



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
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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%)

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 through 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: 56.5 points below standard maintaining at orange level

Socio-Economically Disadvantaged: 58.8 points maintaining at orange level

SCHOOL CLIMATE INDICATOR: KEITH PLEASE READ AND UPDATE

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.

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.

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

As detailed in "The Story" section, SSFUSD participated in a needs assessment in the 16-17 school year, which led to the three District Priorities around Curriculum and Instruction, Leadership Capacity and Professional Learning and Collaboration. 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.

CHRONIC ABSENTEEISM AND ROOT CAUSES:

- Lack of uniformity of attendance procedures throughout the district
- Lack of consistent nomenclature/definitions of attendance codes in Infinite Campus
- Lack of consistent policies indicating when truancy letters should be sent to students/families
- Lack of monitoring attendance data with site administration throughout the school year

LCAP Highlights

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

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 APAC). In addition, we held three separate LCAP community input meetings during April and May.

A summary of the feedback provided by specific stakeholder groups.

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

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).

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	2019 CAASPP met/exceeded: All students 52% ELA / 44% Math; Asian: 76% ELA / 74% Math, Filipino 66% ELA / 60% Math , Hispanic/Latinx 38% ELA /29% Math , Paclslander 41% ELA / 29% Math, African Am/Black 35% ELA / 22% Math, White 56% ELA / 46% Math, MultiRace 67% ELA / 57% Math , English				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
	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), Paclslander 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%
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,				All student groups will meet or exceed goal of 60% prepared for Dashboard CC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Paclslander 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				
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), Paclslander 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 Disadvantaged 28.7% (84)				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
College/career readiness - post-secondary planning: Students reporting 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				Senior exit survey participation rate meets or exceeds 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	community college, 2% to a trade school (total responses=537)				
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, 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				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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	34.6%, Level 4 29.46%; 2019 suspension: 4.8%; 2019 chronic absenteeism: 11.7%				
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); Class of 2020 UC/CSU met: 52% (23)				Increase AVID graduation rate to 100%; increase AVID UC/CSU met rate by 5%
Grade Mark Analysis: students receiving a D or F	2021 Elementary (Tri 2) Middle (Spring 1) High (Spring 1)				Decrease percentage of F's by 3% for the all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism (grades K-8)	2019 Dashboard: Asian: 4%, Filipino 5.4%, Hispanic/Latinx 14.2%, Paclslander 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%, Paclslander 10.8%, African Am/Black 16%, White 6.2%, MultiRace 5.2%, EL 4.8% , Students w/Disabilities 10.3%, Socioeconomically Disadvantaged 7.8%; Homeless 18.4%, Foster Youth 16.7%				Reduce Suspension rate for all subgroups by 2%
Teacher Retention	2021 Teacher Retention Rate: 2021 Highly Qualified Teacher Rate: 100%				Highly qualified teacher rate is 100% and 0 teachers are misassigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021 Number of Teachers Misassigned: 0				
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.	<p>A. Review five year CTE plan, analyze key metrics and revise as necessary to support all learners</p> <p>B. Continue to increase the number of high-quality CTE pathways students can access at all high school sites.</p> <p>C. Provide additional sections to support CTE pathways expansion at ECHS & SSFHS</p> <p>D. Continue to collaborate with the community college system and increase the number of dual-enrolled CTE pathways students can access.</p> <p>E. Continue to increase and update UC a-g approved CTE offerings.</p>	\$141,000.00	No
2	Continue K-12 NGSS Implementation and Curricula Adoption at all grade levels.	<p>A. Provide funds for instructional materials for the Elementary Pilot team and meeting time to discuss, review piloted instructional materials and units</p> <p>B. Elementary Curriculum Adoption Grant Funds (Genentech)</p> <p>C. Provide funds for all External Science Providers for all grade levels (Elem - Mystery Science, Science from Scientists; MS - Mosa Mack, Gizmos & HS - Gizmos)</p>	\$2,015,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>D. Provide funds for instructional materials for the Middle Pilot team and meeting time to discuss, review piloted instructional materials and units</p> <p>E. Middle School Curriculum Adoption Grant Funds (Genentech)</p> <p>F. Provide funds for instructional materials for the high school Pilot team and meeting time to discuss, review piloted instructional materials and units</p> <p>G. High School Curriculum Adoption Grant Funds (Genentech)</p>		
3	Provide support and training for staff that are part of the English Learner development program	<p>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</p> <p>B. Assist elementary teachers to plan and deliver instruction to identified EL students using EL Support in Wonders</p> <p>C. Assist secondary ELA teachers to plan and deliver instruction to identified EL students using EL supports in Study Sync</p> <p>D. Rewrite and provide Overview of the EL Master Plan</p> <p>E. Create and implement EL Professional Learning Plans with each school site administrator</p> <p>F. Work with each site to develop an ELD plan (Schedule; design especially at the elementary level)</p> <p>G. Establish a step by step process for the enrollment of potential EL students based on HLS information and share this process with office managers and high school enrollment staff</p> <p>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</p> <p>I. Plan the design and structure of an EL enrollment center</p> <p>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</p> <p>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)</p>	\$513,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 StudentTracker 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 & Foundations) instructional materials during Fall 2021 with reading specialist and a sampling of Elementary K-3 teachers	\$10,000.00	
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	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 found at elementary level only 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.	\$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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)		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 acquisition of literacy skills and provide intervention support for students if needed.	A. Work with reading specialists to develop district wide evidence based tiers of intervention and screening.	\$10,000.00	No
11	Develop a Balanced assessment system aligned to district	A. Develop instructional calendar with district assessment expectations		No

Action #	Title	Description	Total Funds	Contributing
	scope and sequence in ELA & Math	B. Implement assessments and data reporting in Illuminate data management system		
12	Design systems, policies, practices and procedures that promote inclusion and diversity and provide opportunities and access for all students	<p>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.</p> <p>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</p> <p>C. EDS will set up at least two Grading Content Area Teams to institute equitable grading practices during the 2021 - 2022 school year</p> <p>D. Redesign Elementary Report Card Committee meetings so they clear and accurately report academic progress of students</p> <p>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</p> <p>F. Redesign STEM Prerequisites in order to increase access and opportunities for all students</p> <p>G. Provide training for administrators and counselors on master scheduling tools and processes for developing a balanced, student-centered master schedule.</p>	\$25,000.00	No
13	Create a safe, healthy and inclusive learning environment for all students	<p>A. Increase counseling staff to provide more access for students to social emotional supports</p> <p>B. Hire 7 Wellness Counselors to support our EL, Foster Youth and socioeconomically disadvantaged students at all grade spans</p>	\$718,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
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)	<p>A. Increase engagement and graduation outcomes for students with IEPs enrolled in CTE classes</p> <p>B. EDS will send participants to Grading for Equity PD in order to implement equitable grading practices</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>I. Provide Equal Opportunity Schools (EOS) Equity Team Member Stipends</p>	\$53,000.00	No
15	Reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair,	<p>A. Review grading policies to gain a foundational understanding for each grade span</p> <p>B. Assess inequities in practice</p> <p>C. Develop standards of practice in grading for all grade spans</p> <p>D. Revising grading policies to change perception of failure to demonstrate growth and success. (Grading for Equity Partnership)</p>	\$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	consistent and motivating			
16	Fund additional staff to lead, train and monitor curriculum, instruction and assessment work	<p>A. Maintain full-time CTE Coordinator to execute oversee the execution of CTE plan and manage all CTE funding sources</p> <p>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</p> <p>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</p> <p>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</p> <p>E. Maintain an Elementary Science TOSA to lead the NGSS implementation & curricula adoption</p> <p>F. Maintain an Middle School Science TOSA to lead the NGSS implementation & curricula adoption</p> <p>G. Maintain a Secondary Science and Biotechnology TOSA to lead the NGSS implementation & curricula adoption</p> <p>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</p> <p>I. Maintain 6 districtwide ELD coaching positions to support each of our 15 school sites</p> <p>J. Continue to fund 1 reading specialist to provide Tier II intervention support at elementary sites</p> <p>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</p> <p>L. Fund PreK - 3 coach to support the Big Lift program</p> <p>M. Fund 2 Technology TOSA's to lead and implement Digital Citizenship, tech curriculum, and assessments</p>	\$2,973,600.00	No

Action #	Title	Description	Total Funds	Contributing
17	Provide students access to standards aligned instructional materials and highly qualified trained staff	<p>A. Provide students with access to standards aligned instructional materials</p> <p>B. Recruit and retain highly qualified staff</p> <p>C. Provide annual stipend for SPED teachers (\$2,000/Teacher)</p> <p>D. Continue to attend job fairs in order to recruit the most qualified and diverse staff</p> <p>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.</p> <p>F. Continue to fund new teacher induction program which assists new teachers clear their preliminary credential and assists transitioning new certificated staff to SSFUSD.</p>	\$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	<p>A. Complete all FIT (Facility Inspection Tool Reports) for all school sites to ensure all facilities are safe and well maintained</p> <p>B. Evaluate and check all safety equipment (phones, intercom system) annually</p> <p>C. Conduct all required safety drills (earthquake, duck and cover, intruder) as required by law</p>		No
19	Develop systems and processes for consistent data policies and practices to ensure data integrity across the district	<p>A. Monitor and support implementation of Online Registration for new and continuing students</p> <p>B. Monitor access and evaluate the effectiveness of credit recovery options available to students</p> <p>C. Provide training via Infinite campus (SIS) in order to send out notification letters to students that are absent</p> <p>D. Monitor attendance procedures to ensure notification is occurring at all school sites</p>	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
20	Provide students access to a broad course of study that 's rigorous and prepares them for college and career opportunities	<p>A. Provide up to 10 additional sections at SSFHS in order to offer students the opportunities to CTE, electives and AP classes</p> <p>B. Provide up to 10 additional sections at SSFHS in order to offer students the opportunities to CTE, electives and AP classes</p> <p>C. Provide up to 10 additional sections at ALMS in order to support the middle school block schedule</p> <p>D. Provide up to 10 additional sections at Parkway in order to support the middle school block schedule</p> <p>E. Provide up to 10 additional sections at WMS in order to support the middle school block schedule</p> <p>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</p> <p>G. Maintain an AVID District Director (0.4 FTE)</p> <p>H. Fund 1 section at ECHS & SSFHS for the AVID site Coordinator</p> <p>I. Support AVID at both high schools by paying Annual Membership Fees</p> <p>J. Continue to increase the amount of industry-recognized certifications students can receive</p> <p>K. Explore and develop community partnerships for possible work based internships</p>	\$1,517,400.00	Yes
21	Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning	<p>A. Partner with Youth Service Bureau to provide direct services (curriculum and mental health counseling one day per week for the ATS program)</p> <p>B. Partner with Youth Services Bureau (YSB) to provide additional counseling at our elementary sites</p> <p>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)</p> <p>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</p>	\$1,940,145.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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)</p> <p>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)</p> <p>G. Partner with Paper Company to provide online tutoring for students in grades 6 - 12</p> <p>H. Provide elementary sites funds to support Academic Centers model - (individual and small group tutoring)</p> <p>I. Increase hours of Bilingual Aides @ Title I sites - LC, Martin, Spruce, SSG & Parkway</p> <p>J. Increase hours of Bilingual Aides @ non title I sites</p> <p>K. Fund Newcomer aides at Parkway & SSFHS</p> <p>L. Fund BARR Model at SSFHS to support 9th grade students academic, social & emotional needs</p>		
22	Continue to implement restorative practices at all schools and in classrooms	<p>A. Partner with Youth Service Bureau to provide direct services (curriculum and mental health counseling one day per week for the ATS program)</p> <p>B. Fund an Alternative to Suspension certificated staff member to oversee, implement and monitor the ATS program</p> <p>C. Purchase PAX replacement items (instructional materials) for 9 elementary sites</p>	\$128,100.00	Yes
23	Provide funds to support the basic needs (school supplies, transportation, clothing etc) of our		\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	foster youth & homeless students			
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		\$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		\$556,779.00	Yes
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	<p>A. Summer School - Big Lift 2021 (K - 3); focus on reading/writing skills</p> <p>B. Summer School - STEAM 2021 (4 -8); enrichment</p> <p>C. Summer School - High School - Credit recovery & enrichment; (9 - 12); make up graduation requirements; meet a - g reqs</p> <p>D. Summer School - Elevate math program - 2021 (3- 8, 9); math intervention</p> <p>E. Summer School - Extended School Year for students with disabilities (TK - Adult)</p>	\$1,550,000.00	Yes
27	Provide support for educators to participate in Teacher Leadership Team	<p>A. Provide training to K -5 Elementary teachers on NGSS PD</p> <p>B. Increase support for instructional technology implementation</p> <p>C. Increase engagement and graduation outcomes for students with IEPs enrolled in CTE classes</p>	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
	(TLT) meetings (PLC's) where groups of educators work collaboratively in reoccurring cycles of inquiry and improvement	<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>J. Provide Equal Opportunity Schools (EOS) Equity Team Member Stipends</p>		
28	Reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating	<p>A. Review grading policies to gain a foundational understanding</p> <p>B. Assess inequities in practice</p> <p>C. Develop standards of practice in grading for all grade spans</p> <p>D. Revising grading policies to change perception of failure to demonstrate growth and success. (Grading for Equity Partnership)</p> <p>E. EDS will send participants to Grading for Equity PD by Feldman</p> <p>F. Continue partnership with EOS; develop policies and practices that will increase access for students taking to AP classes and being successful</p>	\$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
29	SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CCEIS - (significant disproportionality) and Differentiated Assistance.			Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	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.

An analysis of data and input from stakeholders has validated the need to maintain highly qualified and effective teachers (State Priority 1 Basic Services). 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%, Paclslander 10.8%, African Am/Black 16%, White 6.2%, MultiRace 5.2%, EL 4.8% , Students w/Disabilities 10.3%, Socioeconomically				Reduce Suspension rate for all subgroups by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged 7.8%; 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.	<p>A. Fund an Induction Coordinator to oversee the District's Induction Program</p> <p>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</p> <p>C. Induction mentor teachers will attend 6 seminars per year to receive ongoing mentor training and support from the Induction Leadership team</p> <p>D. Hire 6 lead mentors to provide ongoing coaching and support to new certificated teachers</p> <p>E. Coordinate and maintain program requirements to adhere to California Commission on Teaching Credential (CTC) Induction Standards</p> <p>F. Contract with SMCOE Induction Program for new SSFUSD Special Education teachers</p> <p>G. Special Education intern teachers will receive additional structured support from mentor teachers</p> <p>H. Provide a series of professional development and training to support best teaching practices to support the districts instructional framework</p> <p>I. Explore contracting with outside agencies/consultants to provide needed training to staff and parents to ensure that students and teachers have access to standards aligned materials to support those practices and provide emotional supports for students</p> <p>J. Provide funds for AVID teachers to attend AVID professional learning workshops</p> <p>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</p>	\$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	<p>B. Develop and implement a coaching model for the integration of ELD support (designated ELD; integrated (BeGLAD))</p> <p>C. Provide a minimum of 2 sessions of the 2 Day GLAD Training to both Elementary and Secondary Teachers</p> <p>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</p> <p>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</p> <p>F. Provide professional learning to elementary teachers on the integration of EL resource from the Wonders curriculum (as requested)</p> <p>G. Provide professional learning to secondary teachers on the integration of EL resource from the Studysinc curriculum (as requested)</p> <p>H. Revise and provide Overview of the EL Master Plan</p> <p>I. Implement Ellevation Data Management System and provide training to site leaders, ELD TOSA's and staff</p>		
3	Provide professional learning on EL Monitoring systems & ELPAC assessments	<p>A. Provide required professional development related to Initial and Summative ELPAC administration</p> <p>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</p> <p>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</p> <p>D. Provide initial training for site leaders and teachers on the EL formative language acquisition monitoring form available on the Ellevation platform</p> <p>E. Provide training for all staff on Initial and summative ELPAC and Alternate ELPAC assessments</p>		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		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		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		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)	\$5,000.00	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		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 5: Student Engagement).

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, SSC, ELAC, AAPAC.	Set baseline in 2021 - 2022				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		
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	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
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 all 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 collectively 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 collectively 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 (IC, 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-involvement-leads-to-student-success/>

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 student by 9.24% 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
- provide additional learning supports such as tutoring - Academic Centers (elementary) and Paper - (secondary) - 6 - 12;
- provide access and opportunities to a broad course of study (CTE pathways) and possible expansion at middle school in 2021 - 2022
- provide integrated student supports to learning - SEL TOSA, SEL curriculum; the addition of 7 Wellness counselors
- 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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,583,786.00	\$3,949,990.00	\$53,586,373.00	\$120,000.00	\$64,240,149.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$60,326,947.00	\$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		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		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 a quarterly basis					

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 acquisition 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					
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		\$718,900.00			\$718,900.00
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	\$2,807,900.00		\$165,700.00		\$2,973,600.00
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					
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	\$1,172,400.00		\$345,000.00		\$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	\$120,452.00	\$1,415,500.00	\$404,193.00		\$1,940,145.00
1	22	English Learners Foster Youth Low Income	Continue to implement restorative practices at all schools and in classrooms		\$8,100.00	\$120,000.00		\$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		\$1,550,000.00			\$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	\$32,000.00	\$8,000.00	\$10,000.00		\$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		\$65,000.00			\$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.					
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.	\$107,100.00	\$10,000.00	\$347,600.00	\$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
2	3	English Learners	Provide professional learning on EL Monitoring systems & ELPAC assessments					
2	4	Low Income	Provide MTSS Professional Learning for Reading Specialists (Dibbels & literacy block)		\$9,300.00			\$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					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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					
2	8	All	Develop systems and processes for consistent data policies and practices to ensure data integrity across the district					
2	9		Increase IEP team capacity and effectiveness in transitioning students to between grade spans			\$5,000.00		\$5,000.00
2	10		Decrease Suspension rates of students with IEPs			\$25,000.00		\$25,000.00
2	11		Improve achievement rates of students with IEPs (SBAC, Grad, CCI, Attd, Suspension rates)			\$20,000.00		\$20,000.00
2	12		Increase least restrictive environment (LRE) rates by 3% for students with IEPs					
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
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	\$184,000.00		\$9,000.00		\$193,000.00
3	3	English Learners Foster Youth Low Income	Continue outreach to families to support a strong first five to kindergarten transition					
3	4	Students in grades 6 - 12	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:	\$3,544,786.00	\$8,589,779.00
LEA-wide Total:	\$3,001,786.00	\$7,646,779.00
Limited Total:	\$1,327,155.00	\$1,727,155.00
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)		All Schools	\$10,000.00	\$10,000.00
1	6	Provide intervention support in literacy for elementary students		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)		All Schools		\$350,000.00
1	8	Design Systems and Structures to Monitor the academic and	Limited to Unduplicated Student Group(s)	English Learners	All Schools		

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			\$718,900.00
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	\$1,172,400.00	\$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	\$120,452.00	\$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
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		\$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		\$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		

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		
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		\$9,300.00
2	9	Increase IEP team capacity and effectiveness in transitioning students to between grade spans	Limited to Unduplicated Student Group(s)		All Schools		\$5,000.00
2	10	Decrease Suspension rates of students with IEPs	Limited to Unduplicated Student Group(s)		All Schools		\$25,000.00
2	11	Improve achievement rates of students with IEPs (SBAC, Grad, CCI, Attd, Suspension rates)	Limited to Unduplicated Student Group(s)		All Schools		\$20,000.00
2	12	Increase least restrictive environment (LRE) rates by 3% for students with IEPs	Limited to Unduplicated Student Group(s)		All Schools		
3	2	Improve parent school engagement through an increase in participation in site and district parent	LEA-wide	English Learners Foster Youth Low Income		\$184,000.00	\$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					
3	3	Continue outreach to families to support a strong first five to kindergarten transition		English Learners Foster Youth Low Income	Specific Schools: Buri, JS, LC, Martin, MV, Pondo, Skyline, Spruce, SSG Preschool - 5		

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:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.