

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.

Set in southern San Diego County, Sweetwater Union High School district spans from the border with Mexico up the Pacific coast to National City and East to the Otay Mountain foothills. As the largest secondary school district in California, we serve our communities, parents, students, and staff with excellence in teaching and support for our very diverse population of over 38,000 middle and high school students and over 10,000 adult school attendees. Each Sweetwater student is provided with opportunities to become involved in district-wide activities through various athletics, clubs, after-school programs, performing arts, and community events. The District has 12 high schools, 2 alternative education schools, 11 middle schools, 1 online 7-12 school (CDS code pending), and a unique Adult Education program that includes 4 Adult Schools.

Sweetwater is dedicated to putting students first by providing effective initial instruction that leads to engagement and mastery, access to challenging curricula, safe and healthy learning environments focusing on a positive transformational culture, transparent systems of support, and fostering parent and community involvement. Our 2018-19 student enrollment was 39,086. 59% of our students qualify as low income and 19% are identified as English Learners, 63% of our EL students are Long Term English Learners and 615 of our students are Foster Youth or Homeless Youth. Declining enrollment is one of the critical areas that have impacted the district. The opening enrollment in the 2020 - 2021 school was approximately 38,500 students. By mid-second semester, the enrollment has dropped to 36,785 students. The declining enrollment continues to cause concern.

Our Local Control and Accountability Plan is a direct reflection of our efforts to involve all stakeholders in a parallel process of continuous review, report, reach-out, and revise. Our LCAP is truly a living document as we receive constant input from stakeholders and make timely and purposeful changes. Sweetwater board members received monthly updates on progress with goals and action steps. District committees, district office personnel, and sites received the same information and continued the parallel process by providing updates on progress and next steps.

Our shared vision:

The Sweetwater Union High School District is committed to providing students a rigorous educational program focused on the development of safe and nurturing learning environments in partnership with families, parents, and community members. The District's mission: Located in the heart of an international border community, the Sweetwater Union High School District ensures a safe, inclusive, collaborative culture that empowers each student to actively engage in a meaningful educational experience to pursue personal and academic success. this mission is supported by the established District beliefs which include:

- * We believe each student can succeed.
- * We believe in a welcoming community that is inclusive, equitable, and promotes positive academic, social, and emotional well-being.
- * We believe relationships and collaboration matter.
- * We believe resources shall be equitably distributed to ensure the success of each student.
- * We believe in the value of community voice in decision-making.
- * We believe in a culture of trust based on integrity and transparency.

Sweetwater Union High School District's Local Control Accountability Plan (LCAP):

- * Goal 1: Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.
- * Goal 2: Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district.
- * Goal 3: Foster and honor parent/guardian and community engagement to support excellence in each student's success.
- * Goal 4: Develop coherent and transparent systems for operational excellence to support each student's success.

The Sweetwater Union High School District continues to provide 21st Century learning to all students in order to support their choices for college and career. Through our efforts with local universities, SUHSD continues its partnership with San Diego State University through the Compact for Success. Many of the cohort students, now university graduates, have been welcomed back as credentialed teachers fulfilling our promise to guarantee former Compact Scholars employment if they go into the field of education. Our ongoing efforts to support our community with quality education for each student are our primary objective. As we work together, we put each student's success at the forefront.

We advance the implementation of our actions and services to support our students to improve their opportunities. We revisited the LCAP by reaching out to our stakeholders through surveys and engagement sessions. The feedback received in these sessions was critical to the development and implementation of the 2021 -2022 LCAP. The majority of our actions and services will remain the same; however, based on stakeholder input, we have added supports to increase student attendance and minimize chronic absenteeism. Additionally, community feedback emphasized the need to address career readiness for our students. Actions and services to support College and Career Technical Education and Attendance supports have been augmented in the 2021 -2022 plan.

In 2020-2021, the LCAP was temporarily replaced by the Learning Continuity Plan (LCP). Schools were transformed due to the pandemic and instruction changed from in-person instruction to distance learning in a virtual world. Months of stakeholder input collected data and information to develop the LCP.

The Sweetwater district has felt the impact of the COVID-19 pandemic as has any other school district in California and beyond. Students, families, and staff have been deeply impacted by the pandemic and these tolls have been demonstrated in the physical, emotional, and

academic health of our students and staff. In San Diego County, we are unique in that the zip codes in the Sweetwater district represented 5 of the 6 highest case rates of COVID-19 infections in the County, which has led to increased anxiety and acute sensitivity to inform our decision making process.

In preparation of the 2021-2022 LCAP district has continually surveyed students, staff, parents, and community members to ensure that their feedback is incorporated into the action's and services the district is providing to students and families.

Reflections: Successes

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

Success from last year:

The SUHSD suspension rates trended lower over the past year. We continue to build the success of our students and the quality of our programs to reduce the achievement gap and ensure students are engaged in learning. The integration of social-emotional learning (Goal 1) and restorative practices (Goal 2) have supported the reduction of suspension rates.

Professional development district-wide focused on integrated and designated English Language Development and other instructional supports for distance learning and in-person instruction. The district TOSAs in collaboration with Special Services resources teachers developed resources for teachers to implement SEL across the curriculum and developed units of studies and common assessments to ensure equitable access to rigorous first instruction, interventions, and supports.

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.

Improvement in the area of mathematics achievement across the district continues to be an area of great need. SUHSD all student overall performance on the California Dashboard metrics is in the "red" performance level. This is also true for SUHSD homeless students and students with disabilities. Four more of our targeted subgroups are in the "orange" performance level including African American students, English Learners, Hispanic students, and socioeconomically disadvantaged students.

Continued supports for effective first instruction in the area of mathematics will be implemented in order to improve student performance levels. Professional development focused on math standards and integrated English Language Development in the content area will be provided to support our English Learners. Tutors and smaller class sizes as well as co-teachers in some cases will be implemented to support improvement in this area.

Our greatest areas of need are to support Foster Youth, Homeless Youth, and Students with Disabilities. Through the differentiated assistance process, we analyzed a diverse set of local indicators with a cross-section of site and district staff and identified several root causes that have contributed to this need. Those causal factors were determined to be:

1. Student placement is inconsistently applied through the IEP process and course scheduling protocols which means that some students on the margin are not being placed in the least restrictive environment.
2. Furthermore, some students cannot access a rigorous curriculum because not all teachers have the instructional repertoire to provide adequate support.
3. Some students are disconnected from school and staff need more training to understand the capabilities and strengths of students with disabilities, foster youth, and homeless youth.

For the first need above, through the collaboration of our Special Education Department and Curriculum and Instruction, we are creating communication tools and processes to ensure that IEP teams know and utilize the criteria that have been established for placing students in the Least Restrictive Environment and in courses that are appropriately rigorous.

For the second need above, we have created a multidistrict and site task force who are planning and coordinating all-district professional development to ensure an integrated approach to training that is coherent in addressing the needs of student groups who have persistently underperformed (namely Foster Youth, Homeless Youth, and Students with Disabilities)

For the third need above, the Special Education Department is focusing their initial training on building a coherent set of beliefs and expectations around Students with Disabilities. Also, our Culture and Equity Department is working jointly with Curriculum and Instruction to provide training for sites to enhance Adult Social Emotional Learning, create welcoming environments with healthy Adult-Student relationships and piloting a course that combines mathematical thinking with social-emotional skills.

The EL Progress 48% on ELPAC has decreased as well as the number of students who were reclassified went down to 9%. This was exacerbated by the pandemic and the inability to test all of our students. This continues to be a focus for us in the 2021-2022 school year.

The California State University/ University of California A-G completion rate dropped to xxxx%. This is at the forefront of the district's plans to address credit recovery and learning loss.

LOCAL MEASURES:

SUHSD local measure for 2020-2021 for semester 1 indicated an increase in D and F rates across the middle schools and high schools. The number of Grades assigned to failing and “no credit” categories is as follows:

| School Type | A | B | C | D | F | NCP | *Other |
|---------------|--------|--------|--------|--------|-------|--------|--------|
| Middle School | 23,812 | 11,278 | 8,920 | 7,339 | 3,891 | 4,785 | 597 |
| High School | 69,793 | 29,184 | 21,740 | 12,949 | 8,561 | 10,290 | 830 |

*Other is a combination of Inc, No Credit, and E grades. NCP - no credit pandemic

Based on the percentage of students who earned D and F grades, additional interventions for learning loss and credit recovery have been implemented with Federal ESSER Fund and enhanced by the LCAP funds. Credit recovery, summer school, and intercession, and other expanded learning opportunities will be provided with the braided funding resources. Foster Youth, Homeless youth, English Learners, Students with disabilities, and Low-Income students disproportionately earned D or F grades and will need additional supports throughout the school year and through expanded instructional opportunities.

LCAP Highlights

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

In 2021-2022, the LCAP Goal 1 will continue to focus on effective initial instruction with attention to engagement and mastery through a lens of equity. By focusing targeted professional development on effective first instruction, providing challenging curricula, and integrating support programs within the school day, we are able to expand support programs such as AVID, AVID Excel, Literacy, and Math Workshops to ensure that each student receives the necessary support for their success. Effective first instruction with attention to Common Core State Standards, Next Generation Science Standards, and the ELA/ELD Framework further ensured student achievement and college readiness. Expanding our CTE pathways enabled them to further their outreach into career opportunities and beyond.

Some of the highlights included an increase in the Advanced Placement passage rate for our students. Over the course of the last five years, the district has continually increased the number of students participating in the AP program and more students are taking the AP tests. Passage rates increased from 53% to 61% last year. This increase is a great highlight for the district because concerted efforts have been made to increase the number of Foster Youth, Homeless Youth, English Learners, and Low-Income students enrolled in these rigorous college preparatory courses.

While Goal 1 focuses on teaching and learning, Goal 2 focuses on each student's social-emotional well-being and ensuring a positive transformational culture. Encouraging students to become lifelong learners and participants in their own educational experience through engagement in extra-curricular opportunities, strategies like restorative practices, and global partners in excellence increase their sense of belonging to their school/district community. Professional development for staff as well as students in restorative practices has lead our schools and district to be more welcoming and provide safe spaces for all students. Additionally, the Trauma-Informed Care sessions provide key staff members with additional tools to assist our students.

Finally, the first two goals cannot be accomplished without Fostering Parent and Community Involvement (LCAP Goal 3) and Ensuring Excellence in Operational Systems of Support (Goal 4). Our parents and community members actively contribute throughout the year as partners in our students' learning through our district-level advisory groups as well as at sites. Our district and site facilities and personnel are maintained and supported in order to achieve optimal student success through open communication and attention to detail.

Sweetwater will continue to focus in 2021-2022 on developing equity-driven and inclusive school cultures that foster growth and improvement for students and staff. Training on restorative practices, trauma-informed care, crisis intervention will be supported by district Teachers on Special Assignment and site staff. This work will provide a rich support system for all students, but particularly our Foster Youth, Homeless Youth, low-income students, and our English Learners. Furthermore, each site will continue to collect and analyze data to identify and address gaps in performance for each student group. Finally, we will continue to conduct quarterly Equity Learning Walks with school and district leaders. These walks consist of a site visit to one school to provide input to that school on their progress on their identified actions and services and to learn from one another about promising practices that have had an impact on student performance.

In conjunction, with this work, we will continue the work as we have provided training to Site Leadership Teams (SLTs) so that they can apply the work of Learning Teams in order to implement the Sweetwater Essential Elements of Effective First Instruction. Other professional development will continue to focus on literacy skills and the characteristics of designated and targeted ELD instruction to support the progress of our English Learners. Finally, all of this work continues to be supported by a rich data culture with real-time data at the hands of site and district leaders and a Coordinated Integrated Services (CIS) coordinator at each site who collects and organizes this data to identify strengths and needs and evaluate the effectiveness of programs.

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.

District schools that are ineligible for comprehensive support and important funds include:
National City Middle School
Palomar High School
Alta Vista Academy

Support for Identified Schools

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

Each school identified for CSI has received a support team from the district office to both plan for and execute a Needs Assessment, Root Cause Analysis, Strategy Selection, and Monitoring Plan to address their areas of weakness. This support team has been jointly led by the Chief of Systems Improvement and Innovation and Executive Director of Curriculum and Instruction, with the assistance of teachers on special assignments from Student Services and Special Education. Each site received support in planning and executing a needs assessment that was tailored to the specific challenges and contexts of their site. Schools analyzed academic data including SBAC

performance, Grades, and Performance Tasks. Schools also looked at attendance, survey data, and staff perception data related to Professional Development implementation as well as climate and culture survey data. As a part of their needs assessment and root cause analysis each school collaborated with their School Site Council and parents groups such as English Learner Advisory Committee to analyze trends and generate ideas for improvement.

The need to address both adult and student social-emotional needs has been a common theme across the schools. We will be dedicating the time and services of existing personnel to support the strengthening of a healthy professional environment and we have also focused on the need to strengthen the professional learning communities at each school to lay the foundation for more systemic improvements in the delivery of instruction.

The following evidence-based interventions have been selected. Sites have employed academic coaches at both National City Middle and Palomar High, while Alta Vista Academy has focused on professional development to design effective distance learning instruction that is engaging and effective.

We reviewed resource inequities at each site by analyzing the expenditures for the 2020-2021 school year to determine what items were being funded by 80% of our budget, then contemplating whether those expenditures were in line with the needs assessment that we had conducted. We have determined that each of these schools is placing the vast majority of their funds on actions and services that absolutely support the identified needs and root causes.

Monitoring and Evaluating Effectiveness

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

Each school was provided support to develop a monitoring plan to judge the impact of their solution(s) to address the root cause and identified needs. Those monitoring plans, which are under development, will include metrics directly connected to the actions and services that are deployed and will be reviewed quarterly (minimum) with a team comprised of site and district leaders. Here are the metrics and frequency for analysis that we are tracking for each identified school:

National City Middle: D/F Rate each grading period, Common Assessments by PLC each quarter, SBAC ELA and Math End of year

Palomar High: Chronic Absenteeism quarterly, Suspension Rate quarterly, Credit Completion quarterly

Alta Vista Academy: Chronic Absenteeism quarterly, Suspension Rate quarterly, Credit Completion quarterly

The evaluation of the effectiveness of these interventions will be based on the progress toward benchmark goals that are outlined in each schools' Site plan. Quarterly meetings with each school will be held for the purpose of tracking those benchmarks and adjusting the plan as needed.

Stakeholder Engagement

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

The Sweetwater Union High School District believes strongly in having critical input and feedback from stakeholders. Workgroups aligned to each goal were developed in June and July of 2020 to address each of the district's four LCAP goals. These workgroups continued to provide input and guidance for the development of the learning Continuity Plan and the LCAP throughout the school year. Additionally, surveys were sent out periodically throughout the school year to parents, students, and staff members. The latest survey sent out in the spring of 2021 was the most comprehensive survey that will detailed questions directly related to the LCAP and the Expanded Learning Opportunities Grant. This survey was sent out through Jupiter Grades and Infinite Campus. It was also posted on the district's webpage and sent out by site principals in their newsletters. The survey consisted of 50 questions regarding each of the LCAP goals and solicited direct input from teachers, staff, parents, students, and community members. This feedback was utilized to drive the LCAP and the actions and services for students.

District-wide LCAP Survey Date: Survey was sent out to over 36,000 students, their parents/families

April 28- May 6, 2021

Over 4200 responses were provided on the District's LCAP and Extended Learning Opportunity Grant Survey.

Meetings with our labor associations also occurred throughout the LCAP stakeholder input process. Throughout the months of March, April, and May feedback was sought and received from the California School Employees Association (CSEA), the Confidential Unit, the Sweetwater Counseling and Guidance Association (SCGA), the Sweetwater Educators Association (SEA), National Association of Governmental Employees (NAGE), and the Management Association of the Sweetwater District (MASD).

Meeting dates and feedback sessions:

Confidential- May 10, 2021

CSEA -May 11, 2021

SEA - May 11, 2021

MASD - May 11, 2021

Cabinet and Principal Representatives- May 4 and 11, 2021

NAGE - May 12, 2021

SCGA - May 12, 2021

Superintendent's Student Advisory Group - April 22, 2021

Board of Trustees:

First Read and Hearing - scheduled for June 14, 2021

Final Read and Approval- scheduled for June 28, 2021

The District English Learner Advisory Committee (DELAC) and the District Parent Advisory Committee also participated in providing feedback and guidance on the LCAP update and development for the 2021-2022 LCAP. Parents asked many questions during the input and feedback sessions and provided ideas to incorporate into the LCAP.

The meetings listed below with District English Learner Advisory Committee and the District Parent Advisory Committee included specific LCAP or Learning Continuity Plan information:

Joint DELAC/DPAC Meeting - September 9, 2020 - Purpose of SSC, SPSA, DPAC & Role of Officers DELAC/DPAC role of advising SUHSD on LCAP

Joint DELAC/DPAC Meeting September 16, 2020 - Learning Continuity and Attendance Plan (LCP) & Recommendations

DPAC- October 21, 2021 - *Superintendent's response to LCP Input, District plan to improve student academic outcomes & Interventions available during distance learning

DELAC- October 22, 2021, *Superintendent's response to LCP Input, District plan to improve student academic outcomes & Interventions available during distance learning

DPAC- April 27, 2021, and May 20, 2021 -LCAP Input and feedback

DELAC- April 28, 2021, and May 20, 2021 -LCAP Budget, input, feedback, and overview of the plan.

A summary of the feedback provided by specific stakeholder groups.

A tremendous amount of feedback was received through the LCAP survey and parent/community feedback sessions. We received over 4200 responses from the survey, the DPAC and DELAC feedback forums, and feedback meetings with the labor partners. The data was broken down into the following thematic areas:

1. Staffing supports for students and parents - tutors and smaller class sizes
2. Counseling and Mental Health Services - social-emotional supports
3. Technology
4. Supports for Parent Engagement

SAMPLE SURVEY RESPONSES:

Q: HOW CAN WE INCREASE OR IMPROVE OUR SUPPORTS FOR OUR STUDENTS WITH DISABILITIES, STUDENTS IN HOMELESS OR FOSTER YOUTH, ENGLISH LEARNERS, STUDENTS IN LOW-INCOME SITUATIONS, AND OTHERS?

- Provide a designated liaison to support students on a more personal level
- Provide Academic tutors, academic coaches, improved guidance counseling services, career and post/secondary counseling.
- Provide access to assist in-person to students in need with their grades
- Provide access to high-speed wifi.
- Again, I say continue to support the arts
- Again, support their needs, set goals for them, one on one mentor, etc.

- "As an Eastlake parent who has served on SSC at the different education levels, I believe there needs to be equitable distribution of resources for our students. There is an assumption because you live in East CV that our students don't struggle academically or socially/emotionally. Although we have way fewer low-income students, we still have social-emotional and academic needs, yet we don't have the funding to provide the supports. Especially in the recovery/ aftermath of Covid and 16+ months of distance learning, the needs for ALL students are greater than ever.
- Before and after school tutoring
- better technology
- Bring onsite resource
- By giving and allowing them to have all the services they need on hand, a click or a call away to further their knowledge in academics and uplift their confidence.

by having more services for them

- Continue therapy and counseling services on campus.
- Create a connection in order to have more productivity with the students
- Economic help
- "I know the services are out there and I don't hear much about it through our school. Maybe create a special bulletin/website."
- No more distance learning, kids and teachers need to be in school.

Q. WHAT COULD THE SUHSD DO TO INCREASE PARENT INVOLVEMENT TO SUPPORT THE ACHIEVEMENT AND WELL-BEING OF STUDENTS?

- Be genuine in seeking parental involvement, not just as a checkmark.
- Better scheduling (after work hours)
- Bottom line parents don't think it's important to volunteer at the school they rather do something else
- Coffee with the principal.
- Communicate with parents clearly and view them as allies/partners in the student's education.
- Continue coffee with the principal every other month, create opportunities for parents to come to campus perhaps shadow student day, it has some events in the evening to bring students and families together as the pandemic CDC rules allow.

Create programs for both working and non-working parents. Stop only listening to the affluent parents and truly reach out to the parents that are holding two jobs just to make ends meet. Hold parents accountable that want to use their classism and abuse ableism to encourage elite school programs or overpower dual-language programs. Check on the parent booster parent groups that create inequities on our campuses. Protect families from teachers that use traveling programs to travel for free and often force parents to fundraise and when they can't fulfill the payments are not reimbursed and then their child feels socially embarrassed and pressured. DO HOME VISITS to make connections not to tell them they will go to jail if their child doesn't go to school. Build parent centers at each school site. Create programs that parents generate and control. You support them in what they plan. Stop telling us what we need and providing it for us. We can come in and share our resources and knowledge. Don't only ask us what we need when you need something from us.

- Different dates and times for the meetings
- Doubling up of calls from HS and District bog down parents. A lot of information is good but overabundance is overwhelming.
- Host events at the district office; promote the heck out of parent events; they shouldn't be boring either.

- I think a practice that has really helped parents is to have them shadow students or come on the campus while learning is occurring. I know of a few schools that have allowed parent classroom visits as part of coffee with the principal. There is nothing more powerful than seeing the student experience live.
- I think parents should be accountable to their children and should be poked at once in a while by their kid's teachers just to say hello Mr and Mrs so and so. How are you? Nothing aggressive. It's nice to hear from school and talk about my kid. Informally.
- I would recommend a monthly schedule of opportunities to allow a parent to plan their schedule or make arrangements to attend. Canvass for topics based on surveys similar to this where the topic is relevant to what groups of parents are interested in hearing more information.
- Instead of breakfast with the principal. Maybe meeting after 6 pm for the people who have to work.
- Invite community leaders (mayor, city council, etc) and alumni (Joe Corona, Mario Lopez, etc) who are connected to the community to share their struggles and successes.
- Stop making the majority of the Parents unhappy by standing up to the unions and OPEN THE SCHOOLS
- Offer opportunities for working parents to participate

Improve and update your website

DELAC and DPAC provided specific feedback in the following categories:

*Academic/Instructional supports

- Provide additional in-classroom academic supports or co-teacher to offer more support for students that are behind, can catch up to the rest of the class.
- Eliminate homework during transitioning, as reviewing and grading tasks takes a long time and teachers have work to do at home.
- Allow students to complete homework in class for the first couple of months.
- SPED ed. students need to feel welcomed, understood that it would be very difficult for all of us. They need to feel safe and comfortable as to return to school.
- We need more teachers and staff in Special Ed. Classes and more personnel.
- Provide access to interventions and materials to make up for lost time and learning deficit (audio, video, and manipulatives).
- Teachers are not well prepared to return to in-person learning. Additional professional development may be needed.
- Consider providing a review of what was covered this past year during distance learning when resuming in-person learning, taking into account lower academic achievement during the pandemic
- Campus staff needs to monitor students to make sure everyone is following safety protocols during breaks/lunchtime.
- Start with small groups, half-day in person (M-Th), and asynchronous Fridays for at least 2 months to help with the transition.
- Ensure distance learning has staff to support virtual and hybrid instruction to prevent learning loss when students need to remain virtually (learning, or health); in this way, the district will not lose funds to absenteeism. Let us be prepared for a hybrid system win-win situation.
- Provide opportunities for students to explore careers.
- Provide a recap to students of what they should have learned the previous year due to the learning loss.
- Reduce homework and design assignments so that they complement instruction.
- Provide tutoring (before, after school & Saturdays) one on one and small group tutoring that addresses areas where the student is struggling in class

*Social-Emotional support and student engagement

- SUHSD needs to remain vigilant according to changes that emerge and benefit all, continue on a positive trend, and promote smaller class sizes is what is really going to help students in SEL
- Support to help students to socialize, students feel awkward and do not know how to socialize there is so much cyber-bullying going on and students are afraid to turn on the camera.
- Provide supports to students, parents, and staff who are dealing with the effects of death and loss. A parent struggling to explain these concepts to student, and supporting the emotional and academic impacts.

*Pre-COVID

- We were able to support our students. Post-COVID, it has been challenging to address student emotional and academic loss.
- Teachers/staff should also have an opportunity to say this is how we feel supported so that they can support students better.
- Provide PD to staff to support student SEL, post-COVID. Teachers are going to carry the weight of not only their own stress but also that of their students.
- Social connections and doing work in person will assist with the transition
- Provide SEL training & PD for students and staff to cope with loss suffered during the pandemic
- Social and emotional supports for students are needed.
- It is important for the adults to talk and engage with students.
- Dedicate 10min of class time to help students understand their feelings and learn how to navigate through them so they can use the tools they are learning for future situations.
- Take preventative measures using psychological adjustments, conflict resolution lessons, role-playing, and relaxation techniques (Yoga and meditation) prior to starting class.
- Diversify, and integrate the way that SEL is taught through soft learning (Arts, therapeutic programs that help students engage, VAPA, extracurricular activities to increase development).
- Calibrate student social skills and expose them to other non-digital activities.

Ensure teachers are accessible to students, communication with teachers has been nonexistent during distance learning

- Provide programming to support student SEL during these difficult times (Art, music, drama).
- Students who do not feel safe returning to school will require emotional support to integrate back to campus, will be exposed to COVID and social pressures
- Provide SEL/Social worker support for students returning to in-person classes
- ASB needs to take an action to ensure student connection to school, engagement, which is both social and emotionally supportive for students while ensuring safety protocols.
- Support group for students who need to break away and decompress from emotions they may be experiencing
- Social/emotional support - Students need to work with both digital social skills and

personal-social skills and have a balance.

*Technology

- Provide training on virtual tools & platforms, (google classroom, cybersecurity) both virtually and in-person; digital is our life now and is critical.

- Provide responsible technology use education electives to prevent cyber dangers and cyberbullying
- Set up systems to continue technology development, cannot do SEL without digital support!
- Provide parent digital literacy classes
- Provide (parent portal) training to support parents who do not know how to use technology (and access grades and attendance).

*Safety for Reopening

- Reduce class size, in order to support the in-person transition
- Ensure that all individuals (students and staff) are vaccinated prior to returning to in-person learning.
- Ensure that the family of students and students stay safe. The possibility of half-day instruction
- Transition group size slowly until families feel comfortable.
- Continue providing childcare for staff, so that teachers return to school to teach virtually.

concern-parents are trying to send students to school but parents are having a hard time getting an appointment for the vaccine; parent had to take the student to Temecula to get a vaccine

- Provide PPE equipment and safety measures, in and out of the classroom for all
- Increase custodial staff to disinfect.

*Fiscal Systems

- When preparing budget and projections look at every aspect of the LCAP and make sure all areas are covered in order to be able to serve each area
- Provide an updated report of fund use with outcomes, as well as how you will distribute new funding

*Parent / Family Engagement and Supports

- Improve timing with communication to parents through Jupiter grades (not a day or two before the event).
- Keep parents updated through various ways (email, Jupiter grades, infinite campus, phone, website, and social media).
- Parent participation has been increasing now that we are able to log in virtually.
- Provide training for parents and volunteers to incentivize returning.
- Increase teacher communication with parents when the student is not doing well in classes.
- Facilitate vaccinations for parents so they can return to support school and students
- Continue use of digital platforms, to encourage hybrid participation, to provide supports for students and parents
- Increase communication with parents on student grades and absences via several platforms (phone, email).
- Provide a presentation on how the launch academy will operate

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

The following areas were increased due to the feedback from stakeholders:

* Tutors were added back into the LCAP based on the stakeholder feedback that small group instruction and 1:1 supports were needed even more as students transitioned from distance learning to in-person learning.

* Athletic directors were added back into the LCAP after a year of not having them in the budget. Students, staff, and administrators advocated for this support and it became even more pronounced as we reopened schools in the spring and opened up athletic programs. The involvement and recruitment of our unduplicated students into the athletic programs is a central component of Goal 2. "It supports students feeling connected to school and feeling safe" as numerous parents, students, and staff shared on the survey and in our feedback sessions.

*Career Technical Education teachers were increased to meet the needs of the district's online school, Launch Academy. Parents, teachers, counselors, and students stated that students needed more opportunities to explore careers and experience options of highly engaging courses.

* Increased counselor allocations at Alta Vista Academy and Options Secondary School from .1 and .2 FTE to 1.0 FTE each. This was in response to stakeholder feedback that mental health and counseling services should be a primary focus for the district.

Goals and Actions

Goal

| Goal # | Description |
|--------|----------------------------------------------------------------------------------------------------------|
| 1 | Ensure excellence in teaching and learning so each student is prepared to succeed in college and career. |

An explanation of why the LEA has developed this goal.

The Sweetwater Union High School District with broad stakeholder input continues to highlight academic achievement for students. Teaching and learning is the core service provided by the district to ensure students are prepared for college, career, and life. Our data demonstrates that homeless students, foster students, English Learners, and economically disadvantaged students still experience an achievement gap. Our goal is to eradicate this gap so that each student has the resources, supports, and skills to persist and excel in their educational endeavors.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| ELA SBAC | 2018-19 Red Students with Disabilities: 83 Below Standard Orange African American: 11.6 Below Standard English Learners: 50.6 Below Standard | | | | ELA SBAC Students with Disabilities: 38 Below Standard African American: 20 Above Standard English Learners: 10 Below Standard |
| Math SBAC | 2018-19 Red | | | | Math SBAC |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Foster Youth: 132.5 Below Standard Homeless Youth: 119.1 Below Standard Students with Disabilities: 148.6 Below Standard</p> <p>Orange English Learners: 104 Below Standard Socioeconomically Disadvantaged: 78 Below Standard African American: 80 Below Standard Hispanic: 75 Below Standard</p> | | | | <p>Foster Youth: 95 Below Standard Homeless Youth: 75 Below Standard Students with Disabilities: 100 Below Standard</p> <p>English Learners: 70 Below Standard Socioeconomically Disadvantaged: 54 Below Standard African American: 55 Below Standard Hispanic: 70 Below Standard</p> |
| Suspension Rate | <p>2019-20??? is this the right year?</p> <p>Red African American: 9.2% Foster Youth: 12.8%</p> <p>Orange5 English Learners: 6.6 Homeless Youth: 8.1%</p> | | | | <p>Suspension rate</p> <p>African American: 5% Foster Youth: 6%</p> <p>English Learners: 3% Homeless Youth: 4% Socioeconomically Disadvantaged: 3% Students with Disabilities: 4%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|------------------------------------------------------------------------------------------------------------------------|
| | Socioeconomically Disadvantaged: 5.8% Students with Disabilities: 8.5% American Indian or Alaska Native: 6.8% | | | | American Indian or Alaska Native: 3% |
| Graduation Rate | 2018-19 White: 84.1% Students with Disabilities: 69.8% | | | | Graduation Rate White: 90% Students with Disabilities: 80% |
| English Learner Progress | 2019-20 Local Measure. This is the percentage of English Learners that scored at least 50% on our Sweetwater End of Course Exam in English Language Arts 19-20 Fall: 39% 19-20 Spring: 45% | | | | Increase the percent of English Learners that score 50% or more on the English Language Arts End of Course Exam to 55% |
| College and Career Readiness A-G Completion | A-G Completion rate in 2019-20 is 51.5% | | | | A-G Completion rate All Students: 60% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------|----------------|----------------|---------------------------------------------------------------------------------------|
| Seal of Biliteracy | SUHSD had 834 students earn the Seal of Biliteracy in 2019-20 | | | | 1200 students earn the Seal of Biliteracy |
| Materials Sufficiency and Standards Aligned Instructional Materials | 100% of Materials are Sufficient and Standards are aligned | | | | 100% of Material are sufficient and Standards are aligned |
| Academic Content and State Standards | 100% of Materials are Sufficient and Standards are aligned | | | | 100% of Standards are aligned |
| ELPAC Progress | 2019-20 46% of English Learners performing at level 3 or 4 on ELPAC | | | | 60% of English Learners perform at level of 3 or 4 on ELPAC |
| English Learner Reclassification Rate | 2019-20 9% Reclassification Rate | | | | 20% Reclassification Rate |
| Advanced Placement Passage Rate | 2019-20 61% Pass Rate | | | | 65% Pass Rate on Advanced Placement Exams |
| Career Technical Education Enrollment or Completion Rate | 2019-20 14% enrolled; 6% completed Career Technical Education courses/pathways. | | | | 25% will be enrolled in Career Technical Education courses and 10% will be completers |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------|
| 1 | LCFF BASE | <p>1.1 DISTRICT BASE PROGRAM CONTINUES TO ENSURE:</p> <p>a. Highly qualified certificated teacher ratio is 30:1, and classified staff continues to provide effective initial instruction and support that leads to student engagement and mastery for each student, including English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless Youth (HY) and Students With Disabilities (SWD).</p> <p>b. Professional development continues in California Standards-aligned curriculum and district-wide initiatives with a focus on effective initial instruction that leads to student engagement and mastery. (No additional cost for this subaction)</p> <p>c. Counselors (in-ratio 400:1) continue to support each student to be on-course to graduate prepared for college and career.</p> <p>d. Progress of students toward Annual Measurable Outcomes is continuously monitored through a balanced assessment system, including End-of-Course Exams, district-provided performance tasks, and common formative assessments. (No additional cost for this subaction)</p> <p>e. Continue to offer courses and programs that support college and career readiness (e.g. AP, CTE Completion, EAP Proficiency, etc) and increase the number of seniors receiving the seal of biliteracy.</p> <p>f. A comprehensive research-based ELD program aligned to ELA/ELD framework continues to ensure English Learners can accelerate their progress toward reclassification. (No additional cost for this subaction)</p> <p>g. Continue to implement the English Learner master plan to meet the programmatic needs of each English Learner. (No additional cost for this subaction)</p> | \$218,146,687.29 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------|
| | | <p>h. Alternative educational opportunities and programs continue to provide differentiated learning environments that lead to student engagement and mastery. (Palomar High(PH), Teen Parent Program, Options Secondary School(OSS), Community Day School, Independent Study, Learning Centers, East Hills Academy(EHA), Alta Vista Academy(AVA))</p> <p>i. The Teacher Induction Program continues to develop teacher proficiency in the CA Standards for the Teaching Profession and the CA Content Standards through 1:1 mentoring, quarterly workshops, and online coursework.</p> <p>j. Under the direction of the District, each site has Assistant Principals that continue to ensure site programs are monitored, evaluated, and supported.</p> <p>k. Classified staff continues to support student engagement and mastery.</p> | | |
| 2 | LOWER STUDENT TO TEACHER RATIO FOR MASTERY | <p>1.2 LOWER STUDENT TO TEACHER RATIO</p> <p>a. Continue to maintain a lower student-teacher ratio of 28:1 to provide effective initial instruction, engagement, and mastery for each student.</p> | \$10,368,110.86 | Yes |
| 3 | ELD, AVID, BILINGUAL CLASS SIZE REDUCTION | <p>1.3 ELD, AVID, BILINGUAL CLASS SIZE REDUCTION</p> <p>a. Continue to maintain a lower student-teacher ratio in ELD classes of 25:1 to ensure English can accelerate their progress toward reclassification.</p> | \$3,144,894.05 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| | | b. Reduction in bilingual, dual language, and AVID EXCEL classes will support the acceleration in language acquisition along with reclassification. | | |
| 4 | REDUCTION OF COUNSELOR CASELOAD, PORTION OF COUNSELOR, AND ADDITIONAL FTE FOR AVA, OSS, AND PAH | <p>1.4 REDUCTION OF COUNSELOR CASELOAD, PORTION OF COUNSELOR, AND ADDITIONAL FTE FOR AVA, OSS, AND PAH</p> <p>a. Continue to maintain a lower student-counselor ratio of 360:1 to actively participate with intervention teams in the monitoring of EL, LI, FY, HY students and to provide additional time to meet with students and their parents regarding a 4-6 year plan for each student's success in college and career readiness.</p> <p>b. Counselors continue to support students in all Learning Centers, Palomar High School, and Alta Vista Academy.</p> | \$6,694,440.68 | Yes |
| 5 | DISTRICT TEACHERS ON SPECIAL ASSIGNMENT | <p>1.5 DISTRICT TEACHERS ON SPECIAL ASSIGNMENT District TOSAs (8.0 FTE) FOR CURRICULUM AND INSTRUCTION</p> <p>a. Continue to facilitate teacher instructional and curricular planning that addresses effective initial instruction that leads to student engagement and mastery.</p> | \$710,880.31 | Yes |
| 6 | BILINGUAL TESTERS | <p>1.6 BILINGUAL TESTERS</p> <p>a. Continue to support students' individualized needs and support effective initial instruction that leads to student engagement and mastery.</p> <p>b. College tutors support EL, LI, FY, and HY in the areas of Mathematics.</p> | \$935,704.99 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| | | c. The Bilingual Testers support primarily our EL who may also be dual identified as LI, FY, and HY. | | |
| 7 | COLLEGE AND CAREER EDUCATION TEACHERS | <p>1.7 COLLEGE AND CAREER EDUCATION TEACHERS</p> <p>a. CTE teaching staff will support the implementation of college and career pathways for middle and high school students. This will supplement the base CTE program and will principally support our EL, LI, FY, and HY students. Includes CTE teachers for Launch Academy.</p> | \$3,067,506.65 | Yes |
| 8 | EXTENDED HOURS OF OPERATION- LIBRARIES AND MEDIA CENTERS | <p>1.8 LIBRARY/MEDIA CENTERS</p> <p>a. continue to extend hours and resources in order for teacher librarians to support all students, during, before, and after school, including evening hours.</p> <p>b. continue to increase digital citizenship and support the use of technology integration for all students to acquire 21st Century Skills.</p> | \$225,000.00 | Yes |
| 9 | AVID PROGRAM - TEACHER ON SPECIAL ASSIGNMENT AND TUTORS | <p>1.9 AVID PROGRAM - TEACHER ON SPECIAL ASSIGNMENT AND TUTORS</p> <p>a. District AVID TOSA and site AVID coordinators continue to work with site administrators, counselors, and students to implement the AVID program including recruiting college tutors from local colleges and universities.</p> <p>b. Includes AVID Certification fees, books, and supplies.</p> | \$873,463.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| 10 | ASSISTANT PRINCIPALS | <p>1.10 ASSISTANT PRINCIPALS</p> <p>a. Additional Assistant Principals at 5 Middle schools and funding provided for current Assistant Principals continue to provide instructional leadership for all students with a focus on monitoring, evaluating, and accountability principally targeted toward EL, LI, FY, and HY students.</p> <p>b. The small sites would normally only have one Assistant Principal assigned. This additional support ensures our neediest students will receive the supplemental resources as needed.</p> | \$2,744,397.87 | Yes |
| 11 | DISTRICT COUNSELORS ON SPECIAL ASSIGNMENT | <p>1.11 DISTRICT COUNSELORS ON SPECIAL ASSIGNMENT</p> <p>a. District COSAs facilitate college readiness planning and coordination including compact for success, college fairs, other events that foster access to college.</p> | \$351,637.83 | Yes |
| 12 | SUPPLEMENTAL INSTRUCTIONAL MATERIALS | <p>1.12 SUPPLEMENTAL INSTRUCTIONAL MATERIALS</p> <p>a. Continue to assist students in achieving standards by purchasing supplemental instructional materials and ensuring access to college readiness assessments.</p> | \$2,006,775.75 | No |
| 13 | SITE INTERVENTION FUNDS | <p>1.13 SITE INTERVENTION FUNDS</p> <p>a. Continue to ensure additional academic support to students through site level integrated and extended day/week/year interventions.</p> | \$1,000,000.50 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| 14 | SUMMER SCHOOL | <p>1.14 SUMMER SCHOOL</p> <p>a. Continue to ensure additional academic support to students by providing summer school opportunities. Includes staffing costs for teachers, counselors and paraprofessionals in addition to supplies and materials.</p> | \$1,200,000.00 | Yes |
| 15 | SITE LEVEL PROFESSIONAL DEVELOPMENT - PLC PULL OUT DAYS | <p>1.15 SITE LEVEL PROFESSIONAL DEVELOPMENT - PLC PULL OUT DAYS</p> <p>a. Professional development is continually provided in California Standards-aligned curriculum and in district-wide initiatives with a focus on literacy skills, quality first instruction, mastery, social-emotional needs, and technology-enhanced instruction.</p> <p>b. Provides time for school sites to hold a PD day for each core subject area and to support PLCs.</p> <p>c. Focused on supports for English Learners, Homeless and Foster Youth, and Low-Income Students.</p> | \$300,000.00 | Yes |
| 16 | RESEARCH AND EVALUATION STAFF | <p>1.16. RESEARCH AND EVALUATION STAFF</p> <p>a. Maintain R&E staffing and continue to provide summary data to staff on multiple measures of performance by school, paired with professional development opportunities to share best practices, participate in co-learning activities, and deepen our knowledge of effective teaching and learning.</p> | \$486,214.64 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| 17 | COLLEGE AND CAREER READINESS ACTIVITIES | <p>1.17 COLLEGE AND CAREER READINESS ACTIVITIES</p> <p>a. Workshops and meetings continue to provide support for students to explore and build skills for post-secondary educational and career opportunities.</p> | \$72,000.00 | No |
| 18 | OFFICE OF STATE AND FEDERAL PROGRAMS | <p>1.18 OFFICE OF STATE AND FEDERAL PROGRAMS</p> <p>a. Continues to provide district-wide technical assistance, professional development support, and guidance towards meeting Title I, Title III, and LCAP goals and initiatives.</p> <p>b. The Office of State and Federal programs is funded by Title I, General Fund, and Supplemental and concentration funds.</p> | \$1,216,448.08 | Yes |
| 19 | COUNSELOR SUPPORT FOR SUMMER SCHOOL, CREDIT RECOVERY AND INTERSESSION | <p>1.19 COUNSELOR SUPPORT FOR SUMMER SCHOOL, CREDIT RECOVERY AND INTERSESSION</p> <p>a. Counseling site teams are allocated 60 hours per year to support summer school, credit recovery, and intercession planning and enrollment,</p> | \$82,835.00 | Yes |
| 20 | INTERNATIONAL BACCALAUREATE COORDINATORS | <p>1.20 INTERNATIONAL BACCALAUREATE COORDINATORS</p> <p>a. Provide IB Coordinators (2.) FTE) at Castle Park High School and Bonita Vista High School to increase the involvement of Homeless and Foster Youth, Low-Income students, and English Learners and to support their success.</p> | \$256,774.93 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 21 | FLAGS COORDINATOR | <p>1.21 Foreign Language and Global Studies (FLAGS) Coordinator</p> <p>a. Hilltop High School provides a coordinator to increase the participation of Homeless and Foster Youth, Low-Income students, and English Learners in the FLAGS program and to support their success.</p> | \$25,179.82 | Yes |
| 22 | SUPPLEMENTAL LIBRARY SUPPLIES | <p>1.22 SUPPLEMENTAL LIBRARY SUPPLIES</p> <p>a. Provide additional resources and materials for libraries for extended hours of operation.</p> | \$25,000.00 | Yes |
| 23 | STEAM PROGRAM | <p>1.23 STEAM PROGRAM</p> <p>a. Provide expanded learning opportunities through science, technology, engineering, arts, and mathematics extracurricular activities.</p> <p>b. Includes robotics, cybersecurity, and other related programs designed to engage and develop 21st-century skills for our Homeless and Foster youth, English Learners, students with disabilities, and low-income students.</p> | \$60,000.00 | Yes |
| 24 | ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE TEST SUBSIDY | <p>1.24. ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE TEST SUBSIDY</p> <p>a. Provide the opportunity for all students who qualify for free and reduced lunch to take the AP and IB tests for free.</p> | \$350,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 25 | PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT) | 1.25 PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT) a. Provide the PSAT for all students in 10th and 11th grades in alignment with goal 1. | \$181,000.00 | Yes |
| 26 | SUPPLEMENTAL LIBRARY BOOKS | 1.26 SUPPLEMENTAL LIBRARY BOOKS a. Provide supplemental novels and materials that support inclusive education. | \$279,560.00 | Yes |
| 27 | PROFESSIONAL DEVELOPMENT SUBSTITUTES FOR MATH AND SCIENCE TEACHERS | 1.27 PROFESSIONAL DEVELOPMENT SUBSTITUTES FOR MATH AND SCIENCE TEACHERS a. Provide additional training and supports for Science, Math, and English Language Development Teachers to ensure integrated and designated ELD is occurring in each content area. | \$90,000.00 | Yes |
| 28 | SCPA COORDINATOR | 1.28 SCPA COORDINATOR a. School of Creative and Performing Arts Coordinator will increase the engagement of English Learners, Homeless and Foster Youth, and Low-Income students in the SCPA program. | \$137,520.12 | Yes |
| 29 | SUPPLIES FOR INTERNATIONAL BACCALAUREATE | 1.29 SUPPLIES FOR INTERNATIONAL BACCALAUREATE a. Supplies will increase the engagement of English Learners, Homeless and Foster Youth, and Low-Income students in the SCPA program. | \$100,600.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-----------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 30 | SCPA SUPPLIES | <p>1.30 SCHOOL OF CREATIVE AND PERFORMING ARTS (SCPA) SUPPLIES</p> <p>a. Supplies will increase the engagement of English Learners, Homeless and Foster Youth, and Low-Income students in the SCPA program.</p> | \$34,970.00 | Yes |
| 31 | PROFESSIONAL DEVELOPMENT | <p>1.30 PROFESSIONAL DEVELOPMENT</p> <p>a. Professional development in supporting English Language Learners, Homeless and Foster Youth, and Low Income students to access rigorous grade level curriculum through initial first instruction, language acquisition pedagogy, and universal design for learning.</p> | \$95,000.00 | No |
| 32 | BILINGUAL TEACHER FOR LEARNING CENTERS AND LAUNCH ACADEMY | <p>1.32 BILINGUAL TEACHER FOR LEARNING CENTERS AND LAUNCH ACADEMY</p> <p>a. provides access to content standards in primary language as students are acquiring English in an independent study/virtual platform.</p> | \$428,788.16 | Yes |
| 33 | SCHOOL LEADERSHIP TEAMS - PROFESSIONAL DEVELOPMENT | <p>1.33 SCHOOL LEADERSHIP TEAMS - PROFESSIONAL DEVELOPMENT</p> <p>a. Teaching and Learning SLT Development - substitutes for Classified Staff</p> | \$25,000.00 | Yes |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district. |

An explanation of why the LEA has developed this goal.

The work on Equity, Inclusion and Racial Consciousness began four years ago when decisions were made to take action on the inequalities that were happening with our neediest students. This work has long been the drive of many educators in our district, but the action to move towards dismantling practices that contributed to our equity gaps didn't take form until recently. The passion and drive of many teachers and administrators inspired the development of systematic and gradual strategies to shift our educational practices and procedures. By disaggregating our data and studying the equity gaps that exist between diverse student groups, we created a long-term plan to become an inclusive, equitable, and accessible system that gives our neediest students more opportunities to reach academic success.

The implementation of becoming a Restorative district has yielded many positive results and has led us to discover new ways of supporting students. Before the pandemic, we have already decreased suspensions, dropout rates, and chronic absenteeism. Initially, we only had a few restorative practices schools, but now, all our schools have restorative practice supports which are thriving and being enhanced as we learn deeper lessons in restoring ourselves as more racially conscious and identifying the socio/emotional needs of both our staff and students. We learned, through Empathy Interviews, with students and staff, that training is critical when it comes to understanding restorative practices and adopting a restorative culture. School sites have designated support staff to oversee and implement their School Site Equity Plan and each site has established an Equity Committee to advise and analyze data as populations and student needs shift.

The Equity, Culture, and Student Services Department oversees the implementation of our district's Equity Plan and ensures all sites have support to implement and develop their Equity Site Plan. This work is continuous and incorporates a reflective cycle, especially this past year as our drive to identify new needs emerged. Teachers, administrators, and classified staff has been trained to be ready to respond to the multiple and complex needs our students were going through and will be confronting as they return to in-person learning. Training around the social-emotional needs of both staff and students is occurring at several levels of the organization in response to their needs assessment and root cause analysis. The collaboration between district and site is an integral part of moving this work forward while we reflect on our practices and listen to our students and staff. This process helps us calibrate our practices to ultimately shift our culture to be more equitable and just for our students. The goal of students feeling accepted, respected, and heard will continue to yield positive academic results so we continue to build a more inclusive and accessible learning environment.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|--------------------------------------------------------------------------|
| Attendance Rate | 2019-20 Attendance Rate: 95.92% 20-21 Attendance Rate: 96.5% | | | | Increase attendance rate to 98% |
| Chronic Absenteeism | 2018-19: 7.8% 2019-20 12.5%. 2020-21:12% | | | | Chronic Absenteeism less than 9% |
| Dropout Rate | 2019-20 drop out rate: High School: 4.2%. Middle School: 2 Students | | | | High School Drop out Rate less than 2% Middle School Dropout rate = 0 |
| CORE SEL Survey | On the 2019-20 CORE SEL Survey 57% of our students stated they were connected to school, while only 47% of students felt safe at school. | | | | Increase connected at school to 67% and safety at school to 57%. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------|
| 1 | LCFF Base | 2.1 - DISTRICT BASE PROGRAM CONTINUES TO ENSURE A SAFE, HEALTHY, AND UNITED LEARNING ENVIRONMENT FOR ALL STUDENTS. a. Continue to maintain clean and safe school campuses by providing appropriate staffing in alignment with the needs of every school site. (custodians, gardeners). | \$21,951,935.81 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| | | <p>b. Continue to support a safe and secure campus by providing appropriate security staffing including assistant principals, campus assistants, and School Resource Officers who have gone through restorative response and practices training along with necessary technology to enhance campus safety.</p> <p>c. Continue to ensure that all students have access to trained staff to support their social, emotional, and health needs, including LI, EL, FY, HY, SWD.</p> <p>d. Continue to increase opportunities for students to improve connectedness to school through exploration, participation in school clubs, groups, organizations, etc. to build an inclusive and united climate/culture, including LI, EL, HY, FY, SWD, with a special emphasis on our African American, Asian/Pacific Islander, and Latinx/Immigrant demographics.</p> <p>e. Continue to provide administrative/teacher professional development to reduce suspension/expulsion rates and increase attendance and graduation rates by having anti-bias, culturally responsive, and restorative response training.</p> <p>f. Continue to maintain district and site websites and phone call system to publicize community events to increase student and parent involvement as stakeholders (i.e. VAPA, Open House, Sports events, AVID night, College Fair, etc)</p> <p>g. Designated staff supports attendance follow-up, monitoring, and record-keeping while documenting root cause factors that are affecting student attendance.</p> <p>h. Transportation for students is provided to ensure a safe route to school when they live outside the board-approved radius of their homeschool.</p> | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| 2 | STUDENT RE-ENGAGEMENT AND OUTREACH | <p>2.2 - SUPPLEMENTAL STAFF AND SERVICES CONTINUE TO ENSURE A SAFE, HEALTHY, AND UNITED LEARNING ENVIRONMENT FOR ALL STUDENTS:</p> <p>a. AFTERSCHOOL PROGRAM TOSA continues to coordinate and provide staff development and supports for after-school programs to support all students, including EL, LI, FY, HY, with special emphasis on our African American, Asian/Pacific Islander, and Latinx/Immigrant demographics. This position supports all BVH, ELM, ELH, ORH, and RDR.</p> <p>b. AFTER SCHOOL COORDINATORS will continue to organize extracurricular activities that foster student engagement, inclusion, and support including EL, LI, FY, HY, with special emphasis on our African American, Asian/Pacific Islander, and Latinx/Immigrant demographics.</p> | \$478,079.54 | Yes |
| 3 | CULTURE OF EQUITY AND INCLUSION | <p>2.3 SYSTEMATIC SUPPORT SERVICES FOR ALL STUDENTS CONTINUES TO BUILD A CULTURE OF EQUITY AND INCLUSION:</p> <p>a. Continue to refine the district-wide plan for alternative behavior management systems such as Anti-Bias training, Culturally Responsive Practices in the classroom including the focus on Restorative mindsets to adopt policies and procedures to support equitable disciplinary practices within each school.</p> <p>b. Continue to provide training for site personnel to appropriately respond to students in crisis, social-emotional needs, conflict resolution referrals, victims of bullying, social media, with an emphasis on race consciousness and responding to our African American, Asian/Pacific Islander, and Latinx/Immigrant students who historically have had higher incidents of harassment and bullying in schools.</p> <p>c. ASSISTANT PRINCIPALS (MS), CAMPUS ASSISTANTS, ATHLETIC DIRECTORS, AND ATTENDANCE COORDINATORS support the Office of Equity, Culture, and Student Services to successfully implement the SUHSD Equity Plan. The district is</p> | \$7,078,884.84 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| | | <p>currently in Year 4 of the plan's implementation and this staff supports the ongoing Equity surveys, Equity Walkthroughs, and effective inclusionary practices to support and align to the School Site Equity Plan. This staff will continue to implement and practice restorative responses to any student incident. This key staff is partially funded in support of this work.</p> <p>d. TEACHER LIBRARIANS continues to provide safe and engaging physical spaces for students that support diversity and a sense of belonging, facilitate activities that support technology and literacy, and provide safe "virtual spaces" through grade-appropriate online resources. (Funded in Goal 1)</p> <p>e. ADMINISTRATORS, TEACHERS, COUNSELORS, AND CLASSIFIED STAFF continue to receive professional growth opportunities in the appropriate skills in order to create inclusive environments inside and outside the classroom to promote safe, healthy school culture and optimal learning result for students. (Trauma-Informed Care Series, Anti-Bias, Culturally Responsive and other training)</p> | | |
| 4 | SCHOOL SAFETY | 2.4 SCHOOL RESOURCE OFFICERS will continue to support a safe and secure campus by providing support to schools when there are incidents at schools that require their assistance. | \$605,500.00 | No |
| 5 | STUDENT ENGAGEMENT AND INCLUSION | 2.5 ASSISTANT PRINCIPALS OF STUDENT ACTIVITIES (HS) will continue to organize extracurricular activities that foster student engagement, inclusion, and support including EL, LI, FY, HY, with special emphasis on our African American, Asian/Pacific Islander, and Latinx/Immigrant demographics. | \$2,010,010.51 | No |
| 6 | MENTAL HEALTH AND SOCIAL- | 2.6 PSYCHOLOGIST will continue to provide physical and mental health, support the social-emotional well-being of all students, and | \$2,263,201.52 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| | EMOTIONAL SUPPORT | provide a targeted focus for EL, LI, FY and HY students, with special emphasis on our African American, Asian/Pacific Islander, and Latinx/Immigrant demographics. | | |
| 7 | PHSYCIAL HEALTH AND WELLBEING | 2.7 DISTRICT NURSES will continue to provide physical and mental health, support the social-emotional well-being of all students, and provide a targeted focus for EL, LI, FY and HY students, with special emphasis on our African American, Asian/Pacific Islander, and Latinx/Immigrant demographics. | \$2,787,474.64 | No |
| 8 | RESTORATIVE PRACTICES (MS) | 2.8 RESTORATIVE PRACTICE RESOURCE TEACHERS at the middle schools will continue to support school site Equity Plans, Restorative Practices strategies, healthy relationships, and wellness. | \$534,682.68 | No |
| 9 | CLEAN AND SAFE PHYSICAL ENVIRONMENTS | 2.9 CUSTODIAL STAFF will continues to support after-school programs and activities by ensuring facilities are safe and clean for students and staff. | \$25,000.00 | No |
| 10 | STUDENT MENTAL HEALTH SUPPORT | 2.10 MENTAL HEALTH STAFF continues to provide social and emotional support to all students with a focus on EI, FY, HY, LI, with special emphasis on our African American, Asian/Pacific Islander, and Latinx/Immigrant demographics. | \$352,586.00 | Yes |
| 11 | CRISIS RESPONSE AND PROFESSIONAL DEVELOPMENT | 2.11 EQUITY OFFICE will continue to provide training for site personnel to appropriately respond to students in crisis, social-emotional needs, conflict resolution referrals, victims of bullying, social media, with an emphasis on race consciousness and responding to our African American, Asian/Pacific Islander, and Latinx/Immigrant students who have historically have higher incidents of harassment and bullying in schools. | \$100,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 12 | HOMELESS/FOSTER RESOURCES AND OUTREACH | 2.12 FOSTER YOUTH PROGRAM MANAGER will provide targeted support to each homeless/foster family by referring them to needed resources and being the bridge from school to community supports needed for students and the entire family. | \$82,387.00 | Yes |
| 14 | | | | |

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 | Foster and honor parent/guardian and community engagement to support excellence in each student's success. |

An explanation of why the LEA has developed this goal.

This past year, our nation has experienced not just a pandemic but has experienced and witnessed, social justice inequities that have redefined the definition of community involvement. Before the pandemic and the murder of George Floyd, the increase of parent and community engagement was a goal all districts worked seriously to improve. Research told us that parent involvement in school has a direct correlation with student achievement, therefore, we created this goal to improve our parent/guardian community engagement. Nevertheless, our community has always had high needs and our parents have always struggled to effectively engage with our schools. During our school closures, our community had one of the highest COVID-19 rates in the state, and family engagement wasn't just about academic progress, but a human need to help our families survive. Our students had to transition from dealing with trying to improve a low grade on an exam to losing a parent due to the uncontrollable pandemic. The need to connect and become involved with the needs of our families became overwhelming for all districts. Our families suffered from the loss of family members, jobs, and homes. Many lacked wifi and couldn't connect to school and many lacked food to eat. Parent/guardian and community engagement, as we knew it, died too.

As we were trying to understand and figure out how to continue connecting with families, we conducted community surveys along with creating specialty groups to advise us on how to address the multiple needs of our families. We had over 7,500 families respond to our district surveys including feedback to develop our Learning Continuity Plan. Along with surveys, the Community Engagement Committee met three times before the 20/21 school year began in Distance Learning and parents continuously gave local feedback to each school site as students experienced virtual classrooms. The needs were overwhelming, so we began with a Parent Hotline so families could reach out to a live person to talk to about registration and/or any questions they had about how the virtual learning was going to look like for their child. The accumulation of data through over 3,000 phone calls and survey feedback led us to start with educating the parents on how to best support their students at home. In collaboration with UCSD, our district developed the Parent University educational workshops for parents/guardians that incorporated relevant topics to support their child during Distance Learning. We had 2 sessions and averaged over 100 parents per session. Parent engagement was reborn as a way to connect with resources that would help parents educate themselves so they can support their children at home. Moving forward, SUHSD Parent University will continue to support the engagement and education of all parents/guardians as the needs shift to in-person learning.

Not only did our families need educational support to understand their children's behavior and new virtual learning pedagogy, but the pandemic also gave parents a front-row seat as the nation witnessed the injustices to the black and Asian-Pacific communities. Our community is mostly Latinx, so the injustices they were witnessing against the Black community resonated and brought deeper empathetic stressors due to the countless anti-immigrant sentiment that many have experienced. Racial discrimination, which was silent to most parents in the past, became a visible stressor and emotional factor that enhanced the need of our parents to become engaged with the drive of

making our schools a more inclusive place for their children. The countless senseless deaths of our Black and brown lives awoke a silent cry that had been there for decades. As our families heard the cries, they became engaged and many reignited the sleeping anger that had accumulated throughout the years they had experienced their lived injustices. As the nation became engaged in community advocacy to stop the deaths of innocent people and to question institutionalized racist systems, our parents/guardians redefined engagement in our district.

We highlighted the equity challenges and Black Lives Matter in the Learning and Attendance Continuity Plan because our families have faced and will continue to navigate incredible trauma as we move into in-person learning. Our community has a long journey to walk to recover from learning loss and the impact social justice issues have affected their children. The educational inequities we have always known in education, are now a national conversation that our community is demanding action to eliminate. It is our responsibility to address these inequities by enhancing and developing affinity parent/community advisory groups to advise us on how our schools and district office can be more inclusive to the diverse voices of our students. We will engage each group of parents/guardians in ways that will support each child's need and have courageous conversations about how we can reconstruct our educational practices so we can construct educational environments where everyone can be heard, feel respected, and be safe.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------------------------------|------------------------------------------------------------------------|----------------|----------------|----------------|--------------------------------------|
| School Site/District Meeting Sign-Ins | 2020-21 - 12,647 Parents participated | | | | Increase parent participation by 15% |
| School Site/District Educational Workshop Sign-Ins | 2020-21 - 1825 Parents participated | | | | Increase parent participation by 15% |
| LCAP District Survey & LCP Survey | 2020-21 - 7495 Parent Responses | | | | Increase parent responses by 30% |
| Parent Communication | 2020-21 - 14,021 number of parents engaged with Social Media Platforms | | | | Increase parent engagement by 30% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 1 | LCFF BASE | <p>3.1 DISTRICT-BASED PROGRAMS CONTINUE TO FOSTER PARENT AND COMMUNITY ENGAGEMENT</p> <p>a. Maintain and improve designated Parent Centers at the district and assist sites that do not have one.</p> <p>b. Continue to improve first impressions and a welcoming environment by ensuring quality customer service, a positive visual atmosphere, and bilingual support for our English Language Learner families at school sites to support primary language needs including in the district office and community events.</p> <p>c. Continue to update and maintain district and site websites with current and relevant information in various languages and with up-to-date resources for our low-income and student with disability families. In addition, social media will enhance awareness of our events calendar and programs offered to include and celebrate our African American, Asia-Pacific Islander, and Latinx communities.</p> <p>d. Continue to include our low-income, students with disabilities, homeless/foster, and English Learner families and community in revisiting LCAP through a parallel process and continuous cycle of improvement. Summaries of input are provided to the Board on monthly basis.</p> <p>e. Continue to ensure all governance and advisory groups are in place at the district and site levels and working to support all students' success.(DPAC, DELAC, SSC, ELAC, C&I, Title I)</p> <p>f. Continue to provide clear and open communication through the use of current programs and software to support student success.</p> | | Yes |
| 2 | PARENT EDUCATION & RESOURCE ACCESS | 3.2 SUPPLEMENTAL STAFF AND SERVICES TO SUPPORT PARENT AND COMMUNITY INVOLVEMENT: | \$649,902.41 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| | | <p>a. TOSAs/COUNSELORS will continue to work with parent groups to provide needed information regarding services and programs for EL, LI, FY, HY, SWD. (Funded in Goal 1)(No additional cost for this subaction)</p> <p>b. COMMUNITY RELATIONS FACILITATORS at sites continue to support student success and to enhance parent capacity for EL, LI, FY, HY, SWD. Funding at all sites to support parent engagement.</p> <p>c. Continue to implement and support parent participation in training and institutes to support parent needs for EL, LI, FY, HY, SWD.</p> <p>e. DISTRICT'S PARENT UNIVERSITY will continue to develop topics in collaboration with parent/guardian groups along with establishing a pathway from K-16 to align student brain development to the needs each child has in each grade level.</p> | | |
| 3 | COMMUNICATION, OUTREACH, FEEDBACK | <p>3.3 OPPORTUNITIES FOR PARENTS, AND COMMUNITY MEMBERS TO PROVIDE INPUT ON RELEVANT ISSUES THAT SUPPORT ALL STUDENT'S SUCCESS.</p> <p>a. Continue annual surveys to gather comments and feedback on services, programs, and parent and student needs including EL, LI, FY, HY, SWD (Funded in Goal 1, Goal 2, and 3.2) (No additional cost for this subaction)</p> <p>b. Implementation of alternative times, locations, and media (including video streaming) for community meetings to allow for maximum involvement and feedback in addition to surveys. (Funded in Goal 1, Goal 2, and 3.2) (No additional cost for this subaction)</p> <p>c. Site leadership will increase opportunities for parent and community input and awareness about district initiatives and site events. (Funded in Goal 1, Goal 2, and 3.2)</p> | \$35,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| | | d. Establish additional parent advisory groups to represent the voice of the community to include, but not limited to African American, API, Immigrant, LGBTQ, Disabled, Military, and/or others) | | |
| 4 | SOCIAL MEDIA AND WEBSITE PUBLIC OUTREACH | <p>3.4 MAINTAIN WEBSITE AND SOCIAL MEDIA PRESENCE FOR GREATER DIGITAL ACCESS TO DISTRICT AND SCHOOL SITE INFORMATION</p> <p>a. Continue to build stronger community partnerships and inform the community about district events and accomplishments. Grants and Communication Office funded 60%.</p> <p>b. Continue to provide positive public relations for families via digital and in-person platforms via events, newsletters, and public appearances.</p> | \$144,530.61 | 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.

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--------------------------------------------------------------------------------------------------------|
| 4 | Develop coherent and transparent systems for operational excellence to support each student's success. |

An explanation of why the LEA has developed this goal.

This goal was developed as the foundational goal of the SUHSD LCAP. In order for our students and staff to experience successful outcomes in Goals 1-3, well established and clearly identified systems must be implemented to ensure coherence and alignment across the district.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------------------------------------|------------------------------------------------------------------|----------------|----------------|----------------|----------------------------------------------------|
| Teacher credentials | 100% of teachers appropriately credentialed | | | | 100% of teachers appropriately credentialed |
| Facilities Inspection Tool (FIT) | 2019-2020 93% of schools earned a Fair or Better rating. | | | | 100% of schools will earn a Fair or Better rating. |
| Federal Program Monitoring (FPM) and Williams Compliance | 100% of internal, state, and federal audit items were addressed. | | | | 100% compliance |
| Internal and External Financial Audits | 100% of internal, state, and federal audit items addressed | | | | 100% compliance |
| Business Process Review | Conduct business process review | | | | 100% compliance and alignment |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title IX Training | Training will be implemented for all Athletic Directors, administrators, and coaches. | | | | 100% of appropriate staff will be trained. |
| Induction | 2019-20 100% of year 1 candidates will complete and be certified in their year 2 enrollment. 100% of first year candidates will enroll as year 1 participants. | | | | 100% of year 1 candidates will complete and be certified in their year 2 enrollment. 100% of first year candidates will enroll as year 1 participants. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| 1 | LCFF Base | <p>4.1 Systems continue to be in place that supports student engagement and success:</p> <p>a. The facilities and maintenance department is focused on the improvement planning at every school site to continue to ensure optimal safe, clean, and well-supplied facilities for our students. (physical plant, classrooms, common areas).</p> <p>b. All audits, external process reviews, and compliance recommendations, and best practices continue to be identified, prioritized, budgeted for, and monitored to ensure safe and secure learning environments for each student.</p> <p>c. Continue to ensure students have access to quality nutrition where food is properly prepared, appealing, well balanced, and provided in a variety of options.</p> | \$7,387,825.86 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| | | d. Continue to nurture, value and build relationships between and among all employees through a purposeful collaboration including improved communication, onboarding, retention of new employees, mentoring, and coaching. | | |
| 2 | SUPPLEMENTAL PROGRAMS | <p>4.2 Continue to improve, streamline, and maintain business processes and services within and between departments to ensure all stakeholders have access to support, resources, timely customer service, and user-friendly, time-saving technology applications.</p> <p>a. Assess, align, and streamline all business inter and intra department processes. The Facilities and Maintenance Department will fully implement the work order system, School Dudes.</p> <p>b. Continue to ensure fiscal solvency and efficiency to coordinate all district resources. The Infor system will be implemented to integrate Finance and Human Resources in the 2019-2020 school year. This will provide one less legacy system and will increase the integration of our systems moving forward. (No additional cost for this subaction)</p> <p>c. District systems are continually communicated, documented, updated, and accessible to all staff in order to provide quality customer service and support. Training provided to staff in these areas and Title IX. (No additional cost for this subaction other than Title IX)</p> <p>d. Organizational charts with up-to-date points of contact and areas of responsibility are continually revised and provided to stakeholders in print and on the district website. (No additional cost for this subaction)</p> <p>e. Digital portals continue to be monitored and maintained to support stakeholders with frequently asked questions and automated tasks.</p> | \$15,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 3 | TARGETED AND SUPPLEMENTAL PROGRAMS | <p>4.3 Systems continue to ensure highly qualified personnel are recruited and hired in a timely manner to support student success.</p> <p>a. Certificated and classified personnel continue to be competent to cover all curricular and extracurricular activities at schools.</p> <p>b. Continue providing ongoing professional development for classified personnel to ensure job skills are up to date and in compliance with all federal, state, local, and LEA regulations. (No additional cost for this subaction)</p> <p>c. Technology staff continues to be capable and trained to ensure mobile, classroom, office, and library technologies support instructional programs.</p> <p>d. Professional development is continually provided to ensure support staff is equipped to maintain technologies such as Smart Boards, LCD projectors, Document Cameras, and other classrooms/instructional peripherals. (No additional cost for this subaction)</p> <p>e. Continue to support Return, Inspire & become a Sweetwater Educator (RISE) program with SDSU to guarantee certificated employment for Compact Scholars who meet program requirements. (No additional cost for this subaction)</p> <p>f. Human Resources will continue to investigate and participate in educational recruitment fairs and collaborate with local university teacher credentialing programs in order to infuse the current employment pool and increase the number of African American, API, and Latinx teachers so our ELL, H/F, SWD,</p> <p>g. All new teachers will be enrolled in the New Teacher Induction Program and assigned a mentor within 30 days of hire. Interns will be provided a mentor with the opportunity to begin the online Teacher Induction Program prior to their receipt of a preliminary credential. All counselors will be provided mentoring support in their first year in a new position.</p> | | No Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |

Goal Analysis [2021-22]

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

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

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

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

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

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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 |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 14% | \$54,056,406.00 |

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

Required Descriptions

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

The actions funded by the supplemental and concentration funds have been developed through data collection, data analysis, a comprehensive needs assessment, stakeholder input in alignment with the District's overall mission, beliefs, and LCAP goals. Best practices and research-based instructional strategies, actions, and services have been implemented to improve academic and social-emotional outcomes for our students.

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

SUHSD has over 60% of unduplicated students, Foster Youth, English Learners, and Low-Income students, across the district. The supplemental and concentration funds will be utilized to increase or improve the actions or services for all students with an emphasis given to our neediest students identified as Foster Youth, English Learners, Low-Income students. The actions and services that continue to support students academic and social-emotional success include the following:

Goal 1:

*Class size reduction - staffing at 28:1 instead of 30:1. Reducing the number of teacher to students ratios in core classes district-wide will increase the number of individualized student-teacher interactions. Research has demonstrated improvement in student learning outcomes when class sizes are reduced, especially for economically disadvantaged youth and English Learners, to build language acquisition. The benefit of smaller class size improves opportunities for at-risk students to get additional and individualized assistance during instructional time and during the school day as part of their core.

*Class size reduction in English Language Development courses from 30:1 to 25:1. reducing the number of teacher to student ratios in English Language Development classes will ensure that students can accelerate their progress in English language acquisition and progress towards Reclassification. Research has shown improvement in student learning and outcomes when class sizes are reduced, especially with English Learners, to build language acquisition skills in reading, writing, speaking, and listening.

*Counselor Caseload - The case load of school counselors decrease to 360:1 to assist with the implementation of annual credit checks, A-G course completion, 6-year planning, CTE pathways, and monitor Low-income, Foster/Homeless Youth, RFEP, and EL course completion each semester.

*District Curriculum Specialists - District Certificated Teachers on Special Assignment /Curriculum Specialists provide professional development in core content areas focusing on first best lesson and literacy and numeracy skills. The objective is to deliver the optimal teaching methods to classroom teachers to improve upon instruction for English Learners, Foster youth, Homeless Youth, low socio-economic, as well as all students.

*Paraprofessionals: Bilingual Testers - All sites will have Bilingual Testers available to monitor services that assist with proper placement and access to the curriculum to support English Learner student achievement and early intervention services.

*College tutors to support AVID instructions at all sites.

*Library Services - Library software to support college and career readiness will be provided to middle and high schools to support research opportunities for English Learners, Foster/Homeless youth, and low income students as well as all students (i.e. EBSCO, World Book, etc.). Additional hours and support provided to Teacher Librarians in support of extending library hours before and/or after-school and providing targeted support during school hours for student and/or parent use. Funding for enhancing availability of books on diversity and culture related topics within all libraries.

*AVID - Continue implementation of AVID courses at school sites. District AVID Coordinator TOSA in conjunction with the Director of College and Career Readiness will work with site coordinators on enhancing leadership, systems, instruction, and culture of the schools to ensure college and career readiness for all students. The AVID program has demonstrated success with supporting students who come from low income homes where neither parent went to college. This college readiness system is designed to increase the number of pupils who enroll and complete a degree at four-year colleges, focusing on students in A-G courses to achieve their fullest potential.

*Learning Centers & PAH Counselor Additions - A counselor to be provided to each Learning Center and an additional counselor be added to Palomar High School to assist with the implementation of annual credit checks, A-G course completion, 6-year planning, CTE pathways, and also to assist with monitoring Low-income, Foster Youth, RFEP, and EL course completion each semester.

*Additional Assistant Principals at 5 Middle schools and funding provided for current Assistant Principals to provide instructional leadership for all students with a focus on monitoring, evaluating, and accountability principally targeted toward EL, LI, FY and HY students.

*District Counselor on Special Assignment (COSA) facilitates college readiness planning and coordination including compact for success, college fairs and other events that foster access to college.

* Assist students in achieving standards by purchasing supplemental instructional materials and providing access to college readiness assessments.

* Continue to ensure additional academic support to students through site level integrated and extended day/week/year interventions. Additionally, provide intensified supports for 3 middle schools to target neediest students in the area of mathematics achievement.

* Ensure additional academic support to students by providing summer school opportunities.

* Professional development is provided in California Standards aligned curriculum and in district-wide initiatives with a focus on literacy skills, quality first instruction, mastery, social-emotional needs, and technology enhanced instruction.

* Specialized staff to provide summary data to staff on multiple measures of performance by school, paired with professional development opportunities to share best practices, participate in co-learning activities, and deepen our knowledge of effective teaching and learning.

* College and Career Readiness activities, workshops and meetings provide support for students to explore and build skills for post-secondary educational and career opportunities.

* Office of State and Federal Programs provides district wide technical assistance, professional development support, and guidance toward meeting Title I, Title III, and LCAP goals and initiatives.

GOAL 2:

*TOSA to coordinate and provide staff development for after school programs to support all students, including EL, LI, FY, HY.

*Designated staff organize extended day and extended year activities and transportation that foster student engagement and support including EL, LI, FY, HY.

*Provide custodial staff to support free after school programs and activities that foster student engagement and connectedness, especially for EL, LI, FY, HY students. Allowing site to keep restrooms open for free after school programs and stocked with necessary supplies above budgeted base program supplies.

*Mental Health Staff provides social and emotional support to all students with a focus on EL, FY, HY, LI.

* Administrators, teachers, counselors, and classified staff receive professional growth opportunities in the appropriate skills in order to provide an optimal learning environment for students and staff. (Trauma Informed Care Series and other trainings)

* District nurses and psychologists provide physical and mental health, support social-emotional wellbeing of all students, and provide a targeted focus for EL, LI, FY and HY students.

*Implement a district wide plan for alternative behavior management systems such as Restorative Practices, expand this to the middle school. Data analysis continues to show an equity gap in suspensions. The restructuring of our "O" rooms (formerly used for in-school suspension) to restorative rooms will provided schools with information and student identified needs and supports to increase school contentedness, build relationships and decrease suspensions and expulsions.

*Continue to provide training for site personnel to appropriately respond to students in crisis, social emotional needs, conflict resolution referrals, victims of bullying, social media, etc.

*Office of Equity, Culture, and Student Services implements year 3 of the Equity Plan and facilitates ongoing Equity surveys and site visits. Increase opportunities for students (Low Income, English Learners, Foster and Homeless Youth) to participate in school activities. Provide PD and measure outcomes. Expand to include key staff such as ASB Assistant Principals staff, athletic directors, district athletic resource teacher, Attendance Coordinators, and campus assistants.

*Teacher librarians continue to provide safe and engaging physical spaces for students that support diversity and a sense of belonging, facilitate activities that support technology and literacy, and provide safe "virtual spaces" through grade-appropriate online resources.

*Increase in attendance coordinators to support unduplicated students with chronic absenteeism which is a strong early warning indicator of students at risk of dropping out or not graduating.

GOAL 3:

* TOSA/Counselors will continue to work with parent groups to provide needed information regarding services and programs for EL, LI, FY, HY, SWD.

* Community Relations Facilitators at designated sites continue to support student success and to enhance parent capacity for EL, LI, FY, HY, SWD.

* Continue to implement and support parent participation in training and institutes to support parent needs for EL, LI, FY, HY, SWD..

*Continue annual surveys to gather comments and feedback on services, programs, and parent and student needs including EL, LI, FY, HY, SWD.

*Grants and communication staff to support the Implementation of alternative times, locations, and media (including video streaming) for community meetings to allow for maximum involvement and feedback in addition to surveys.

*Site leadership will increase opportunities for parent and community input and awareness about district initiatives and site events.

* Continue to build stronger community partnerships and inform the community about district events and accomplishments.

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------------------|-------------------|-------------|---------------|------------------|
| \$302,218,391.95 | | | | \$302,218,391.95 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|------------------|---------------------|
| Totals: | \$296,406,697.20 | \$5,811,694.75 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------|-------------------|-------------|---------------|------------------|
| 1 | 1 | All Students with Disabilities | LCFF BASE | \$218,146,687.29 | | | | \$218,146,687.29 |
| 1 | 2 | English Learners Foster Youth Low Income | LOWER STUDENT TO TEACHER RATIO FOR MASTERY | \$10,368,110.86 | | | | \$10,368,110.86 |
| 1 | 3 | English Learners Foster Youth Low Income | ELD, AVID, BILINGUAL CLASS SIZE REDUCTION | \$3,144,894.05 | | | | \$3,144,894.05 |
| 1 | 4 | English Learners Foster Youth Low Income | REDUCTION OF COUNSELOR CASELOAD, PORTION OF COUNSELOR, AND ADDITIONAL FTE FOR AVA, OSS, AND PAH | \$6,694,440.68 | | | | \$6,694,440.68 |
| 1 | 5 | English Learners Foster Youth Low Income | DISTRICT TEACHERS ON SPECIAL ASSIGNMENT | \$710,880.31 | | | | \$710,880.31 |
| 1 | 6 | English Learners Foster Youth Low Income | BILINGUAL TESTERS | \$935,704.99 | | | | \$935,704.99 |
| 1 | 7 | English Learners Foster Youth Low Income | COLLEGE AND CAREER EDUCATION TEACHERS | \$3,067,506.65 | | | | \$3,067,506.65 |
| 1 | 8 | English Learners Foster Youth Low Income | EXTENDED HOURS OF OPERATION-LIBRARIES AND MEDIA CENTERS | \$225,000.00 | | | | \$225,000.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|------------------------------------------------|-----------------------------------------------------------------------|----------------|-------------------|-------------|---------------|----------------|
| 1 | 9 | English Learners Foster Youth Low Income | AVID PROGRAM - TEACHER ON SPECIAL ASSIGNMENT AND TUTORS | \$873,463.00 | | | | \$873,463.00 |
| 1 | 10 | English Learners Foster Youth Low Income | ASSISTANT PRINCIPALS | \$2,744,397.87 | | | | \$2,744,397.87 |
| 1 | 11 | Foster Youth Low Income | DISTRICT COUNSELORS ON SPECIAL ASSIGNMENT | \$351,637.83 | | | | \$351,637.83 |
| 1 | 12 | All | SUPPLEMENTAL INSTRUCTIONAL MATERIALS | \$2,006,775.75 | | | | \$2,006,775.75 |
| 1 | 13 | English Learners Foster Youth Low Income | SITE INTERVENTION FUNDS | \$1,000,000.50 | | | | \$1,000,000.50 |
| 1 | 14 | English Learners Foster Youth Low Income | SUMMER SCHOOL | \$1,200,000.00 | | | | \$1,200,000.00 |
| 1 | 15 | English Learners Foster Youth Low Income | SITE LEVEL PROFESSIONAL DEVELOPMENT - PLC PULL OUT DAYS | \$300,000.00 | | | | \$300,000.00 |
| 1 | 16 | English Learners Foster Youth | RESEARCH AND EVALUATION STAFF | \$486,214.64 | | | | \$486,214.64 |
| 1 | 17 | All | COLLEGE AND CAREER READINESS ACTIVITIES | \$72,000.00 | | | | \$72,000.00 |
| 1 | 18 | English Learners Foster Youth Low Income | OFFICE OF STATE AND FEDERAL PROGRAMS | \$1,216,448.08 | | | | \$1,216,448.08 |
| 1 | 19 | English Learners Foster Youth Low Income | COUNSELOR SUPPORT FOR SUMMER SCHOOL, CREDIT RECOVERY AND INTERSESSION | \$82,835.00 | | | | \$82,835.00 |
| 1 | 20 | English Learners Foster Youth Low Income | INTERNATIONAL BACCALAUREATE COORDINATORS | \$256,774.93 | | | | \$256,774.93 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------|-------------------|-------------|---------------|--------------|
| 1 | 21 | English Learners Foster Youth Low Income | FLAGS COORDINATOR | \$25,179.82 | | | | \$25,179.82 |
| 1 | 22 | English Learners Foster Youth Low Income | SUPPLEMENTAL LIBRARY SUPPLIES | \$25,000.00 | | | | \$25,000.00 |
| 1 | 23 | English Learners Foster Youth Low Income | STEAM PROGRAM | \$60,000.00 | | | | \$60,000.00 |
| 1 | 24 | | ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE TEST SUBSIDY | \$350,000.00 | | | | \$350,000.00 |
| 1 | 25 | Low Income | PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT) | \$181,000.00 | | | | \$181,000.00 |
| 1 | 26 | English Learners Foster Youth Low Income | SUPPLEMENTAL LIBRARY BOOKS | \$279,560.00 | | | | \$279,560.00 |
| 1 | 27 | English Learners | PROFESSIONAL DEVELOPMENT SUBSTITUTES FOR MATH AND SCIENCE TEACHERS | \$90,000.00 | | | | \$90,000.00 |
| 1 | 28 | English Learners Foster Youth Low Income | SCPA COORDINATOR | \$137,520.12 | | | | \$137,520.12 |
| 1 | 29 | English Learners Foster Youth Low Income | SUPPLIES FOR INTERNATIONAL BACCALAUREATE | \$100,600.00 | | | | \$100,600.00 |
| 1 | 30 | English Learners Foster Youth Low Income | SCPA SUPPLIES | \$34,970.00 | | | | \$34,970.00 |
| 1 | 31 | Students with Disabilities English Learners Foster Youth Low Income | PROFESSIONAL DEVELOPMENT | \$95,000.00 | | | | \$95,000.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|------------------------------------------------|-----------------------------------------------------------|-----------------|-------------------|-------------|---------------|-----------------|
| 1 | 32 | English Learners | BILINGUAL TEACHER FOR LEARNING CENTERS AND LAUNCH ACADEMY | \$428,788.16 | | | | \$428,788.16 |
| 1 | 33 | English Learners Foster Youth Low Income | SCHOOL LEADERSHIP TEAMS - PROFESSIONAL DEVELOPMENT | \$25,000.00 | | | | \$25,000.00 |
| 2 | 1 | All Students with Disabilities | LCFF Base | \$21,951,935.81 | | | | \$21,951,935.81 |
| 2 | 2 | English Learners Foster Youth Low Income | STUDENT RE-ENGAGEMENT AND OUTREACH | \$478,079.54 | | | | \$478,079.54 |
| 2 | 3 | English Learners Foster Youth Low Income | CULTURE OF EQUITY AND INCLUSION | \$7,078,884.84 | | | | \$7,078,884.84 |
| 2 | 4 | All | SCHOOL SAFETY | \$605,500.00 | | | | \$605,500.00 |
| 2 | 5 | All | STUDENT ENGAGEMENT AND INCLUSION | \$2,010,010.51 | | | | \$2,010,010.51 |
| 2 | 6 | Students with Disabilities | MENTAL HEALTH AND SOCIAL-EMOTIONAL SUPPORT | \$2,263,201.52 | | | | \$2,263,201.52 |
| 2 | 7 | All | PHSYCIAL HEALTH AND WELLBEING | \$2,787,474.64 | | | | \$2,787,474.64 |
| 2 | 8 | All | RESTORATIVE PRACTICES (MS) | \$534,682.68 | | | | \$534,682.68 |
| 2 | 9 | All | CLEAN AND SAFE PHYSICAL ENVIRONMENTS | \$25,000.00 | | | | \$25,000.00 |
| 2 | 10 | English Learners Foster Youth Low Income | STUDENT MENTAL HEALTH SUPPORT | \$352,586.00 | | | | \$352,586.00 |
| 2 | 11 | English Learners Foster Youth Low Income | CRISIS RESPONSE AND PROFESSIONAL DEVELOPMENT | \$100,000.00 | | | | \$100,000.00 |
| 2 | 12 | Foster Youth | HOMELESS/FOSTER RESOURCES AND OUTREACH | \$82,387.00 | | | | \$82,387.00 |
| 3 | 1 | English Learners Foster Youth Low Income | LCFF BASE | | | | | |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---------------------------------------------------------------------------------|---------------------------------------------|----------------|-------------------|-------------|---------------|----------------|
| 3 | 2 | English Learners Foster Youth Low Income | PARENT EDUCATION & RESOURCE ACCESS | \$649,902.41 | | | | \$649,902.41 |
| 3 | 3 | English Learners Foster Youth Low Income | COMMUNICATION, OUTREACH, FEEDBACK | \$35,000.00 | | | | \$35,000.00 |
| 3 | 4 | All | SOCIAL MEDIA AND WEBSITE PUBLIC OUTREACH | \$144,530.61 | | | | \$144,530.61 |
| 4 | 1 | | LCFF Base | \$7,387,825.86 | | | | \$7,387,825.86 |
| 4 | 2 | All | SUPPLEMENTAL PROGRAMS | \$15,000.00 | | | | \$15,000.00 |
| 4 | 3 | Students with Disabilities English Learners Foster Youth Low Income | TARGETED AND SUPPLEMENTAL PROGRAMS | | | | | |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|-----------------|
| Total: | \$51,560,593.14 | \$51,560,593.14 |
| LEA-wide Total: | \$49,641,055.12 | \$49,641,055.12 |
| Limited Total: | \$0.00 | \$0.00 |
| Schoolwide Total: | \$3,135,986.10 | \$3,135,986.10 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|-------------------------------------------------------------------------------------------------|------------|------------------------------------------------|-------------|-----------------|-----------------|
| 1 | 2 | LOWER STUDENT TO TEACHER RATIO FOR MASTERY | LEA-wide | English Learners Foster Youth Low Income | | \$10,368,110.86 | \$10,368,110.86 |
| 1 | 3 | ELD, AVID, BILINGUAL CLASS SIZE REDUCTION | LEA-wide | English Learners Foster Youth Low Income | | \$3,144,894.05 | \$3,144,894.05 |
| 1 | 4 | REDUCTION OF COUNSELOR CASELOAD, PORTION OF COUNSELOR, AND ADDITIONAL FTE FOR AVA, OSS, AND PAH | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$6,694,440.68 | \$6,694,440.68 |
| 1 | 5 | DISTRICT TEACHERS ON SPECIAL ASSIGNMENT | LEA-wide | English Learners Foster Youth Low Income | | \$710,880.31 | \$710,880.31 |
| 1 | 6 | BILINGUAL TESTERS | Schoolwide | English Learners Foster Youth Low Income | | \$935,704.99 | \$935,704.99 |
| 1 | 7 | COLLEGE AND CAREER EDUCATION TEACHERS | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,067,506.65 | \$3,067,506.65 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|-----------------------------------------------------------------------|------------------------|------------------------------------------------|-------------|----------------|----------------|
| 1 | 8 | EXTENDED HOURS OF OPERATION- LIBRARIES AND MEDIA CENTERS | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$225,000.00 | \$225,000.00 |
| 1 | 9 | AVID PROGRAM - TEACHER ON SPECIAL ASSIGNMENT AND TUTORS | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$873,463.00 | \$873,463.00 |
| 1 | 10 | ASSISTANT PRINCIPALS | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,744,397.87 | \$2,744,397.87 |
| 1 | 11 | DISTRICT COUNSELORS ON SPECIAL ASSIGNMENT | LEA-wide | Foster Youth Low Income | All Schools | \$351,637.83 | \$351,637.83 |
| 1 | 13 | SITE INTERVENTION FUNDS | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,000,000.50 | \$1,000,000.50 |
| 1 | 14 | SUMMER SCHOOL | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,200,000.00 | \$1,200,000.00 |
| 1 | 15 | SITE LEVEL PROFESSIONAL DEVELOPMENT - PLC PULL OUT DAYS | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$300,000.00 | \$300,000.00 |
| 1 | 16 | RESEARCH AND EVALUATION STAFF | LEA-wide | English Learners Foster Youth | All Schools | \$486,214.64 | \$486,214.64 |
| 1 | 18 | OFFICE OF STATE AND FEDERAL PROGRAMS | LEA-wide Schoolwide | English Learners Foster Youth Low Income | | \$1,216,448.08 | \$1,216,448.08 |
| 1 | 19 | COUNSELOR SUPPORT FOR SUMMER SCHOOL, CREDIT RECOVERY AND INTERSESSION | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$82,835.00 | \$82,835.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|--------------------------------------------------------------------|------------|------------------------------------------------|-----------------------------------------------------------------|--------------|--------------|
| 1 | 20 | INTERNATIONAL BACCALAUREATE COORDINATORS | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Bonita Vista High and castle Par High | \$256,774.93 | \$256,774.93 |
| 1 | 21 | FLAGS COORDINATOR | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Hilltop High | \$25,179.82 | \$25,179.82 |
| 1 | 22 | SUPPLEMENTAL LIBRARY SUPPLIES | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$25,000.00 | \$25,000.00 |
| 1 | 23 | STEAM PROGRAM | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$60,000.00 | \$60,000.00 |
| 1 | 24 | ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE TEST SUBSIDY | LEA-wide | | All Schools | \$350,000.00 | \$350,000.00 |
| 1 | 25 | PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT) | LEA-wide | Low Income | All Schools | \$181,000.00 | \$181,000.00 |
| 1 | 26 | SUPPLEMENTAL LIBRARY BOOKS | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$279,560.00 | \$279,560.00 |
| 1 | 27 | PROFESSIONAL DEVELOPMENT SUBSTITUTES FOR MATH AND SCIENCE TEACHERS | LEA-wide | English Learners | All Schools | \$90,000.00 | \$90,000.00 |
| 1 | 28 | SCPA COORDINATOR | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Chula Vista High and Chula Vista Middle | \$137,520.12 | \$137,520.12 |
| 1 | 29 | SUPPLIES FOR INTERNATIONAL BACCALAUREATE | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: CPM, CPH, BVM, and BVH | \$100,600.00 | \$100,600.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|-----------------------------------------------------------|------------------------|------------------------------------------------|----------------------------------------------------------------|----------------|----------------|
| 1 | 30 | SCPA SUPPLIES | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: CVH and CVM | \$34,970.00 | \$34,970.00 |
| 1 | 31 | PROFESSIONAL DEVELOPMENT | | English Learners Foster Youth Low Income | All Schools | \$95,000.00 | \$95,000.00 |
| 1 | 32 | BILINGUAL TEACHER FOR LEARNING CENTERS AND LAUNCH ACADEMY | Schoolwide | English Learners | Specific Schools: Learning Center at SYH and Launch Academy | \$428,788.16 | \$428,788.16 |
| 1 | 33 | SCHOOL LEADERSHIP TEAMS - PROFESSIONAL DEVELOPMENT | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$25,000.00 | \$25,000.00 |
| 2 | 2 | STUDENT RE-ENGAGEMENT AND OUTREACH | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$478,079.54 | \$478,079.54 |
| 2 | 3 | CULTURE OF EQUITY AND INCLUSION | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$7,078,884.84 | \$7,078,884.84 |
| 2 | 10 | STUDENT MENTAL HEALTH SUPPORT | LEA-wide | English Learners Foster Youth Low Income | | \$352,586.00 | \$352,586.00 |
| 2 | 11 | CRISIS RESPONSE AND PROFESSIONAL DEVELOPMENT | LEA-wide | English Learners Foster Youth Low Income | | \$100,000.00 | \$100,000.00 |
| 2 | 12 | HOMELESS/FOSTER RESOURCES AND OUTREACH | LEA-wide | Foster Youth | | \$82,387.00 | \$82,387.00 |
| 3 | 1 | LCFF BASE | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 2 | PARENT EDUCATION & | LEA-wide | English Learners Foster Youth | All Schools | \$649,902.41 | \$649,902.41 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|------------------------------------|----------|------------------------------------------------|-------------|----------------|----------------|
| | | RESOURCE ACCESS | | Low Income | | | |
| 3 | 3 | COMMUNICATION, OUTREACH, FEEDBACK | LEA-wide | English Learners Foster Youth Low Income | | \$35,000.00 | \$35,000.00 |
| 4 | 1 | LCFF Base | LEA-wide | | | \$7,387,825.86 | \$7,387,825.86 |
| 4 | 3 | TARGETED AND SUPPLEMENTAL PROGRAMS | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |

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.