS to support 9th grade students academic, social & emotional needs	$1,940,145.00	Yes
22	Continue to implement restorative practices at all	A. Partner with Youth Service Bureau to provide direct services (curriculum and mental health counseling one day per week for the ATS program)	$128,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
	schools and in classrooms	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		
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
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	$784,155.00	Yes
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	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	$556,779.00	Yes
26	Continue to provide students additional learning opportunities	A. Summer School - Big Lift 2021 (K - 3); focus on reading/writing skills B. Summer School - STEAM 2021 (4 -8); enrichment	$1,550,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and instructional learning time in order to provide intervention support, enrichment and/or to meet other student learning needs	C. Summer School - High School - Credit recovery & enrichment; (9 - 12); make up graduation requirements; meet a - g reqs D. Summer School - Elevate math program - 2021 (3- 8, 9); math intervention E. Summer School - Extended School Year for students with disabilities (TK - Adult)		
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	A. Provide training to K -5 Elementary teachers on NGSS PD B. Increase support for instructional technology implementation C. Increase engagement and graduation outcomes for students with IEPs enrolled in CTE classes D. 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 E. 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 F. 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 G. 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 H. 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 I. 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 J. Provide Equal Opportunity Schools (EOS) Equity Team Member Stipends	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
28	Reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating	A. Review grading policies to gain a foundational understanding B. Assess inequities in practice C. Develop standards of practice in grading for all grade spans D. Revising grading policies to change perception of failure to demonstrate growth and success. (Grading for Equity Partnership) E. EDS will send participants to Grading for Equity PD by Feldman F. Continue partnership with EOS; develop policies and practices that will increase access for students taking to AP classes and being successful	$65,000.00	Yes
29	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	Yes
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	A. Implementation of the Talent Management system and a baseline metric will be developed for the 2022 - 2023 school year.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	needs across the district for classified, certificated and administrative staff.			

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	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 sessions offered	PD survey - administered December & May - start in 2021 - 2022				PD survey conducted each semester; score 3.5 or higher on 5 point scale
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%;				Reduce Suspension rate for all subgroups by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless 18.4%, Foster Youth 16.7%				
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 absenteeism: 16.5%, 2021 LRE:				CAASPP meet or exceed at 80% or above, graduation rate at 90% or above.
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%				Increase reclassification rate by 5%; increase students scoring Level 3 or 4 on ELPAC Summative to 75%. CAASPP meet or exceed at 80% or above, graduation rate at 90% or above.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	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 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 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	$584,700.00	No
2	Provide Professional Learning to build practices of	A. Continue to build understanding of Designated and Integrated ELD Support Including the Principles of the EL Roadmap for all staff	$94,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	classroom teachers for EL students	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 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 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 Studysinc curriculum (as requested) H. Revise and provide Overview of the EL Master Plan I. Implement Ellevation Data Management System and provide training to site leaders, ELD TOSA's and staff		
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 he 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	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Provide MTSS Professional Learning for Reading Specialists (Dibbels & literacy block)	A. Reading Specialist to provide 2 one hour professional development sessions Fall 2021 on the administration, instructional planning, and data analysis of the DIBELs Universal screener B. 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	$9,300.00	Yes
5	Provide Professional learning for counselors/administrators on the qualities and practices of a data-driven, comprehensive school counseling program	A. Counselor training on district data systems (IC, Ellevation, Illuminate) to support data-driven counseling practices B. Professional learning to support development of comprehensive counseling program	$0.00	No
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 training on district data systems (IC, Ellevation, Illuminate) to support data-driven decision making and instructional practice	$6,000.00	No
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

Action #	Title	Description	Total Funds	Contributing
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
9	Increase IEP team capacity and effectiveness in transitioning students to between grade spans	A. Training on conducting effective transition IEP meetings between grade levels (Prek to K, 5th to 6th, 8th to 9th, 12th to Adult Transition Program	$7,000.00	Yes
10	Decrease Suspension rates of students with IEPs	A. Training in culturally responsive practices / 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	$25,000.00	Yes
11	Improve achievement rates of students with IEPs (SBAC, Grad, CCI, Attd, Suspension rates)	A. Training teachers on administration of statewide assessment, as well as use of interim and practice test and how to Train students on how to take the statewide assessment so that access does not become an issue. Utilize practice tests B. Special Education staff attend Scope & Sequence trainings & develop power standards for special education C. Ensure all district wide adopted, evidence based practices are implemented with fidelity (training cycles) D. Build teacher, parent and para capacity to support academic achievement of all students with IEPs. Evidence based practices implemented with fidelity by teachers and paras, including parent education to support learning at home, [Evidence based adapted curriculum for all levels across all core academic courses for special education. Training for paras, teachers and parents)	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	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 C. Provide professional learning on district wide adopted, evidence based practices and curriculum in place for reading, writing, math, social/emotional/behavioral, communication and all other areas of need	$0.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	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 (PTSA, DELAC, SSC				Increase participation rates by 2%
Stakeholder participation in bi-annual school climate survey	2021 California Healthy Kids Survey participation: Students: 1565 respondents Parents:				Increase participation in surveys by 3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	662 respondents Staff: 358 respondents				

Actions

Action #	Title	Description	Total Funds	Contributing
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	$618,000.00	No
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 African American Parent Advisory Committee (AAPAC) in order to provide pertinent information on district's programs, LCAP and ways to close the achievement gap C. Continue to have 5 - 6 district Special Education Parent Advisory Committee (SEPAC) in order to provide pertinent information on district special education programs D. Maintain 4 Community liaisons positions to assist in parental outreach and to increase parent participation at site and district meetings E. Provide 1 family talk workshop to parents/guardians and community members for our middle school families (Health Connected) F. 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	$193,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Continue outreach to families to support a strong first five to kindergarten transition	A. Improve Communication and Collaboration between preschools and SSFUSD Elementary schools 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 2022	$0.00	Yes
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. Establish Student Advisory Council that will meet 2 a semester to provide opportunities for student voice on district programs and other topics of interest C. SSFUSD will create 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.24%	6,691,445

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Goal 1 - 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. Our CTE pathways are designed to provide opportunities and access for our foster youth, EL, SED and special education students. 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 2 - a - g: Continue K-12 NGSS Implementation and Curricula Adoption at all grade levels. SSFUSD is using two processes to evaluate the TIMES and FFME (Fit, Feasibility, Monitoring and Evaluation) NGSS curriculum. Both processes have a suite of tools and questions that educators interact with. Both processes stress the importance of meeting the needs of all learners (Foster Youth, EL, SED, and special needs students. There's specific questions about meeting the needs of specific student groups, what professional learning educators must engage in so that all students can access the curriculum. SSFUSD will provide the necessary professional learning so all Foster Youth, EL, SED, and special needs students will be able to be experience academic success in our science classes.

Goal 1 - Action 4 - a- c: 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.

Goal 1 - Action 10 - a: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. 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 11- a - b: Develop a Balanced assessment system aligned to district scope and sequence in ELA & Math. This action and sub actions considered the needs of our foster youth, EL, SED and special needs students since we need the ability to be able to disaggregate assessment data in a timely fashion. By purchasing Illuminate data management system, SSFUSD will be able to provide reports and provide time for our teachers to meet in Teacher leadership teams to analyze data. In addition, teachers will be able to share best practices across a grade level in a school and district. Over the past two years, SSFUSD has implement GLAD strategies for our EL's so this will be able to determine if we're making progress for our EL students.

Goal 1 - Action 12 - a -g: Design systems, policies, practices and procedures that promote inclusion and diversity and provide opportunities and access for all students. After assessing our needs, conditions, data and circumstances for our foster youth, EL, SED, and special needs students, it was clear that we needed to increase access and opportunity for all students but in particular are foster youth, EL, SED, and special needs students. In order to address these conditions, we will create a middle school task force committee to analyze and suggest a possible change to the middle school schedule that provides students to a broad course of study and increased access to CTE pathways. In addition, we will create a elementary report card committee to analyze our elementary report cards. the goal will be to revise the report card to accurately reflect a student's academic progress and standardize our grading/reporting procedures so we can use this information to evaluate a students academic progress and inform placement in classes at the subsequent grade level. In addition, we will have two TLT's (Biology and Algebra teachers) be a part of a grading fro equity committee where they will be trained and be asked to implement equitable grading practices during the 2021 - 2022 school year. These actions will be provided across the district in order to impact all students but our emphasis on all this actions will greatly impact access and opportunities and start to address some of our systemic grading inequities that disproportionately impact our foster youth, EL, SED and special needs students as well as our AA, and Latinx student groups.

Goal 1 - Action 14 - a - i: 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). 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 as well as local end of unit assessments via our scope and sequence in ELA and math.

Goal 1 - Action 16 - a - m: 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 and evaluating our PD survey data that will be conducted twice December and May and adjust accordingly.

Goal 1 - Action 17 - a- f: Provide students access to standards aligned instructional materials and highly qualified trained staff. By providing standards aligned instructional materials and ensuring that SSFUSD hires and trains all staff appropriately we will collectively ensure that SSFUSD is providing a high quality educational experience for all students. SSFUSD will continue to review all district adopted instructional

materials to ensure that we're providing cultural relevant curriculum. We will progress monitor these actions via EC sufficiency of instructional materials and via the certificated evaluation system.

Goal 1 - Action 18 - a - c: Ensure that are facilities are well maintained and safe. Ensure that all staff and students know how to respond in case of an emergency. SSFUSD will ensure that facilities are well maintained and safe for all students in particular our foster youth, EL, SED, special needs students. These actions will collective ensure that our foster youth, EL, SED and special needs students have a safe, clean and healthy learning environment. We will monitor this collective impact via FIT tool and student input via our student advisory committee.

Goal 1 - Action 19 - a - d: Develop systems and processes for consistent data policies and practices to ensure data integrity across the district. SSFUSD will continue to develop systems and processes that are equitable for all students will collectively impact our foster youth, EL, SED and special needs students in a positive manner since SSFUSD is a data driven district. We must ensure that our practices and policies are consistently implemented in order to not disproportionately impact our foster youth, EL, SED, special needs students.

Goal 1 - Action 27 - a - j: 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. 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 as well as local end of unit assessments via our scope and sequence in ELA and math.

Goal 2 - Action 1 - a - k: 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. By implementing the SSFUSD Induction Program and offering professional learning to all staff in all curricular areas we will collectively ensure that our foster youth, EL, SED and special needs students will become academically successful while in school in SSFUSD. We will monitor the impact of our Induction program and professional learning via our analysis of the Induction program per CDE and PD surveys that will be administer in December and May. We will also analyze CA dashboard data to ensure that we're positively impacting student outcomes.

Goal 2 - Action 5 - a - b: Provide Professional learning for counselors/administrators on the qualities and practices of a data-driven, comprehensive school counseling program. SSFUSD will continue to provide professional learning opportunities for our administrators and counselors on our SIS (IC), our data management system (Illuminate) and Ellevation. By providing professional learning on these district wide platforms will ensure that our administrators and counselors can make data informed decisions as we develop our comprehensive counseling program. We will progress monitor this collective impact by evaluating academic performance of our students via CA dashboard results, PD surveys, California healthy kids survey results, and input from our student advisory committee.

Goal 2 - Action 6 - a - b: Build capacity of staff for data analysis and reporting. By providing professional learning on these district wide platforms (Infinite Campus, Illuminate and Ellevation) will ensure that our staff can make data informed decisions regarding placement, instructional decisions and creating policies, practices and procedures. We will progress monitor this collective impact by evaluating academic performance of our students via CA dashboard results and PD surveys.

Goal 2 - Action 7 - a: Continue to build systems for data governance amongst site staff responsible for data processing. By providing professional learning for staff directly responsible for inputting student information accurately into our various district platforms we will

ensure that we're implementing our practices, policies and procedures in an equitable manner. Unfortunately, when student information is not accurately reported, this disproportionately impact foster youth, EL, SED and our special needs students which can lead to a decrease in access and opportunities. We will continue to progress monitor CA dashboard results, evaluate current practices, policies and procedures to ensure that they're equitable for all students.

Goal 2 - Action 8 - a - b: Develop systems and processes for consistent data policies. By ensuring that SSFUSD has consistent data policies and processes that are systematic will assist us to ensure that all staff directly responsible for inputting student information accurately into our various district platforms and state and federal reporting systems are accurate. Unfortunately, when student information is not accurately reported, this disproportionately impact foster youth, EL, SED and our special needs students which can lead to a decrease in access and opportunities. We will continue to progress monitor CA dashboard results, evaluate current practices, policies and procedures to ensure that they're equitable for all students.

Goal 3 - Action 1 - a - b: SSFUSD will continue to provide various opportunities for our students to increase engagement and enhance the school culture. SSFUSD believes that student engagement can lead to positive student outcomes. Research from BER https://files.eric.ed.gov/fulltext/EJ1210004.pdf indicates a link between students participating in co - curricular activities and positive student outcomes (increased attendance and performance on standardized assessments). We will continue to allow our students to create various clubs and other co - curricular activities so students want to be actively engaged in our schools. We will monitor progress via California Healthy kids surveys results, surveys to our students (senior exit surveys) and input from our student advisory committee members.

SSFUSD believes that parent/community engagement is essential. In addition, obtaining parent/community input from our foster youth, EL, SED, and special needs students is essential to ensure we're providing an equitable educational experience. SSFUSD has created various parent committees {(AAPAC, SePAC, DELAC, PTA, Equity, Diversity & Inclusion (DEI)} to obtain input directly from the parents/community members. We will use survey data and input directly from advisory committee members to make the appropriate changes if deemed necessary. Here's a link to a scholarly article indicating the importance of parental involvement in schools https://www.waterford.org/education/how-parent-involvment-leads-to-student-success/.

Our parent groups meet 4-5 times a year: once or twice in the fall semester and 2-3 times in the spring semester. This applies to DELAC (District English Learners Advisory Committee), (SEPAC) Special Education Parent Advisory Committee and (AAPAC) African American Parent Advisory Committee. Note: the AAPAC did not meet during the 2020 - 2021 school year.

Goal 1 - Action 30 - a: Human Resources department will research, evaluate via our Fit, Feasibility, Monitoring and Evaluation process (FFME), and select a talent management system in order to assist in determining professional learning opportunities for classified, certificated and administrative staff. By selecting a talent management system in order to keep accurate records of all evaluations will assist the district in ensuring that SSFUSD provides the appropriate professional learning opportunities and support for all classified, certificated and administrative staff.

Goal 1 - Action 15: English Learners have unique needs since staff struggle on how to grade students due to English proficiency and educational backgrounds. By examining current grading practices we can revise policies/practices that are inflexible and lead to poor student outcomes. If grading practices are modified and applied universally to all English Learners, we should see and increase student performance. SSFUSD has analyzed grades (number of F's) once annually over the past 2 years. We conducted the data analysis protocol and now are moving out of the awareness phase to the implementation phase of a few key grading practices.

Goal 1 - Action 20 (LEA Wide): 1(4 yr plans).Unduplicated groups (EL's SPED and SED) students have more access and opportunities to take college prep & rigorous course work at SSFUSD. (explain why) include placement practices - why can't they get into them) By moving to a 7 period modified block schedule, our unduplicated students have the opportunity to take additional courses during the school day.
1. This action addresses the opportunity gap that many unduplicated students encountered in previous years before the HS bell schedule was modified.
2. By analyzing a-g, CCI, and graduation rated and enrollment data gave us the information needed that SSFUSD had to increase the probability that unduplicated students can take a rigorous course load while in SSFUSD.
3.SSFUSD has made a commitment to the 8 state priorities and a broad course of study for students to be successful.
4.SSFUSD will continue to monitor data a-g, CCI, graduation rates and analyze senior survey results that indicated an increase for all student groups in the aforementioned data points.

Goal 1 - Action 21 (LEA Wide): 1.The unique needs of our EL's and Students with disabilities were taken into account with increasing staffing supports to support English proficiency and student comprehension.
2.These actions will provide additional supports (academic & mental health) during and before and after the school day.
3. By providing additional academic and mental health supports for all students; we will see increase in student achievement, attendance and lower number of discipline infractions.
5.This action is a carry over from the 2017 - 2020 LCAP. Students will definitely need additional supports for academic/mental health as they return to in person instruction.

Goal 1 - Action 22 (LEA Wide): 1.Our EL's students with disabilities and socio - economic disadvantaged are suspended at a disproportionate rate vs other students groups in SSFUSD.
2.The actions listed point out newly created programs (Alternative to Suspension) and the PAX Good behavior game to assist students in being able to monitor self regulation behaviors and participate in alternative programs that teach them restorative practices in order to reduce recidivism rates for students.
3.SSFUSD will continue to strive to provide inclusive learning environments ready to meet the needs of all students.
4.SSFUSD will continue to monitor discipline and number of referrals data to determine if we're making an impact.
5.This action is a carry over from the 2017 - 2020 LCAP. SSFUSD will continue to use school climate data and CA healthy kids data to determine effectiveness of these actions.

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.
2.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.
3 - 5. These actions will assist our foster youth and homeless students by being able to participate in all school activities including extra curricular activities. 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 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.

Goal 1 - Action 25 (LEA Wide): This is action that is carried over from the 2017 - 2020 LCAP. 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.

Goal 1 - Action 26 (LEA Wide): This is a carry over action from the 2017 - 2020 LCAP. SSFUSD has provided additional learning opportunities for all students in the district. 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 1 - Action 28 (LEA Wide): By analyzing grade data for the last two 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.

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 4 (LEA Wide): SSFUSD is starting to build the MTSS pyramid and has implemented an universal screener for grades K - 3. 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. Therefore, for 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 2021 summer school programs to assist in meeting grade level standards. 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. 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 th realms of racial, social, sexual gender diversity. This is a new action for the 21 - 22 LCAP.

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

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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$58,593,709.00	$3,664,940.00	$2,170,700.00	$120,000.00	$64,549,349.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$60,636,147.00	$3,913,202.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Implement the SSFUSD CTE plan to provide all students with the necessary skills and content knowledge to thrive in the 21st-century workforce.		$141,000.00			$141,000.00
1	2	All	Continue K-12 NGSS Implementation and Curricula Adoption at all grade levels.	$15,000.00		$2,000,000.00		$2,015,000.00
1	3	English Learners	Provide support and training for staff that are part of the English Learner development program	$513,000.00				$513,000.00
1	4	All	Increase college and career readiness for all students	$2,000.00	$1,190.00			$3,190.00
1	5	Low Income	Improve achievement rates of students with IEPs	$10,000.00				$10,000.00
1	6	English Learners Foster Youth Low Income	Provide intervention support in literacy for elementary students	$10,000.00				$10,000.00
1	7	Low Income	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	$350,000.00				$350,000.00
1	8	English Learners	Design Systems and Structures to Monitor the academic and language data for ELs on an quarterly basis					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	Low Income	Continue to support the BARR program at SSFHS	$20,000.00				$20,000.00
1	10	All	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.	$10,000.00				$10,000.00
1	11	All	Develop a Balanced assessment system aligned to district scope and sequence in ELA & Math					$0.00
1	12	All	Design systems, policies, practices and procedures that promote inclusion and diversity and provide opportunities and access for all students	$25,000.00				$25,000.00
1	13	English Learners Foster Youth Low Income	Create a safe, healthy and inclusive learning environment for all students	$85,000.00	$633,000.00			$718,000.00
1	14	All	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)	$30,000.00	$23,000.00			$53,000.00
1	15	English Learners Foster Youth Low Income	Reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating	$65,000.00				$65,000.00
1	16	All	Fund additional staff to lead, train and monitor curriculum, instruction and assessment work	$3,116,000.00		$165,700.00		$3,281,700.00
1	17	All	Provide students access to standards aligned instructional materials and highly qualified trained staff	$49,142,880.00				$49,142,880.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	18	All	Ensure that are facilities are well maintained and safe. Ensure that all staff and students know how to respond in case of an emergency					$0.00
1	19	All	Develop systems and processes for consistent data policies and practices to ensure data integrity across the district	$3,000.00				$3,000.00
1	20	English Learners Foster Youth Low Income	Provide students access to a broad course of study that 's rigorous and prepares them for college and career opportunities	$1,517,400.00				$1,517,400.00
1	21	English Learners Foster Youth Low Income	Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning	$524,645.00	$1,415,500.00			$1,940,145.00
1	22	English Learners Foster Youth Low Income	Continue to implement restorative practices at all schools and in classrooms	$128,100.00				$128,100.00
1	23	Foster Youth	Provide funds to support the basic needs (school supplies, transportation, clothing etc) of our foster youth & homeless students	$25,000.00				$25,000.00
1	24	Low Income	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	$784,155.00				$784,155.00
1	25	English Learners	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	$556,779.00				$556,779.00
1	26	English Learners Foster Youth Low Income	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	$177,000.00	$1,373,000.00			$1,550,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	27	All	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	$42,000.00	$8,000.00			$50,000.00
1	28	English Learners Foster Youth Low Income	Reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating	$10,000.00	$55,000.00			$65,000.00
1	29	English Learners Foster Youth Low Income	SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CCEIS - (significant disproportionality) and Differentiated Assistance.					$0.00
1	30	All	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.					$0.00
2	1	All	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.	$454,700.00	$10,000.00		$120,000.00	$584,700.00
2	2	English Learners	Provide Professional Learning to build practices of classroom teachers for EL students	$94,000.00				$94,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners	Provide professional learning on EL Monitoring systems & ELPAC assessments					$0.00
2	4	Low Income	Provide MTSS Professional Learning for Reading Specialists (Dibbels & literacy block)	$4,050.00	$5,250.00			$9,300.00
2	5	All	Provide Professional learning for counselors/administrators on the qualities and practices of a data-driven, comprehensive school counseling program					$0.00
2	6	All	Build capacity of staff for data analysis and reporting	$6,000.00				$6,000.00
2	7	All	Continue to build systems for data governance amongst site staff responsible for data processing					$0.00
2	8	All	Develop systems and processes for consistent data policies and practices to ensure data integrity across the district					$0.00
2	9	Low Income	Increase IEP team capacity and effectiveness in transitioning students to between grade spans	$2,000.00		$5,000.00		$7,000.00
2	10	Low Income	Decrease Suspension rates of students with IEPs	$25,000.00				$25,000.00
2	11	Low Income	Improve achievement rates of students with IEPs (SBAC, Grad, CCI, Attd, Suspension rates)	$20,000.00				$20,000.00
2	12	Low Income	Increase least restrictive environment (LRE) rates by 3% for students with IEPs					$0.00
3	1	All	SSFUSD will continue to provide various opportunities for our students to increase engagement and enhance the school culture	$618,000.00				$618,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	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	$193,000.00				$193,000.00
3	3	English Learners Foster Youth Low Income	Continue outreach to families to support a strong first five to kindergarten transition					$0.00
3	4	English Learners Foster Youth Low Income	Increase opportunities for stakeholder engagement and feedback	$15,000.00				$15,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$5,129,129.00	$8,615,879.00
LEA-wide Total:	$4,179,129.00	$7,660,879.00
Limited Total:	$1,734,155.00	$1,739,155.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**3**	Provide support and training for staff that are part of the English Learner development program	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: ALMS, Parkway, WMS, Baden, ECHS & SSFHS 6 - 12 only	$513,000.00	$513,000.00
1	**5**	Improve achievement rates of students with IEPs	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$10,000.00	$10,000.00
1	**6**	Provide intervention support in literacy for elementary students	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Buri, JS, LC, Martin, MV, Ponderosa, Skyline, Spruce & SSG TK - 5	$10,000.00	$10,000.00
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	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$350,000.00	$350,000.00
1	**8**	Design Systems and Structures to Monitor the academic and	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		language data for ELs on an quarterly basis					
1	9	Continue to support the BARR program at SSFHS	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: SSFHS only Grade 9	$20,000.00	$20,000.00
1	13	Create a safe, healthy and inclusive learning environment for all students	LEA-wide	English Learners Foster Youth Low Income		$85,000.00	$718,000.00
1	15	Reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	$65,000.00
1	20	Provide students access to a broad course of study that 's rigorous and prepares them for college and career opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,517,400.00	$1,517,400.00
1	21	Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$524,645.00	$1,940,145.00
1	22	Continue to implement restorative practices at all schools and in classrooms	LEA-wide	English Learners Foster Youth Low Income	All Schools	$128,100.00	$128,100.00
1	23	Provide funds to support the basic needs (school supplies, transportation, clothing etc) of our	LEA-wide	Foster Youth	All Schools	$25,000.00	$25,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		foster youth & homeless students					
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	LEA-wide Limited to Unduplicated Student Group(s)	Low Income	All Schools	$784,155.00	$784,155.00
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	LEA-wide	English Learners	All Schools	$556,779.00	$556,779.00
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	LEA-wide	English Learners Foster Youth Low Income	All Schools	$177,000.00	$1,550,000.00
1	28	Reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$65,000.00
1	29	SSFUSD will implement all actions as required by state/federal plans as required (ATSI,	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		CCEIS - (significant disproportionality) and Differentiated Assistance.					
2	2	Provide Professional Learning to build practices of classroom teachers for EL students	LEA-wide	English Learners	All Schools	$94,000.00	$94,000.00
2	3	Provide professional learning on EL Monitoring systems & ELPAC assessments	LEA-wide	English Learners	All Schools		$0.00
2	4	Provide MTSS Professional Learning for Reading Specialists (Dibbels & literacy block)	LEA-wide	Low Income	Specific Schools: Buri, JS, LC, Martin, MV, Pondo, Skyline, Spruce, SSG TK - 5	$4,050.00	$9,300.00
2	9	Increase IEP team capacity and effectiveness in transitioning students to between grade spans	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$2,000.00	$7,000.00
2	10	Decrease Suspension rates of students with IEPs	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$25,000.00	$25,000.00
2	11	Improve achievement rates of students with IEPs (SBAC, Grad, CCI, Attd, Suspension rates)	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$20,000.00	$20,000.00
2	12	Increase least restrictive environment (LRE) rates by 3% for students with IEPs	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$0.00
3	2	Improve parent school engagement through an increase in participation in site and district parent	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Buri, Los Cerritos, Junipero Serra, Martin, Monte Verde, Ponderosa,	$193,000.00	$193,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC, SEPAC as well as other parent meetings as measured by attendance sign in sheets			Skyline, Spruce and Sunshine Gardens K - 5		
3	**3**	Continue outreach to families to support a strong first five to kindergarten transition	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Buri, JS, LC, Martin, MV, Pondo, Skyline, Spruce, SSG Preschool - 5		$0.00
3	**4**	Increase opportunities for stakeholder engagement and feedback	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ALMS, PHMS, WMS, Baden, ECHS, SSFHS 6 - 12 only	$15,000.00	$15,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.