LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sulphur Springs Union School District
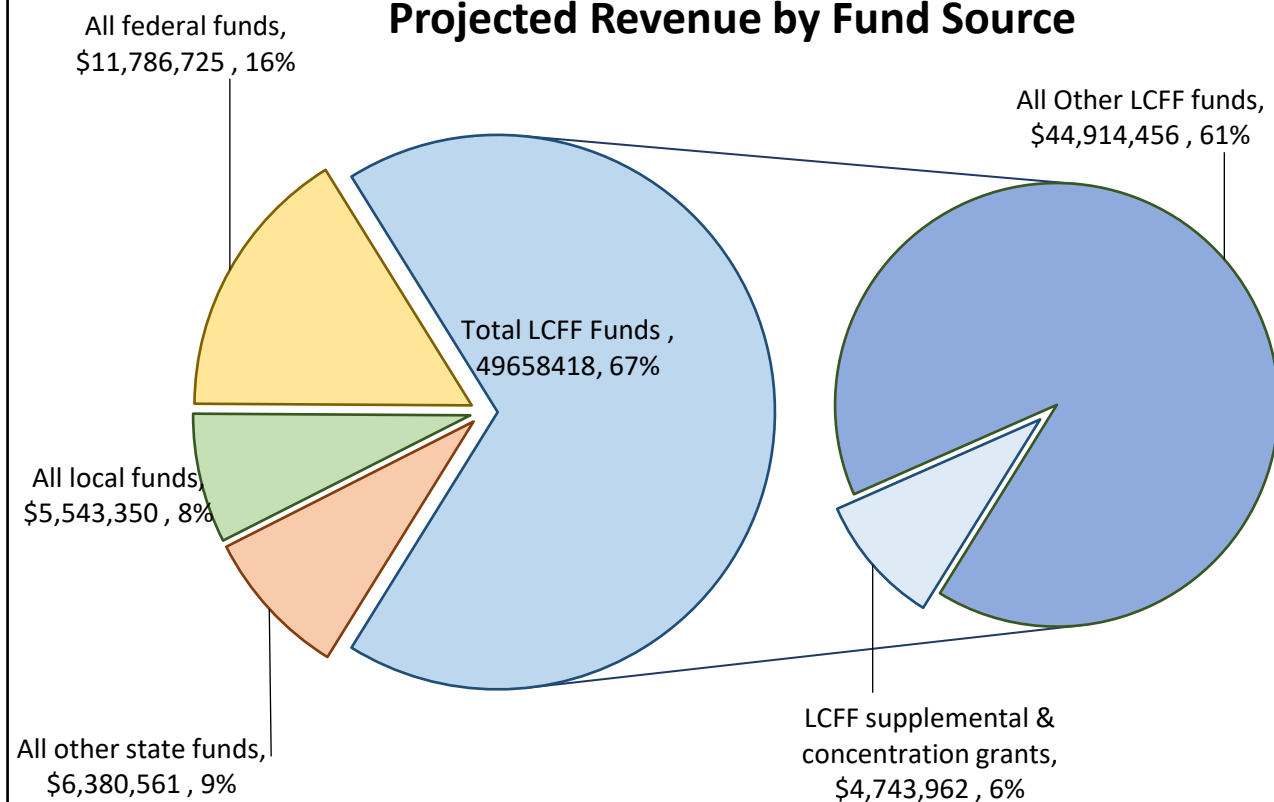
CDS Code: 19-65045

School Year: 2021 – 22

LEA contact information: Dr. Catherine Kawaguchi

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $11,786,725 , 16%

All Other LCFF funds, $44,914,456 , 61%

Total LCFF Funds , 49658418, 67%

All local funds, $5,543,350 , 8%

All other state funds, $6,380,561 , 9%

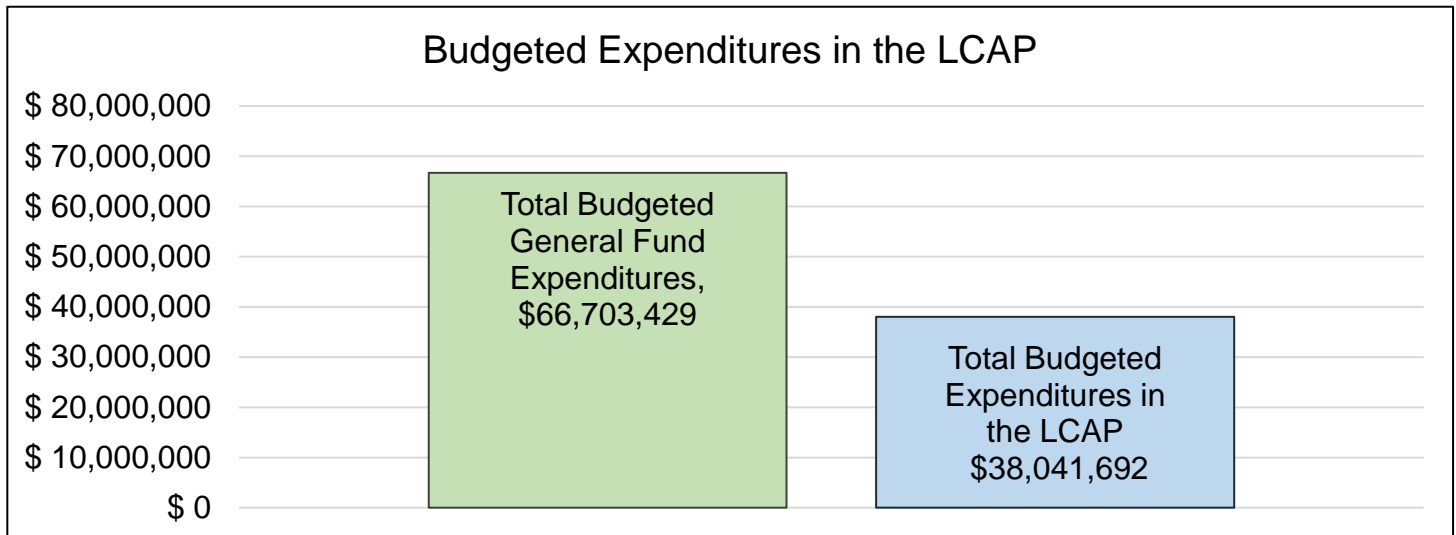LCFF supplemental & concentration grants, $4,743,962 , 6%

This chart shows the total general purpose revenue Sulphur Springs Union School District expects to receive in the coming year from all sources.

The total revenue projected for Sulphur Springs Union School District is $73,369,054.00, of which $49,658,418.00 is Local Control Funding Formula (LCFF), $6,380,561.00 is other state funds, $5,543,350.00 is local funds, and $11,786,725.00 is federal funds. Of the $49,658,418.00 in LCFF Funds, $4,743,962.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $66,703,429

Total Budgeted Expenditures in the LCAP $38,041,692

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

Sulphur Springs Union School District plans to spend $66,703,429.00 for the 2021 – 22 school year. Of that amount, $38,041,692.00 is tied to actions/services in the LCAP and $28,661,737.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund budget expenditures not described in the LCAP include those costs of operations and general business expenses of the District as well as certain specialized programs. These expenditures include utilities, insurance (liability, auto, workers comp), postage, fuel, and transporation, Special Education (such as teachers and aides), regional Special Education programs, after-school programs, long-term debt obligations, District Administration, copier rentals, custodial supplies, retirement benefits (Golden Handshake and H&W), District and school office support, supplies, and equipment. Other expenditures not included in the LCAP are the Expanded Learning Opportunity Plan Grant and ESSER II and III.
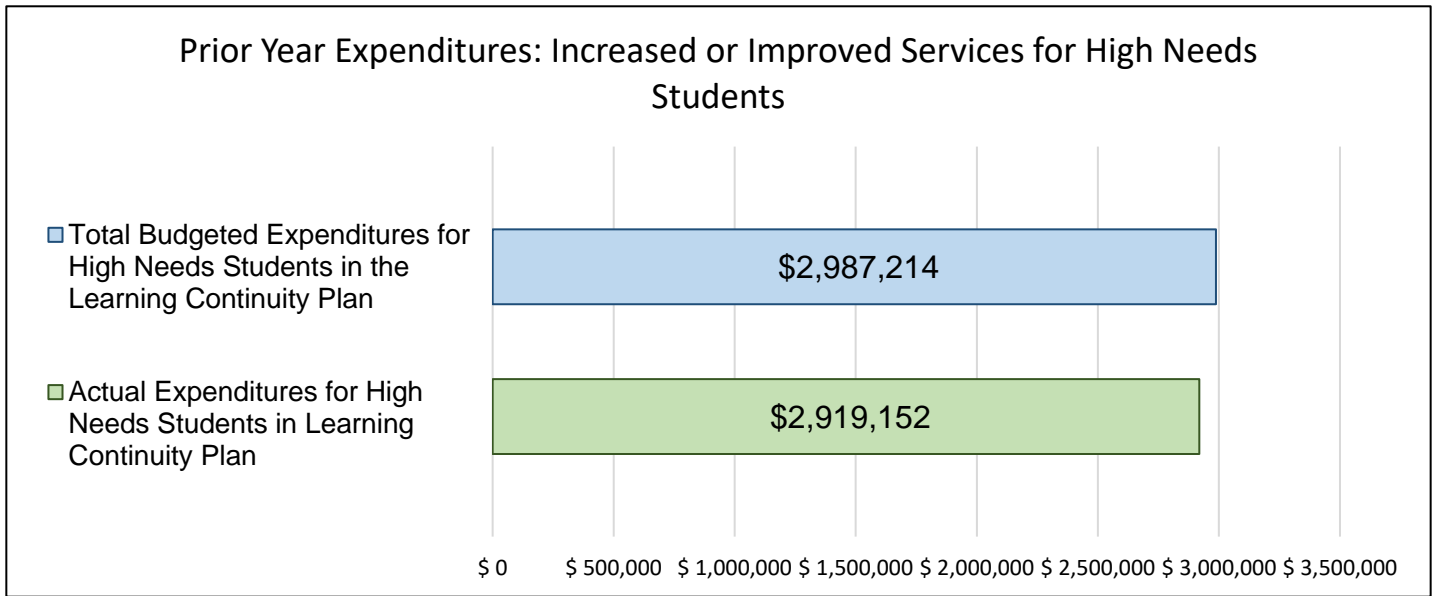
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

LCFF Budget Overview for Parents

In 2021 – 22, Sulphur Springs Union School District is projecting it will receive $4,743,962.00 based on the enrollment of foster youth, English learner, and low-income students. Sulphur Springs Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sulphur Springs Union School District plans to spend $4,760,209.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $2,987,214

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $2,919,152

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000 $ 3,500,000

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

In 2020 – 21, Sulphur Springs Union School District 's Learning Continuity Plan budgeted $2,987,214.00 for planned actions to increase or improve services for high needs students. Sulphur Springs Union School District actually spent $2,919,152.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $68,062.00 had the following impact on Sulphur Springs Union School District 's ability to increase or improve services for high needs students:

The District was unable to provide a summer academy targeting EL, foster, and homeless students due to the uncertainty that COVID-19 brought during the summer of 2020.

Annual Update

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

Goal 1

In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 5. Pupil engagement
Local Priorities: State Priorities: 1: Basic, 5 Pupil Engagement Local Priorities

Annual Measurable Outcomes

Expected		Actual
100% of teachers are appropriately assigned and fully credentialed	**2019-20** 100%	100% of teachers are appropriately assigned and fully credentialed.
100% of facilities in good repair	**2019-20** 100%	100% of facilities are in good repair.
100% of students have standards aligned materials	**2019-20** 100%	100% of students have standards aligned materials.
Increase student attendance rate	**2019-20** 97%	The student attendance rate was 95.89% This is attributed to students being engaged in virtual learning due to the pandemic.
Decrease chronic absenteeism rate	**2019-20** 7.9%	There was a decrease in absenteeism rate to 9.1% from 9.7% in prior year.

Actions / Services

Goal 1, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Recruit and retain highly qualified staff.	$16,154,043 - LCFF - 1000-1999 Certificated Salaries $4,655,545 - LCFF - 2000-2999 Classified Salaries $8,684,555 - LCFF - 3000-3999 Employee Benefits $1,459,523 - Other Local Revenues - 1000-1999 Certificated Salaries $1,616,632 - Other Local Revenues - 2000-2999 Classified Salaries $1,451,510 - Other Local Revenues - 3000-3999 Employee Benefits	$16,035,418 - LCFF - 1000-1999 Certificated Salaries $4,459,777 - LCFF - 2000-2999 Classified Salaries $8,801,465 - LCFF - 3000-3999 Employee Benefits $1,405,263 - Other Local Revenues - 1000-1999 Certificated Salaries $1,284,990 - Other Local Revenues - 2000-2999 Classified Salaries $1,428,272 - Other Local Revenues - 3000-3999 Employee Benefits

Goal 1, Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide dedicated staff professional development time (three full days) to disseminate district initiatives that support targeted subgroups. Two full days and four minimum days for parent engagement, one day and five minimum days for teacher planning time.	$1,001,193 - LCFF - 1000-1999 Certificated Salaries $212,954 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999 Books and Supplies $95,553 - LCFF - 5000-5999 Services and Other Operating Expenses	$852,561 - LCFF - 1000-1999 Certificated Salaries $187,137 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999 Books and Supplies $0 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal 1, Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools	$0 - LCFF - 4000-4999 Books and Supplies $134,000 - Other State Revenues - 4000-4999 Books and Supplies	$0 - LCFF - 4000-4999 Books and Supplies $155,992 - Other State Revenues - 4000-4999 Books and Supplies

Provide current CA State approved textbooks and materials in all core subject areas.		

Goal 1, Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide instructional materials to support the educational program.	$183,100 - LCFF - 4000-4999 Books and Supplies	$166,252 - LCFF - 4000-4999 Books and Supplies

Goal 1, Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implement district maintenance plan to repair and maintain facilities and play areas.	$451,019 - LCFF - 4000-4999 Books and Supplies $915,965 - LCFF - 5000-5999 Services and Other Operating Expenses	$392,488 - LCFF - 4000-4999 Books and Supplies $687,814 - LCFF - 5000-5999 Services and Other Operating Expenses $31,222 - LCFF - 6000-6999 Capital Outlay

Goal 1, Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Maintain yard supervisors at all sites and provide yard supervisor safety training.	$559,262 - LCFF - 2000-2999 Classified Salaries $48,879 - LCFF - 3000-3999 Employee Benefits	$570,914 - LCFF - 2000-2999 Classified Salaries $57,291 - LCFF - 3000-3999 Employee Benefits

Goal 1, Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Conduct annual safety drills at all school sites and District Office.	$0	$0

Goal 1, Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Proactively engage families and regularly monitor attendance of all students, especially unduplicated student population, and provide site base and District wide incentives like banners, certificates and special assemblies to increase attendance and support learning.	$5,639 - LCFF - 4000-4999 Books and Supplies $29,200 - LCFF - 5000-5999 Services and Other Operating Expenses $2,263 - Other Local Revenues - 4000-4999 Books and Supplies	$243 - LCFF - 4000-4999 Books and Supplies $29,200 - LCFF - 5000-5999 Services and Other Operating Expenses $382 - Other Local Revenues - 4000-4999 Books and Supplies

Goal 1, Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide	$123,475 - LCFF - 5000-5999 Services and Other Operating Expenses $3,779 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses $182 - Federal Revenues - Title I - 7000-7499 Other	$129,675 - LCFF - 5000-5999 Services and Other Operating Expenses $5,216 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses $410 - Federal Revenues - Title I - 7000-7499 Other

Location: All Schools

Provide transportation to and from school for unduplicated student population living outside the allowable zone to walk to school.

Goal Analysis

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

The 9 actions supported the goal of all students learning from properly credentialed administrators and teachers in their authorized area of instruction, having access and utilizing standards aligned instructional materials in safe school facilities that are in good repair. All 9 actions were mostly completed during the 2019-20 school year. Since the school year had to be closed due to COVID-19, some of the actions were partially completed, such as implementation of safety drills. An area of continued focus is with monitoring chronic absenteeism rate for all students, especially for unduplicated and those at-risk students. Since the District purchased the Attention to Attendance Program, it has greatly assisted staff and families to focus on supporting students to come daily and on time to school, and assist with interventions where needed to support students who may be at-risk. The 9 actions supported the goal of all students learning from properly credentialed administrators and teachers in their authorized area of instruction, having access and utilizing standards aligned instructional materials in safe school facilities that are in good repair. An area of continued focus is with monitoring chronic absenteeism rate for all students, especially for unduplicated and those at-risk students.

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

By having high quality staff and well-trained teachers, students were provided an exceptional education program that supported all students, especially low income, Foster Youth, and English Learners. Even though school closures occurred due to COVID-19, the District implemented Distance Learning Program at all nine school sites. All students had access to an instructional program to further support their learning. Safety drills were conducted on a regular basis from August to March 16, 2020 (school closure occurred due to COVID-19), which greatly supported students and staff to feel safe at school and know what to do in the event of an emergency. The District continued to provide a behavioral support team to partner with teachers to provide a conductive learning environment that has supported learning in the classrooms. Positive behavior programs at all schools has continued to provide less suspensions and students being more engaged.The positive behavior programs continued even with the school closures to support and increase student learning.

Goal 2

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes
Local Priorities: State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes Local Priorities

Annual Measurable Outcomes

	Expected	Actual
Increase of Smarter Balanced Assessment ELA scores in Standards Met and Standards Exceeded	**2019-20** SBA ELA: 3rd Grade Overall- 62% 4th Grade Overall- 64% 5th Grade Overall- 62% 6th Grade Overall- 64% All Students- 63% African American- 55% Asian- 83% Filipino- 83% Hispanic- 54% Two or More Races-76% White- 73% English Learners- 24% Economically Disadvantaged- 53% Students with Disabilities- 24% CAA ELA: All Students 24%	Due to the COVID -19 pandemic, SSUSD 2019-2020 SBA ELA data is as follows: 3rd Grade Overall- 60% 4th Grade Overall- 58% 5th Grade Overall- 63% 6th Grade Overall- 58% All Students- 60% African American- 52% Asian- 79% Filipino- 83% Hispanic- 52% Two or More Races-75% White- 70% English Learners- 19% Economically Disadvantaged- 51% Students with Disabilities- 22% CAA ELA: All Students 22%

Increase of Smarter Balanced/CAA Assessment Math scores in Standards Met and Standards Exceeded	2019-20 SBA Math: 3rd Grade Overall- 62% 4th Grade Overall- 52% 5th Grade Overall- 48% 6th Grade Overall- 52% All Students- 52% African American- 38% Asian-76% Filipino-77% Hispanic- 42% Two or More Races- 66% White- 62% English Learners-20% Economically Disadvantaged- 41% Students with Disabilities- 16% CAA Math: All Students- 40%	Due to the COVID-19 pandemic, the SSUSD 2019-2020 SBA Math data is as follows: 3rd Grade Overall- 56% 4th Grade Overall- 52% 5th Grade Overall- 45% 6th Grade Overall- 47% All Students- 50% African American- 39% Asian-72% Filipino-77% Hispanic- 41% Two or More Races- 67% White- 61% English Learners-20% Economically Disadvantaged- 40% Students with Disabilities- 17% CAA Math: All Students- 17%
Increase of English Language Learners achieving English Proficiency	2019-20 44.1% of students scored in the area of Well Developed (level 4) on the 2017-18 ELPAC. 47% of students will score in the area of Well Developed (level 4) on the 2018-19 ELPAC. 100% of teachers will continue to complete the SSUSD ELD Matrix - documents CA ELD Standards that ELs have mastered during the school year.	16.4% of students scored in the area of Well Developed (level 4) on the 2018-19 ELPAC. Students were unable to complete the 2019-20 summative ELPAC due to COVID 19 crisis and school closures. 100% of teachers have completed the SSUSD ELD Matrix which documents CA ELD Standards that ELs have mastered during the school year.
Increase percentage of RFEP students	2019-20 SSUSD has reclassified 133 students, which represents an increase of	SSUSD has reclassified 71 students, which represents a decrease in the number of students reclassified the previous year.

9.6% over the number of students reclassified the previous year. The goal is to increase by 5% over the previous year on an annual basis.	The goal was to increase by 5% over the previous year on an annual basis. However, this goal was not met due, in part, to the waiver of ELPAC and CAASPP during the 2019-2020 school year.
Reduce number of Long Term English Learners (LTELs)	**2019-20** 21		The number of long term English Learner students for the 19-20 school year is 75. This is attributed to the fewer number of students that were RFEPd due to the COVID-19 pandemic.

Actions / Services

Goal 2, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide staff professional development, conferences, and workshops to support the educational program in all content areas (Ex. ELA, ELD, math, science, etc).	$0 $0 $0 - LCFF - 1000-1999 Certificated Salaries $112,832 - LCFF - 1000-1999 Certificated Salaries $25,365 - LCFF - 2000-2999 Classified Salaries $49,343 - LCFF - 3000-3999 Employee Benefits $10,314 - LCFF - 4000-4999 Books and Supplies $1,881 - LCFF - 5000-5999 Services and Other Operating Expenses $40,300 - Federal Revenues - Title II - 1000-1999 Certificated Salaries $4,785 - Federal Revenues - Title II - 3000-3999 Employee Benefits $14,426 - Federal Revenues - Title II - 4000-4999 Books and Supplies $24,445 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses $1,679 - Federal Revenues - Title II - 7000-7499 Other $23,200 - Federal Revenues - Title III - 1000-1999 Certificated Salaries $5,109 - Federal Revenues - Title III -	$0 $0 $0 - LCFF - 1000-1999 Certificated Salaries $76,713 - LCFF - 1000-1999 Certificated Salaries $26,154 - LCFF - 2000-2999 Classified Salaries $32,389 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999 Books and Supplies $40,343 - LCFF - 5000-5999 Services and Other Operating Expenses $41,444 - Federal Revenues - Title II - 1000-1999 Certificated Salaries $10,101 - Federal Revenues - Title II - 3000-3999 Employee Benefits $502 - Federal Revenues - Title II - 4000-4999 Books and Supplies $39,654 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses $1,741 - Federal Revenues - Title II - 7000-7499 Other $23,071 - Federal Revenues - Title III - 1000-1999 Certificated Salaries $6,571 - Federal Revenues - Title III -

	3000-3999 Employee Benefits $566 - Federal Revenues - Title III - 7000-7499 Other $31,039 - Federal Revenues - Title IV - 1000-1999 Certificated Salaries $6,835 - Federal Revenues - Title IV - 3000-3999 Employee Benefits $1,920 - Federal Revenues - Title IV - 7000-7499 Other	3000-3999 Employee Benefits $595 - Federal Revenues - Title III - 7000-7499 Other $10,167 - Federal Revenues - Title IV - 1000-1999 Certificated Salaries $2,559 - Federal Revenues - Title IV - 3000-3999 Employee Benefits $507 - Federal Revenues - Title IV - 7000-7499 Other $100 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses $12,640 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses $25,153 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $7,028 - Federal Revenues - Title I - 3000-3999 Employee Benefits $2,467 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses

Goal 2, Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Purchase California State supplementary and/or digital standards based materials (i.e. Renaissance Products, Imagine Learning, Brain Pop, etc.) to assist with intervention for students at risk and support enrichment programs, especially for low income, Foster Youth and English Learners and provide professional development for these curricular programs.	$230,029 - LCFF - 4000-4999 Books and Supplies $11,064 - LCFF - 5000-5999 Services and Other Operating Expenses $121,298 - Federal Revenues - Title I - 4000-4999 Books and Supplies $9,546 - Federal Revenues - Title I - 7000-7499 Other $20,680 - Other Local Revenues - 4000-4999 Books and Supplies	$345,774 - LCFF - 4000-4999 Books and Supplies $0 - LCFF - 5000-5999 Services and Other Operating Expenses $118,093 - Federal Revenues - Title I - 4000-4999 Books and Supplies $9,294 - Federal Revenues - Title I - 7000-7499 Other $14,787 - Other Local Revenues - 4000-4999 Books and Supplies $291 - Federal Revenues - Title III - 4000-4999 Books and Supplies $8,090 - Federal Revenues - Title IV - 4000-4999 Books and Supplies $162 - Federal Revenues - Title IV - 7000-7499 Other

Goal 2, Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide collaboration time for administrators and teachers to support students, especially English Learners, Foster Youth and Low Income, by monitoring student data, providing invention, and enrichment activities during and outside of the school day in order to support mastery of grade level standards.	$21,388 - LCFF - 1000-1999 Certificated Salaries $26,007 - LCFF - 2000-2999 Classified Salaries $13,108 - LCFF - 3000-3999 Employee Benefits $1,445 - LCFF - 4000-4999 Books and Supplies $4,875 - LCFF - 5000-5999 Services and Other Operating Expenses $92,819 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $20,849 - Federal Revenues - Title I - 3000-3999 Employee Benefits $3,388 - Federal Revenues - Title I - 4000-4999 Books and Supplies $0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses $9,212 - Federal Revenues - Title I - 7000-7499 Other $0 - Other Local Revenues - 7000-7499 Other	$14,227 - LCFF - 1000-1999 Certificated Salaries $29,606 - LCFF - 2000-2999 Classified Salaries $15,390 - LCFF - 3000-3999 Employee Benefits $31,991 - LCFF - 4000-4999 Books and Supplies $185 - LCFF - 5000-5999 Services and Other Operating Expenses $24,380 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $5,352 - Federal Revenues - Title I - 3000-3999 Employee Benefits $0 - Federal Revenues - Title I - 4000-4999 Books and Supplies $5,343 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses $2,760 - Federal Revenues - Title I - 7000-7499 Other $0 - Other Local Revenues - 7000-7499 Other

Goal 2, Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide additional instructional minutes to deliver an intensive instructional program to unduplicated students to further support their mastery of English proficiency and of grade level standards and provide professional development for teachers to support this action.	$604,378 - LCFF - 1000-1999 Certificated Salaries $128,551 - LCFF - 3000-3999 Employee Benefits $35,254 - LCFF - 5000-5999 Services and Other Operating Expenses	$652,293 - LCFF - 1000-1999 Certificated Salaries $143,178 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal 2, Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Hire Educational Services Program Coordinator to support core instruction, with an emphasis of supporting English Learners and ELD instruction.	$45,853 - LCFF - 1000-1999 Certificated Salaries $19,763 - LCFF - 3000-3999 Employee Benefits $0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $0 - Federal Revenues - Title I - 3000-3999 Employee Benefits $45,853 - Federal Revenues - Title III - 1000-1999 Certificated Salaries $19,763 - Federal Revenues - Title III - 3000-3999 Employee Benefits $1,312 - Federal Revenues - Title III - 7000-7499 Other	$19,909 - LCFF - 1000-1999 Certificated Salaries $8,229 - LCFF - 3000-3999 Employee Benefits $19,909 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $8,229 - Federal Revenues - Title I - 3000-3999 Employee Benefits $29,863 - Federal Revenues - Title III - 1000-1999 Certificated Salaries $12,379 - Federal Revenues - Title III - 3000-3999 Employee Benefits $307 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses $853 - Federal Revenues - Title III - 7000-7499 Other $105 - Federal Revenues - Title III - 2000-2999 Classified Salaries $19,909 - Federal Revenues - Title II - 1000-1999 Certificated Salaries $8,229 - Federal Revenues - Title II - 3000-3999 Employee Benefits

Goal 2, Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Support by providing substitutes to release teachers with the implementation of the Summative English Language Proficiency Assessment for California (ELPAC).	$22,475 - LCFF - 1000-1999 Certificated Salaries $4,886 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 2000-2999 Classified Salaries $0 - LCFF - 4000-4999 Books and Supplies	$1,595 - LCFF - 1000-1999 Certificated Salaries $350 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 2000-2999 Classified Salaries $0 - LCFF - 4000-4999 Books and Supplies

Goal 2, Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	$5,604 - LCFF - 2000-2999 Classified Salaries $1,637 - LCFF - 3000-3999 Employee	$6,296 - LCFF - 2000-2999 Classified Salaries $1,473 - LCFF - 3000-3999 Employee

Students to be Served: English Learners

Scope of Service: LEA-wide

Location: All Schools

Provide trained staff to administer the Initial English Language Proficiency Assessment of California (ELPAC).

| | Benefits
$0 - LCFF - 5000-5999 Services and Other Operating Expenses | Benefits
$0 - LCFF - 5000-5999 Services and Other Operating Expenses |

Goal 2, Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide outside of the school year intervention and enrichment opportunities (Academies during summer and winter breaks for students, especially Low Income, English Learners, and Foster Youth; Summer AR Reading Program, Curriculum Correspondence Program, etc.).	$1,640 - LCFF - 1000-1999 Certificated Salaries $9,156 - LCFF - 2000-2999 Classified Salaries $3,027 - LCFF - 3000-3999 Employee Benefits $850 - LCFF - 4000-4999 Books and Supplies $1,155 - LCFF - 5000-5999 Services and Other Operating Expenses $24,931 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $0 - Federal Revenues - Title I - 2000-2999 Classified Salaries $5,303 - Federal Revenues - Title I - 3000-3999 Employee Benefits $0 - Federal Revenues - Title I - 4000-4999 Books and Supplies $2,379 - Federal Revenues - Title I - 7000-7499 Other	$1,152 - LCFF - 1000-1999 Certificated Salaries $749 - LCFF - 2000-2999 Classified Salaries $480 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999 Books and Supplies $0 - LCFF - 5000-5999 Services and Other Operating Expenses $22,856 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $674 - Federal Revenues - Title I - 2000-2999 Classified Salaries $5,206 - Federal Revenues - Title I - 3000-3999 Employee Benefits $0 - Federal Revenues - Title I - 4000-4999 Books and Supplies $2,261 - Federal Revenues - Title I - 7000-7499 Other

Goal 2, Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue articulation with William S. Hart Union High School District to support student transitioning to the Junior High School.	$0	$0

Goal 2, Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Leona Cox, Fair Oaks Ranch, Mitchell, Pinetree, and Sulphur Springs Community Schools Assistant Principals will be provided professional development in order to provide targeted support to unduplicated students at Leona Cox, Fair Oaks Ranch, Mitchell, and Sulphur Springs Community Schools.	$195,467 - LCFF - 1000-1999 Certificated Salaries $83,680 - LCFF - 3000-3999 Employee Benefits $21,969 - LCFF - 5000-5999 Services and Other Operating Expenses	$263,747 - LCFF - 1000-1999 Certificated Salaries $93,825 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal 2, Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Continue Library Resource Technicians to support unduplicated students' literacy skills to meet grade level standards and provide them professional development.	$62,408 - LCFF - 2000-2999 Classified Salaries $50,722 - LCFF - 3000-3999 Employee Benefits $8,903 - LCFF - 5000-5999 Services and Other Operating Expenses $69,995 - Other State Revenues - 2000-2999 Classified Salaries $52,853 - Other State Revenues - 3000-3999 Employee Benefits	$74,920 - LCFF - 2000-2999 Classified Salaries $55,263 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 5000-5999 Services and Other Operating Expenses $73,353 - Other State Revenues - 2000-2999 Classified Salaries $54,381 - Other State Revenues - 3000-3999 Employee Benefits

Goal 2, Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	$52,737 - LCFF - 1000-1999 Certificated Salaries $22,815 - LCFF - 2000-2999 Classified	$42,494 - LCFF - 1000-1999 Certificated Salaries $20,242 - LCFF - 2000-2999 Classified

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: Schoolwide

Location: Specific Schools: Fair Oaks Ranch, Mitchell, Mint, Valley View, Leona Cox, Canyon Springs

Teachers on Special Assignment (TOSAs) will provide coaching and intervention support for teachers to assist students who are at risk.

Salaries	Salaries
$19,240 - LCFF - 3000-3999 Employee Benefits	$19,520 - LCFF - 3000-3999 Employee Benefits
$188,953 - Federal Revenues - Title I - 1000-1999 Certificated Salaries	$203,294 - Federal Revenues - Title I - 1000-1999 Certificated Salaries
$37,086 - Federal Revenues - Title I - 2000-2999 Classified Salaries	$54,355 - Federal Revenues - Title I - 2000-2999 Classified Salaries
$56,175 - Federal Revenues - Title I - 3000-3999 Employee Benefits	$65,746 - Federal Revenues - Title I - 3000-3999 Employee Benefits
$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses	$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses
$22,210 - Federal Revenues - Title I - 7000-7499 Other	$27,210 - Federal Revenues - Title I - 7000-7499 Other
$17,579 - Federal Revenues - Title III - 1000-1999 Certificated Salaries	$19,486 - Federal Revenues - Title III - 1000-1999 Certificated Salaries
$5,749 - Federal Revenues - Title III - 3000-3999 Employee Benefits	$6,157 - Federal Revenues - Title III - 3000-3999 Employee Benefits
$32 - Federal Revenues - Title III - 7000-7499 Other	$442 - Federal Revenues - Title III - 7000-7499 Other

Goal 2, Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Implement and purchase materials to support the visual and performing arts (VAPA) plan which focuses on arts integration.	$0 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999 Books and Supplies $14,000 - LCFF - 5000-5999 Services and Other Operating Expenses $75,574 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses $5,948 - Federal Revenues - Title I - 7000-7499 Other $0 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses $78,716 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses $0 - Other Local Revenues - 4000-4999 Books and Supplies	$0 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999 Books and Supplies $14,127 - LCFF - 5000-5999 Services and Other Operating Expenses $52,603 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses $4,140 - Federal Revenues - Title I - 7000-7499 Other $0 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses $62,190 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses $0 - Other Local Revenues - 4000-4999 Books and Supplies $10,302 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses $206 - Federal Revenues - Title IV - 7000-7499 Other

Goal 2, Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Students participate in a minimum of 200 minutes of physical education every two weeks, and supplies are purchased as needed to support students' physical educational programs.	$5,636 - LCFF - 4000-4999 Books and Supplies	$2,434 - LCFF - 4000-4999 Books and Supplies $408 - Other Local Revenues - 4000-4999 Books and Supplies

Goal 2, Action 15

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Purchase technology and equipment to support the basic program.	$253,065 - LCFF - 4000-4999 Books and Supplies $12,600 - LCFF - 5000-5999 Services and Other Operating Expenses	$236,601 - LCFF - 4000-4999 Books and Supplies $12,000 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal 2, Action 16

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Purchase devices and provide training to staff to support unduplicated students accessing supplementary materials using technology.	$45,708 - LCFF - 2000-2999 Classified Salaries $27,920 - LCFF - 3000-3999 Employee Benefits $375,864 - LCFF - 4000-4999 Books and Supplies $35,375 - LCFF - 5000-5999 Services and Other Operating Expenses $80,900 - Federal Revenues - Title I - 4000-4999 Books and Supplies $6,367 - Federal Revenues - Title I - 7000-7499 Other	$32,670 - LCFF - 2000-2999 Classified Salaries $16,932 - LCFF - 3000-3999 Employee Benefits $188,173 - LCFF - 4000-4999 Books and Supplies $0 - LCFF - 5000-5999 Services and Other Operating Expenses $136,853 - Federal Revenues - Title I - 4000-4999 Books and Supplies $6,367 - Federal Revenues - Title I - 7000-7499 Other

| | | $56,288 - Other Local Revenues - 4000-4999 Books and Supplies |

Goal 2, Action 17

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide Computer and Science Lab Assistants as well as supplementary materials at all sites to support unduplicated students skills to meet grade level standards and provide them training.	$239,485 - LCFF - 2000-2999 Classified Salaries $29,345 - LCFF - 3000-3999 Employee Benefits $1,117 - LCFF - 4000-4999 Books and Supplies $12,650 - LCFF - 5000-5999 Services and Other Operating Expenses	$212,236 - LCFF - 2000-2999 Classified Salaries $33,309 - LCFF - 3000-3999 Employee Benefits $1,901 - LCFF - 4000-4999 Books and Supplies $0 - LCFF - 5000-5999 Services and Other Operating Expenses $1,260 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses

Goal 2, Action 18

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Schools: Canyon Springs, Leona Cox, Valley View Maintain full day transitional kindergarten at all sites to provide access to strong early childhood programs that will strengthen students social and academic skills, especially for unduplicated students.	$456,393 - LCFF - 1000-1999 Certificated Salaries $199,788 - LCFF - 3000-3999 Employee Benefits	$468,678 - LCFF - 1000-1999 Certificated Salaries $204,699 - LCFF - 3000-3999 Employee Benefits

Goal 2, Action 19

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Director of Curriculum and Instruction to support student achievement for all students, especially unduplicated students.	$14,566 - LCFF - 1000-1999 Certificated Salaries $19,206 - LCFF - 2000-2999 Classified Salaries $42,153 - LCFF - 3000-3999 Employee Benefits $70,402 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $0 - Federal Revenues - Title I - 2000-2999 Classified Salaries $19,099 - Federal Revenues - Title I - 3000-3999 Employee Benefits $7,044 - Federal Revenues - Title I - 7000-7499 Other $24,277 - Federal Revenues - Title II - 1000-1999 Certificated Salaries $0 - Federal Revenues - Title II - 2000-2999 Classified Salaries $33,186 - Federal Revenues - Title II - 3000-3999 Employee Benefits $1,149 - Federal Revenues - Title II - 7000-7499 Other	$9,794 - LCFF - 1000-1999 Certificated Salaries $20,542 - LCFF - 2000-2999 Classified Salaries $19,840 - LCFF - 3000-3999 Employee Benefits $16,324 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $0 - Federal Revenues - Title I - 2000-2999 Classified Salaries $6,477 - Federal Revenues - Title I - 3000-3999 Employee Benefits $1,794 - Federal Revenues - Title I - 7000-7499 Other $13,059 - Federal Revenues - Title II - 1000-1999 Certificated Salaries $0 - Federal Revenues - Title II - 2000-2999 Classified Salaries $4,816 - Federal Revenues - Title II - 3000-3999 Employee Benefits $358 - Federal Revenues - Title II - 7000-7499 Other $9,794 - Federal Revenues - Title III - 1000-1999 Certificated Salaries $3,886 - Federal Revenues - Title III - 3000-3999 Employee Benefits $274 - Federal Revenues - Title III - 7000-7499 Other

Goal 2, Action 20

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Students with Disabilities Location: All Schools Support all students, especially students with disabilities and students at risk, in the area of mathematics by monitoring formative and summative data and providing targeted intervention when needed.	$11,200 - Other State Revenues - 1000-1999 Certificated Salaries $2,474 - Other State Revenues - 3000-3999 Employee Benefits $475 - Other State Revenues - 4000-4999 Books and Supplies	$0 - Other State Revenues - 1000-1999 Certificated Salaries $0 - Other State Revenues - 3000-3999 Employee Benefits $0 - Other State Revenues - 4000-4999 Books and Supplies $1,650 - Federal Revenues - Title IV - 5000-5999 Services and Other Operating Expenses $33 - Federal Revenues - Title IV - 7000-7499 Other

Goal Analysis

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

There were 20 out of 20 actions completed to increase student achievement with full implementation of California State Standards in all core content areas. The District continues to focus on the implementation of rigorous instruction through the use of standards and researched based ELA/ELD, mathematics, social studies and science instructional materials. Due to local wild fires and the COVID 19 crisis, professional development through off site conferences and consultants were greatly reduced or eliminated. However, staff were provided professional development in core content areas, planning time, professional development, focused on technology integration and English Language Development through District personnel. There was a focus on mathematics and writing professional development for all administrators and teachers to support English Learners and students with special needs in the classroom through designated and integrated ELD as well as differentiated instruction. Additionally, research-based supplemental and intervention materials for English Language Arts and math was purchased and implemented at the sites with student data showing improvement for students as measured by local assessments. During the Summer and Winter breaks, academies for intervention and enrichment provided by Sulphur Springs Union School District teachers supported student access to standards in ELA and mathematics. Sites continued to support science, arts integration, and physical education by providing necessary supplies and materials, such as maker space labs, as well as time for planning and implementation. Increased and targeted professional learning and support was provided in instructional technology to implement a rigorous online distance learning model for teachers, students, and families in response to the COVID 19 crisis.

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

Providing targeted professional development and ongoing support through an articulated coaching model for teachers and administrators has been very beneficial. The District has provided researched and standards based instructional ELA/ELD and mathematics materials, support and intervention materials for all students. Support from the Educational Programs Coordinator and Teachers on Special Assignment (TOSAs) have focused on English Learners, Low Income and Foster Youth in making progress in English Language Arts and mathematics. Progress toward acquired grade level standards has been measured on the SBA as well as local assessments. Data on the California Dashboard indicate that students maintained their progress, scoring in the "green" area in ELA by scoring 18 points above standard. In mathematics, students maintained their progress, scoring in the "yellow" area. This is the third year that English Learner students have participated in the ELPAC assessment. English Learner students in the District have made steady progress each year with nearly 50% of all English Learner students making progress toward English Language Proficiency. Of those, 101 students met eligibility for reclassification during 2019-20 school year. The SSUSD monitors progress of EL students by use of the state and local assessments and the ELD Matrix which documents EL progress on mastering grade level English Language Development standards. Teachers provide at least 30 minutes of Designated ELD instruction each day and has been built into the distance learning online platform, as well. Professional Learning has been focused support for English Learners in writing and on the ELD matrix to support teachers with learning about the needs of EL students and what they are expected to know and be able to do when taking the ELPAC. In mathematics, teachers were provided ongoing professional development within and outside of the school day. Particular focus was given to special education and low performing students to close the equity gap. We are pleased to see an increase of nearly 15 percentage points with our special education students nearly 7 percentage points with our African American students in mathematics.

The SSUSD engaged in an increased focus on student attendance. Through the purchase of an online monitoring system and increased communication to all stakeholders, we are pleased to see a decrease in chronic absences amongst all student groups.

Goal 3

All families and the broader community are welcomed and are partners in supporting the whole child.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement
Local Priorities: State Priorities: 3. Parent involvement Local Priorities

Annual Measurable Outcomes

Expected		Actual
Increase % of parents who expressed satisfaction with their opportunities to participate in school events as per LCAP Survey	**2019-20** 98%	96.3% of families shared on the LCAP Parent Survey that they expressed satisfaction with opportunities to participate in school events.
Increase % of parents who expressed their satisfaction with opportunities to participate in school decision making as per LCAP Survey	**2019-20** 85%	89% of parents expressed their satisfaction with opportunities to participate in school decision making.
Increase # of volunteers at each school site as per LCAP Survey	**2019-20** 9 of 9 schools	All school sites increased their number of volunteers at their sites for the 2019-20 school year. Volunteers were provided training and a certification of the training was provided to the Principals upon completion.
Increase parent participation numbers in SSC and ELAC	**2019-20** Number of parents who participated in SSC-150 Number of parents who participated in ELAC meetings-75	The number of students that participated in SSC - 51 The number of students that participated in ELAC - 31 This is due, in part, to the restructuring of meetings being held virtually due to the pandemic.

Actions / Services

Goal 3, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Increase communication (i.e. posters, flyers, website updates, postcards etc.) for parents and the broader community.	$14,899 - LCFF - 5000-5999 Services and Other Operating Expenses	$23,663 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal 3, Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Increase efforts to promote parental engagement through parent workshops, conferences, emails, phone calls, surveys, school and District events, such as Estrella Awards, STEAM Expo, etc., in order to increase student success.	$2,560 - LCFF - 1000-1999 Certificated Salaries $8,314 - LCFF - 2000-2999 Classified Salaries $1,295 - LCFF - 3000-3999 Employee Benefits $5,843 - LCFF - 4000-4999 Books and Supplies $975 - LCFF - 5000-5999 Services and Other Operating Expenses $20,900 - Federal Revenues - Title I - 2000-2999 Classified Salaries $4,438 - Federal Revenues - Title I - 3000-3999 Employee Benefits $300 - Federal Revenues - Title I - 4000-4999 Books and Supplies $2,018 - Federal Revenues - Title I - 7000-7499 Other	$0 - LCFF - 1000-1999 Certificated Salaries $24,620 - LCFF - 2000-2999 Classified Salaries $7,558 - LCFF - 3000-3999 Employee Benefits $1,880 - LCFF - 4000-4999 Books and Supplies $0 - LCFF - 5000-5999 Services and Other Operating Expenses $21,026 - Federal Revenues - Title I - 2000-2999 Classified Salaries $6,432 - Federal Revenues - Title I - 3000-3999 Employee Benefits $0 - Federal Revenues - Title I - 4000-4999 Books and Supplies $2,161 - Federal Revenues - Title I - 7000-7499 Other

Goal 3, Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Continue to provide translation services to families as needed, including maintaining District Translators.	$116,750 - LCFF - 2000-2999 Classified Salaries $71,271 - LCFF - 3000-3999 Employee Benefits $14,797 - LCFF - 5000-5999 Services and Other Operating Expenses $0 - Other Federal Funds - 2000-2999 Classified Salaries $0 - Other Federal Funds - 3000-3999 Employee Benefits	$86,719 - LCFF - 2000-2999 Classified Salaries $62,604 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 5000-5999 Services and Other Operating Expenses $0 - Other Federal Funds - 2000-2999 Classified Salaries $0 - Other Federal Funds - 3000-3999 Employee Benefits

	$0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses	$0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses

Goal 3, Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools SSC's, ELACs, and DELACs will provide input to Administration in the schools' and District's plan (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control Accountability Plan (LCAP), etc.).	$0 $559 - LCFF - 4000-4999 Books and Supplies	$0 $0 - LCFF - 4000-4999 Books and Supplies

Goal 3, Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Families will receive support and training on how to access the Aeries Parent Portal to view student attendance and state assessments. Computers for parent use will be made available at all school sites and the District Office.	$0	$0

Goal 3, Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners	$0 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 3000-3999 Employee Benefits $0 - Federal Revenues - Title I - 1000-	$0 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 3000-3999 Employee Benefits $0 - Federal Revenues - Title I - 1000-

Scope of Service: Limited to Unduplicated Student Group(s)

Location: All Schools

Director of Curriculum and Instruction and Educational Services Program Coordinator support parents of English Learners by providing parent workshops, such as Spanish Literacy Events etc.

1999 Certificated Salaries $0 - Federal Revenues - Title I - 3000-3999 Employee Benefits $0 - Federal Revenues - Title III - 1000-1999 Certificated Salaries $0 - Federal Revenues - Title III - 3000-3999 Employee Benefits	1999 Certificated Salaries $0 - Federal Revenues - Title I - 3000-3999 Employee Benefits $0 - Federal Revenues - Title III - 1000-1999 Certificated Salaries $0 - Federal Revenues - Title III - 3000-3999 Employee Benefits	

Goal 3, Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Invite William S. Hart Union High School District feeder schools to collaborate with families in preparation for a successful junior and high school transition.	$0	$0

Goal 3, Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with services in and out of school, as well as, partner with William S. Hart School District to plan and host a Family Resource Fair.	$288 - LCFF - 1000-1999 Certificated Salaries $4,482 - LCFF - 2000-2999 Classified Salaries $652 - LCFF - 3000-3999 Employee Benefits $8,910 - LCFF - 4000-4999 Books and Supplies $956 - LCFF - 5000-5999 Services and Other Operating Expenses	$160 - LCFF - 1000-1999 Certificated Salaries $3,821 - LCFF - 2000-2999 Classified Salaries $560 - LCFF - 3000-3999 Employee Benefits $3,829 - LCFF - 4000-4999 Books and Supplies $1,453 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal 3, Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools District will purchase materials to support new parent orientation meetings with Principals to welcome our new families.	$935 - LCFF - 4000-4999 Books and Supplies	$0 - LCFF - 4000-4999 Books and Supplies

Goal Analysis

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

The District completed all nine actions that support the goal of all parents and the broader community being engaged as partners supporting student success. The District website has continued to be updated to support parents easier access to information to enhance engagement between school and home. The District translator position is a great enhancement to the educational program in our District since there is a targeted focus to ensure that English Learner Families have access to all information that supports their child. School sites have continued to increase their participation with families attending ELACs and SSC meetings. During the school closures, due to COVID-19, schools have seen an even larger increase in parent participation at ELAC and PTA meetings since the meetings are being held virtually. The Family Wellness Collaborative has continued to be strong and has continued to increase its membership of families and community partners.

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

The District has continued to focus on partnering with all families and ensuring that families and community partners know the great work that is taking place in all of its nine schools. District office staff, as well as, Principals have continued to communicate by using the phone message system, flyers, postcards sent to the homes, as well as, making sure that families have access to teachers when needed to discuss their child's progress. This past year, the Superintendent along with the Assistant Superintendent of Personnel/Pupil Services and the Principals worked closer with our new families and made sure that new families knew the great opportunities in our District and how to get involved. New families had opportunities to hear a presentation from the Administrators and then

were taken on a tour of the school site to ensure that they were able to ask questions and see the great work taking place at their child's future school. Principals all increased their family volunteers in their schools, and the District launched a volunteer training to support families in being able to get into classrooms and support making a difference in the lives of children. Parents have shared how they have appreciated the support from the Principals and teachers to be able to volunteer in classrooms. The Many Family One Community Family Resource Fair, where the SSUSD District partners with William S. Hart Union High School District, held its 4th annual event. The event was the largest yet and had over 67 community agencies participate to bring resources to families. The Educational Services Department has continued to reach out to our English Learner families to ensure that they have access to all materials, and are able to ask questions and get support when needed to support their child. There has been a continued focus on increasing ELAC and DELAC participation at the schools and at the District level, and Principals have been varying their meeting times to meet the needs of families.

Goal 4

All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities: State Priorities: 1. Basic; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate Local Priorities

Annual Measurable Outcomes

Expected		Actual
Decrease the current suspension rate	2019-20 0.01%	-0.01%, maintained
Maintain current expulsion rate	2019-20 0%	0%
Increase the number of students feeling safe while attending school as per survey	2019-20 88%	67% of students in grades 3-6 indicated that they feel safe while attending school. Unfortunately, the Santa Clarita Valley experienced a school shooting in the high school district and this may have affected this number from previous years.

| Increase the number of students feeling that school supports them in learning as per survey | 2019-20 95% | 89% of students feel that the school supports them in their learning. |
| Increase the number of students that look forward to coming to school each day as per survey | 2019-20 78% | 70% of students in grades 3-6 feel that they look forward to coming to school each day. |

Actions / Services

Goal 4, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Increase students reporting positive relationships and safety.	$0	$0

Goal 4, Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Increase small group counseling by providing services for identified students, including English Learners, Low Income, and Foster Youth, to support their social/emotional and academic success in school.	$42,640 - LCFF - 5000-5999 Services and Other Operating Expenses $0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses	$43,071 - LCFF - 5000-5999 Services and Other Operating Expenses $0 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses $20,472 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses

Goal 4, Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Hire a Behavioral Intervention Supervisor and maintain Behavioral Intervention Assistants at the District level to support students, especially Low Income, Foster Youth, and English Learners, in regular and special education classes to support student connectedness and access to the core program.	$48,102 - LCFF - 1000-1999 Certificated Salaries $64,236 - LCFF - 2000-2999 Classified Salaries $71,493 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999 Books and Supplies $48,102 - Other State Revenues - 1000-1999 Certificated Salaries $103,430 - Other State Revenues - 2000-2999 Classified Salaries $99,516 - Other State Revenues - 3000-3999 Employee Benefits	$46,584 - LCFF - 1000-1999 Certificated Salaries $94,087 - LCFF - 2000-2999 Classified Salaries $62,041 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999 Books and Supplies $46,584 - Other State Revenues - 1000-1999 Certificated Salaries $116,730 - Other State Revenues - 2000-2999 Classified Salaries $107,307 - Other State Revenues - 3000-3999 Employee Benefits

Goal 4, Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Show an increase of parent satisfaction in regards to school safety and climate as reflected on the LCAP Parent Survey.	$0	$0

Goal 4, Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools See Goal 4 Action 8.		

Goal 4, Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Continue to support unduplicated count by having LVNs at school sites to support the health of students, especially Low Income, Foster Youth, and English Learners, in need.	$30,550 - LCFF - 2000-2999 Classified Salaries $19,457 - LCFF - 3000-3999 Employee Benefits $57,198 - Other State Revenues - 2000-2999 Classified Salaries $28,678 - Other State Revenues - 3000-3999 Employee Benefits	$24,551 - LCFF - 2000-2999 Classified Salaries $18,164 - LCFF - 3000-3999 Employee Benefits $47,563 - Other State Revenues - 2000-2999 Classified Salaries $25,529 - Other State Revenues - 3000-3999 Employee Benefits

Goal 4, Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Maintain school social worker and support personnel to provide comprehensive services to parents and students, (i.e. counseling, basic needs etc.). addressing barriers that limit a student from receiving full benefit from their education experience, as well as, provide additional professional development for the social worker to support students, especially Low Income, Foster Youth and English Learners.	$78,804 - LCFF - 1000-1999 Certificated Salaries $11,701 - LCFF - 2000-2999 Classified Salaries $27,185 - LCFF - 3000-3999 Employee Benefits $17,881 - LCFF - 4000-4999 Books and Supplies $1,889 - LCFF - 5000-5999 Services and Other Operating Expenses	$85,364 - LCFF - 1000-1999 Certificated Salaries $11,941 - LCFF - 2000-2999 Classified Salaries $31,047 - LCFF - 3000-3999 Employee Benefits $743 - LCFF - 4000-4999 Books and Supplies $23,302 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal 4, Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	$25,200 - LCFF - 1000-1999 Certificated Salaries $5,567 - LCFF - 3000-3999 Employee	$0 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 3000-3999 Employee Benefits

Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Support schools with positive academic and behavior programs (i.e Characters Counts, CHAMPS, Kelso Choices, Capturing Kid's Hearts, AR Incentive Programs, Spirit Assemblies, etc.) that promote student engagement, especially for English Learners, Low Income and Foster Youth	Benefits $1,982 - LCFF - 4000-4999 Books and Supplies $51,000 - LCFF - 5000-5999 Services and Other Operating Expenses $7,116 - Federal Revenues - Title I - 4000-4999 Books and Supplies $2,089 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses $443 - Federal Revenues - Title I - 7000-7499 Other	$0 - LCFF - 4000-4999 Books and Supplies $49,000 - LCFF - 5000-5999 Services and Other Operating Expenses $0 - Federal Revenues - Title I - 4000-4999 Books and Supplies $5,020 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses $395 - Federal Revenues - Title I - 7000-7499 Other

Goal Analysis

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

The District continues to have a strong focus on supporting the whole child. All 8 actions were implemented. Even during the school closures due to COVID-19, students who had access to counseling and social/emotional support, still continue to have access to these services. Students in grades TK-6 continue to report having positive relationships in schools. The students in grades 3-6 did report feeling safe in school, however, some of the students mentioned concern from the Saugus High School shooting and wanted to have the Sulphur fences at school built higher for protection. The school shooting that occurred this past year did affect our students emotionally, and the District has continued to provide resources to students. We have continued to support students and staff by having a Behavioral Team in place that can assist teachers with assisting students to access their core academic programs. The LVNs all supported Low Income, English Learners, and Foster Youth. The District's School Social Worker continued to make differences in the lives of students by supporting those students in need and also working to support parents to bring their children to school and on time which resulted in a reduction of the District's chronic absenteeism rate.

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

The District continues to ensure that multi-tiered systems of supports are in place at all 9 schools. Administrators met with families and teachers to discuss needs of students and held Student Study Team meetings for those students who were at-risk and were in need of social/emotional support. The District increased its counseling services to students after the Saugus High School shooting that

affected many students in our District. In addition, the District had to close schools due to fires in October 2019. Some of our families lost their homes. Due to these emergencies that occurred, the District focused on ensuring that all of the students' needs were being met and that counseling was in place to assist those students that needed access to counseling services. Since the District was pro-active with supporting students with social/emotional supports, the student surveys continued to show that students do feel that they are supported in schools.

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California Department of Education
January 2021

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sulphur Springs Union School District	Dr. Catherine Kawaguchi, Superintendent	ckawaguchi@sssd.k12.ca. us (661) 252-5131

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Online curriculum to support student learning: Mosa Mack Science, Pathblazer Intervention, Social Studies Weekly, Creative Curriculum, and Teaching Strategies targeting English Learner, FY, LI, and Students with Special Needs.	143,086.00	179,885.00	
2. Imagine Literacy and Learning for English Learners (Online Literacy Program)	100,000.00	94,500.00	N
3. IXL Learning Platform for Students with Special Needs and English Learners	10,000.00	12,245.00	N
4. Purchase STAR Assessments for all students.	22,750.00	22,750.00	N
5. Provide full day transitional kindergarten at all sites to provide access to strong early childhood programs that will strengthen students social and academic skills, especially for unduplicated students.	670,000.00	769,096.00	Y

6. Purchase of hand sanitizer, wipes, PPE, and barriers to support classroom learning environments.	823,319.00	923,870.00	N
7. Purchase of additional school supplies so that students have access to individual supplies during the instructional day targeting English Learner, FY, LI, and students with Special Needs.	155,000.00	125,573.00	N
8. Purchase California State supplementary and/or digital standards based materials (i.e. Renaissance Products, etc.) to assist with intervention for students at risk and support enrichment programs, especially for Low Income, Foster Youth and English Learners.	200,000.00	194,962.00	Y

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

Action # 1 - The District saw a need to support all students with online curriculum such as Pathblazer and Social Studies Weekly and expended more on these softwares than originally had planned due to the COVID-19 pandemic and students learning from home.

Action # 5 - One of the District school sites, Mint Canyon Elementary, had one additional TK class added to its campus to support the unduplicated students to mitigate learning loss.

Action # 6 - The District continues to monitor Personal Protective Equipment and disinfected supplies in order to be in compliance with the Los Angeles Department of Health guidance. The District is scheduled to spend more in this area than originally had anticipated.

Action # 7 - The District shifted expenditures from purchasing additional supplies for students to online curriculum based on students' needs.

Analysis of In-Person Instructional Offerings

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

year. Successes of In-Person Instructional Offerings

The SSUSD is pleased with the successful processes that were developed, initiated, and refined to support in-person learning, as well as the development of a comprehensive in-person learning schedule. The District engaged in several Task Force meetings focused on instructional program offerings to support student learning. We were pleased to have support from several stakeholders including

parents, certificated and classified staff and District administrators who gave input on various options for students and staff. Additionally, several Stakeholder meetings and Board meetings were conducted to share information with the public. Feedback from stakeholders also included survey data to determine the needs of students and staff on how to return to school for in-person and online instruction.

In-Person Instructional Option

In response to the feedback received, the District successfully offered two instructional programs for students. As a result of the input from stakeholder meetings and Sulphur Springs Union School District Board meetings, the District implemented an AM/PM Instructional Program model for in-person instruction. The AM/PM Instructional Program model was as follows:

- Students attend school for in-person instruction 2.5 hours a day, 4 days a week (Monday, Tuesday, Thursday and Friday) with the remaining state required instructional minutes being completed at home in asynchronous learning.
- Attendance was taken daily.
- ½ of the class attended school in the AM; while the other ½ attendees in the PM
- On Wednesdays, teachers provided 105 minutes of live online synchronous instruction, and then students engaged in asynchronous work at home. Thorough cleaning and disinfection of the classrooms took place on these Wednesdays of remote instruction with the remaining state required instructional minutes being completed at home in asynchronous learning.

Student Supports

Successful in-person instructional offerings included student supports. The Sulphur Springs Union School District provided support for in-person learning utilizing District-Adopted and supplemental curriculum. The District adopted materials to continue to support the CA Common Core standards. Within each program teachers were able to assign students grade-level material as well as differentiate instruction using their leveled materials.

The District worked with teachers, administrators and families to successfully return students with special needs to in-person learning in October. We began in-person learning with supporting students who were at a greater risk of experiencing learning loss, those at greater risk returned to school on a staggered schedule earlier than the remaining population of students. Students with Special Needs, Primary Students (TK-3), English Learners, Foster Youth and students of low socio-economic status returned to school prior to students outside of these target groups. All other students that did not fall within a targeted or specialized student group returned to school within a hybrid model based on guidance from the Department of Public Health and California Department of Education.

In addition, students at two of our schools had access to an onsite program funded with the Afterschool Safety Education and Safety (ASES) Grant. This program provided the District with staff to support at risk students for in-person instruction during distance learning.

Students met on site and were supervised by Curriculum Specialists during synchronous and asynchronous learning. Students were able to have personnel available to support them if they had questions or difficulties with technology and academic content.

During in-person instruction, the District not only supported academic needs but also had a focus on the social emotional well being of students. Students in need of social emotional support had continued access to the District Social Worker, school psychologists as well as counseling services. In addition to teacher feedback and family check-ins, to monitor progress, the District utilized the Aeries system paying specific attention to attendance to monitor engagement. Principals follow up with families who have not participated in at least three consecutive days of instruction. The District continued to use a multi-tiered system of support to identify needs and provide additional opportunities for students which included participation in social skills groups, counseling, and access to resources for parents and families.

Challenges of In-Person Instructional Program

The District was proud of the instruction and supports that we were able to provide our students during in-person instruction. A challenge that the school district experienced was that the stay at home order, issued by the State and local health department, required most of our students to learn from home over half of the school year. However, on February 22nd, the District was able to open for in-person instruction for the general population, which alleviated the challenges of students having to learn from home.

The District met with stakeholders which included teachers and administrators to determine how best to support students in-person. A plan was developed which included professional development, schedules, and instructional support to meet the needs of students who attended in-person.

Another challenge included how to ensure that students would have individual access to technology, supplies, and materials. The District purchased additional devices and hot spots, as well as, instructional supplies to overcome this challenge. When the District was able to bring back students for in-person instruction, students were only to interact with their own materials, following the Reopening Safety Protocols. The District provided additional resources to be used in the classrooms to prevent sharing and cross contamination during in-person learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Extra Duty Pay for Teachers' Summer Work on Priority Standards and Curriculum Guides	2,000.00	677.00	N
2. WIFI Devices: additional devices were purchased to support students in foster care and homeless students.	155,915.00	192,052.00	N
3. Supplemental Online Materials: Pathblazer, Studies Weekly, Mystery Science, Mosa Mack, IXL, etc. targeting English Learners, FY, and LI.	302,119.00	362,258.00	N
4. Print materials: additional materials were purchased in ELA and Math to support foster care and homeless students who may not have access to online learning on a consistent basis.	10,000.00	11,754.00	N
5. School supplies: additional school supplies were purchased for students to support online learning.	140,000.00	148,294.00	N
6. Provide Computer Lab Assistants as well as supplementary materials at all sites to support unduplicated students skills to meet grade level standards and provide them training.	260,000.00	394,989.00	Y
7. Certificated support Learning@Home Online Program targeting English Learners, FY, LI, and students with Special Needs.	176,914.00	254,317.00	N
8. Purchase 1:1 iPads or Chromebooks for all students.	591,040.00	515,328.00	N
9. Purchase 1:1 iPads or Chromebooks (Coverage) for all students.	150,156.00	150,156.00	N

10.After School Supplemental Learning Academies for English Language Learners, Foster Youth, students at risk	46,800.00	8,000.00	N
11.Provide dedicated staff professional development time (six full days) to disseminate District initiatives that support targeted subgroups English Learners, FY, and LI).	750,348.00	731,975.00	Y
12.Materials/Supplies for After School Supplemental Learning Academies targeting English Learners, FY, LI, and students with Special Needs.	10,000.00	4,000.00	N

13.Provide collaboration time for administrators and teachers to support students, especially English Learners, Foster Youth and Low Income, by monitoring student data, providing interventions, and enrichment activities during and outside of the school day in order to support mastery of grade level standards.	300,000.00	241,681.00	Y
14.Winter and Summer Academy targeting English Learners, FY, and LI.	40,000.00	0.00	Y
15.Optional Professional Development for Teachers After School targeting English Learners, FY, LI, and students with Special Needs.	100,000.00	177,986.00	N
16.Provide staff professional development, conferences, and workshops to support the educational program in all content areas (Ex. ELA, ELD, math, science, ect) for unduplicated students.	278,000.00	144,926.00	Y
17.Targeted training for foundational skills to support English Learners and Special Education students is being offered to primary teachers. Orton Gillingham training will support teachers in providing targeted instruction for students who need primary skills support.	10,000.00	12,750.00	Y
18.Technology Support for Distance Learning (Personnel and Materials) targeting English Learners, FY, LI, and students with Special Needs.	212,412.00	202,477.00	N

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

Action #1 - The Educational Services Department worked with the teachers on Prioritizing Standards and Curriculum for all students during the summer and beginning of the school year. The need for additional teacher extra duty pay was not needed as much since teacher input was taken into consideration during the first three days of professional development.

Action #2 - Additional purchase of WIFI devices was needed to support the distance learning of all the students.

Action # 3 - The District continued to monitor students learning during distance learning and purchase additional software to facilitate student learning. This included additional Benchmark Education Support, BrainPop, Curriculum Associates, Seesaw, and Learning Without Tears.

Action # 6 - The COVID-19 Pandemic brought a technological need to all students but especially for unduplicated students. The District had Computer Lab Assistants work additional hours to support these students and their parents connect to their classes on a daily basis. The District also purchased additional Supplemental Materials for these students to mitigate learning loss as much as possible. Some of these intervention softwares included IXL, Explore Learning, Nearpod etc.

Action # 7 - Certificated employees were shifted to support students Learning at Home Program in order to help with Distance Learning, to help students stay connected, and to mitigate learning loss as much as possible.

Action # 8 - The District shifted some of the chromebook expenditures to support additional WIFI-devices since there was a greater need in that area. The District used other federal one time funds (ESSER II) to support the purchase of additional chromebooks.

Action # 10 and #12 - The District had planned to provide After School Supplemental Learning Academies for English Language Learners, Foster Youth, and students at risk but unfortunately, not many teachers elected to teach in this academy. The District shifted these funds to have additional certificated employees help these students during the school day.

Action # 11 - The District continued to provide staff with six full days of Professional Development to help mitigate learning loss for unduplicated students. There were less staff to provide this training due to an enrollment drop of 258 students.

Action # 13 - Collaboration for administrators and teachers to support unduplicated students continued to be a focus of the District. The District provided more collaboration during the Wednesday short days for this to occur, and was also cost effective since it occurred during the administrators' and teachers' work day. The savings of this was shifted to purchase more technology for students.

Action # 14 - The District was unable to have a summer academy targeting EL, foster and homeless students due to the uncertainty that COVID-19 brought during the summer of 2020. The District was able to have a winter EL academy, and used Title I and Title III

funds to support this. The funds budgeted in this category were used to support supplemental online intervention to unduplicated students.

Action # 15 - Orton Gillingham training for all primary teachers has become a strong focus of the District in order to help mitigate learning loss. Additional funds have been added to this category to help support the Districts goal of having all teachers trained with Orton Gillingham.

Action # 16 - Staff Development occurred more frequently this year due to distance learning. Many of these professional developments were done on Wednesdays, as well as, before and after school. The savings were shifted to support supplemental materials for unduplicated students.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil

Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes of Continuity of Instruction

The Sulphur Springs Union School District currently utilized District-Adopted curriculum and supplemental materials, as well as, research-based instructional strategies to provide rigorous instruction aligned to the California Common Core Standards and targeted to meet students' needs. This commitment to successful standards based instruction continued during distance learning.

The District's Educational Services Department met with a cohort of teachers and administrators within an Instructional Task Force and Curriculum Council to discuss instructional priorities when starting the 2020-2021 academic school year. The teams utilized the input

and feedback from stakeholders and worked with experts in the field of education to identify priority standards and revise Curriculum Guides with a focus on mastering the priority standards. The Curriculum Guides highlighted the units in the District adopted curriculum in which the Priority Standards were addressed. The Curriculum Guides also included dates for District Assessments that were aligned to these Priority Standards. These District Assessments were administered at the Beginning of the Year (August), Fall (October), Winter (February) and in the Spring (May) to collect baseline data and measure progress throughout the year. These District Assessments included ESGI for Transitional Kindergarten through first grade, STAR Reading and STAR Math for second grade through sixth grade. Data from these assessments were utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

Students continued to receive grade level instruction whether during Distance Learning or on site for in-person learning. During the remote learning, the District continued to provide grade-level instruction through digital resources in the adopted curriculum, as well as by providing printed materials to students and families prior to the start and throughout the school year. During remote learning, teachers utilized Google Classroom and/or Seesaw as a Learning Management System to serve as a virtual "classroom," in which teachers posted announcements, students submitted work, and work could be returned and graded. Additionally, students participated in synchronous and asynchronous learning experiences to access grade-level content. Synchronous instruction took place throughout the day using Zoom or Google Meet, and teachers met with students in whole group and small group sessions to address academic and socio-emotional needs. Asynchronous instruction included instruction, practice, and review of core curriculum and additional supplemental programs.

One area that was very successful was the use of online supplemental instructional programs to support core instruction, intervention and enrichment. Additionally, the District provided resident artists to deliver Visual and Performing Arts lessons for all students TK-6.

Challenges of Continuity of Instruction

The SSUSD was very diligent in ensuring that processes and programs were in place to keep learning at the forefront. Sincel school

districts experienced the challenge of online learning, this was a new learning environment for SSUSD which created the need for additional support with implementing curriculum, technology, differentiated professional development, support for classes, and online programs in a virtual environment.

Successes with Access to Devices and Connectivity

The District successfully provided 1:1 devices for those students who needed them in the District as well as hotspots for families/staff who do not have internet access or a device at home. Feedback was solicited by teachers who were actively speaking with families to identify needs and provided the appropriate devices and support. For families who were unable to physically pick up devices, Federal Express was utilized to mail devices home to families. For students with Special Needs, the Technology Services department worked cohesively with the Educational Services and Special Education departments to identify specialty devices or online applications to prepare and distribute to those families. TK-1st grade students received iPads and 2nd-6th grade students received Chromebooks. In addition, hotspots were purchased and issued to families who did not have internet access at home. To reach out to families who did not have access, District office staff made phone calls and sent emails until contact was made with families.

Challenges with Access to Devices and Connectivity

The SSUSD provided 2680 chromebooks to 3rd-6th grade students, 1,858 iPads to TK-2nd grade students, and 676 WIFI devices to all students as needed. The use of these devices supported students with online learning and access to instructional programs in a virtual environment. However, some students struggled with the use of the technology. Depending on where students lived, they may or may not have a successful WIFI connection, even with District supported devices. In several households, students had to compete for devices and WIFI connectivity with siblings and working parents. This makes teaching and learning more difficult for some students. To mitigate this concern, the District deployed several devices to each household as requested or needed for student use. In addition, school site and District office staff conducted home visits to support families that had difficulty getting online. Families were also encouraged to reach out to site and District Computer Tech personnel if needed.

Success with Pupil Participation and Progress

The SSUSD successfully measured pupil participation through a Student Information System (SIS). Student engagement was documented daily. In addition, since March 2020, the special education teachers kept a log for each child documenting student engagement, assignment completion, and specialized services. In the Fall of 2020, all general education teachers also began keeping a log of synchronous or asynchronous instruction that included participation and a tracking of assignments electronically.

The District utilized a Weekly Engagement Document, provided by the CDE, to track synchronous and asynchronous learning as well as assignment tracking. Time value of student work followed already established guidelines of student work value in our independent study program with each teacher assessing the time each child would need to complete a particular assignment. These documentation logs were signed weekly by teachers certifying the time and assignments given/completed.

The District continued to monitor academic progress by utilizing District adopted assessments, as well as curriculum based assessments. District adopted assessments were administered at the beginning of the year (August), Fall (October), Winter (February) and Spring (May). These assessments included ESGI Reading and Math (K-1), STAR Reading (2-6), and STAR Math (1-6). Professional Learning Communities consisting of principals, teachers, and other support staff reviewed the data and determined any needs for additional intervention, enrichment, and support.

Academic assessment data was triangulated with Weekly Engagement logs to determine if supports were necessary to increase engagement for students while participating in distance or in-person learning.

Challenges with Pupil Participation and Progress

Ensuring students had accurate engagement and attendance was a focus for the District. Teachers were trained on how to take attendance online and how to support student engagement on a daily basis. The understanding of the requirements for student engagement did create some challenges for a few families, in that they wanted a more independent learning experience for their child.

The District had a few students who were not engaged while participating in learning online. To mitigate this concern, District and/or site personnel conducted home visits to meet with families and students to problem solve and remove barriers to instruction and learning. Additionally, at home learning students, who were at risk, were invited to participate in on-campus classes to monitor asynchronous learning with staff.

Success with Distance Learning Professional Development

The Sulphur Springs Union School District successfully responded to distance learning through focused professional development dedicated to supporting technology, online curriculum and distance learning. The SSUSD continues to provide high-quality professional development for classified staff, teachers, principals, and District administrators throughout the year.

In addition to ongoing professional learning opportunities, teachers have participated in 32 hours of virtual professional development to support Distance Learning. Professional development included training in delivery of instruction through live platforms such as Google Classroom, Zoom, Seesaw, and Youtube for Teachers. Professional Development for instructional online programs included Edgenuity:Pathblazer, Mosa Mack Science, Social Studies Weekly, Math Expressions, Think Central and Benchmark Advance to support online access and learning. These platforms and instructional programs are utilized in an online and in-person environment. An additional support and opportunity for professional learning for teachers includes access to District Instructional Technology personnel and site computer lab technicians to answer questions and problem solve. Teachers are able to ask questions, learn how to navigate technology and online curriculum.

One area that we are most proud of is the targeted training for foundational skills to support English Learners and Special Education students, which is offered to primary teachers. Orton Gillingham training supports teachers in providing targeted instruction for students who need primary skills support.

Challenges with Distance Learning Professional Development

Teachers participated in several hours of professional development to refine their skills with online programs as well as online learning management systems. To avoid having to obtain substitute teachers to release classroom teachers for professional development, the District delivered professional development in an online environment. This was a challenge in that it may seem impersonal and resources may be less easily accessed. Supporting teachers with diverse learning needs and styles within a virtual environment was challenging, as well, because participants had differing skill sets with regard to technology. To mitigate this concern, professional development was offered based on teacher need - beginner, intermediate, and advanced.

Success with Staff Roles and Responsibilities

To meet the needs of students in response to public health protocols, in-person, and virtual learning, classified staff supported the implementation of the Reopening Protocols as well as continued to support certificated staff with assisting the instructional program.

For certificated staff, teachers did an extraordinary job of instructing students, both online and in-person. In addition, all of our educators attended numerous hours of professional development and training to learn how to ensure that the standards are being taught and student needs are being met. Further, the District's Social Worker, school psychologists as well as counselors provided social/emotional support as needed and worked with families to engage them in the remote learning environment.

Challenges with Staff Roles and Responsibilities

Due to the very strict health and safety protocols that schools were required to adhere to, staff had to focus on making sure that all health and safety protocols were followed, as well as ensuring that students were being delivered an exemplary education. In addition, the strict transportation safety protocols that were mandated by the local health department created additional challenges since the District was limited to the number of students that could be transported to and from school. Before the pandemic, the District transported over 900 students, many of which were from low income families. The District was only able to provide transportation services to students with special needs that required transportation per their IEP, and for a very limited number of students with unique needs.

The District planned to provide after school supplemental learning academies for English Learners, Foster Youth and students at risk. However, it was a challenge to find enough teachers who elected to participate in this academy. The District shifted these funds to have additional certificated employees help students during the school day.

Success with Supports for Pupils with Unique Needs

The success of supporting students with unique needs involved collaboration with several departments. We are proud of the initiative to provide technology for all students. More specifically, students with unique needs were provided with ongoing technological support to access online programs. This included the purchase of additional WIFI devices, additional online educational and developmental programs, additional print materials, and additional learning supplies for students to use at home and once they returned to the classroom on site.

Upon completion of assessments, the data was analyzed by administrators and teachers to determine if additional supports were necessary to meet the needs of English Learners, students with exceptional needs, students in foster care, and homeless students. The District implemented an After School Supplemental Learning Academy to provide an additional 30 minutes of synchronous instruction two times a week after school.

English Learner students, including new comer students, and those at risk of becoming Long-Term English Learners, were provided with supplemental programs to support language acquisition. The Imagine Learning Program was provided solely for this student group.

Based on ELAC data, local assessment data and teacher input, these students were provided targeted instruction and online intervention programs (Imagine Learning and IXL) .

Foster Youth and homeless students were provided with access to supplemental instructional materials online. Additional licenses of

the IXL program were purchased to support Tier II intervention for these student groups. Furthermore, students were offered the opportunity to engage in asynchronous learning within a physical classroom at the school site. Students were provided with in classroom supervision and support. This provided the opportunity to engage in in-person learning during asynchronous time.

Socio-emotional data is also reviewed as reported by parents and teachers to determine if at-risk students need additional support through school-based counseling, or the support of the District Social Worker, school based counselors and/or school psychologists.

Students in special education and English Learners have been provided with Imagine Learning. This online program supports English Language Development and language comprehension skills for students with diverse learning needs.

Additionally, Intersession Academies during Winter took place to support English Learners, Low Income, Foster Youth, homeless and students with exceptional needs. This was provided for students to mitigate learning loss. Schools utilizes District Assessment data to refer students for these academies, and instruction targets specific needs based on the data.

Challenges with Supports for Pupils with Unique Needs

Students with unique needs may have challenges. It was important that we supported all students which meant that instruction, both in person and online, needed to be differentiated regularly. Some students with unique needs were better able to learn in-person rather than online. In that case, students were allowed to return to in-person learning within a small cohort. Also, delivering support services in a virtual environment was less effective for some. Again, students were brought in so that support services could be provided in person. Another challenge included how to deliver services to multiple students in-person.

Lastly, we found that some developmental curriculum was not built for online learning. To remedy this concern, the District invested in several online resources to support developmental programs for students with unique needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. School supplies for students who participated in 1st Grade Academy	1,500.00	250.00	N
2. Teacher supplies for 1st Grade Academy	500.00	250.00	N
3. Teacher extra duty for PD, planning and delivery of instruction during the 1st Grade Academy.	7,715.00	7,816.00	N
4. Winter and Summer Academy, targeting English Learners, FY, LI, and students with Special Needs.	Please see above in Distance Learning Program section	Please see above in Distance Learning Program section	Y
5. Curricular programs: Mosa Mack, Pathblazer, Studies Weekly, STAR Math (See above) targeting English Learners, FY, LI, and students with Special Needs.	Please see above in Distance Learning Program section	Please see above in Distance Learning Program section	N
6. Extended Learning/Tutoring targeting English Learners, FY, LI, and students with Special Needs.	Please see above in Distance Learning Program section	Please see above in Distance Learning Program section	N

7. Certificated Support targeting English Learners, FY, LI, and students with Special Needs.	1,331,371.00	838,654.00	N
8. Classified Support targeting English Learners, FY, LI, and students with Special Needs.	29,735.00	264,837.00	N

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

Action # 4 - The District was unable to have a summer academy targeting EL, foster and homeless students in all grade levels due to the uncertainty that COVID-19 brought during the summer of 2020. Consequently, the summer academy was reduced and only focused on 1st grade students that were EL, foster and homeless.

The District was able to have a winter EL academy but used Title I and Title III funds to support this. The funds budgeted in this category were used to support supplemental online intervention to unduplicated students.

Action # 7 - The District had originally planned to provide certificated staff to target unduplicated students' needs but had to shift funding to support students with intervention programs such as Imagine Learning, IXL, and Orton Gillingham PD as well as providing more classified support.

Action # 8 - The District shifted classified staff to support students with mitigating learning loss as well as transportation.

Analysis of Pupil Learning Loss

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

Successes of Addressing Pupil Learning Loss

A focal point for the SSUSD was to lessen the effects of learning loss for students during distance learning. In March 2020, the Sulphur Springs Union School District successfully transitioned all students to a distance learning model. All TK-6th grade students had access to synchronous and asynchronous online instruction, review and practice, and print materials to supplement instruction.

The District's Educational Services Department provided lessons and resources to assist teachers in planning content area instruction, supplemental curriculum, and enrichment. Online meeting sessions using Google Meet or Zoom are scheduled to target students' instructional needs and provide a socio-emotional connection for students with their teachers and with other students. For students who had difficulty accessing online materials, paper and pencil packets were also provided, as well as regular check-ins with students and families through phone calls and home visits if necessary.

There were several successful practices that were implemented and refined to mitigate learning loss. The District provided 1st grade students the opportunity to participate in an academic academy focused on foundational skills in Language Arts and mathematics. Students were identified based on Winter Benchmark Assessment scores, as well as scores on the second trimester report card.

Because primary foundational learning skills are important, the District also provided a Winter Academy for students. This academy focused on basic phonics, reading and writing skills, as well as, foundational math skills.

At the beginning of the school year, teachers administered the STAR Reading and STAR Math assessment to gain an understanding of each student's instructional level in reading and math. The data from those assessments were utilized to plan for synchronous instruction, as well as to create an online pathway for learning utilized during asynchronous instruction. Assessments were then administered in Fall (October), Winter (February), and Spring (May) to determine effectiveness of programs. In addition to these District assessments, teachers used curriculum based formative assessment and anecdotal evidence to monitor progress of students and determine program effectiveness. Data was also used to determine which students needed intervention through a multi-tiered support system, which included the student success teams from each school.

In addition to core instruction and monitoring for all students, English Learner students had access to online and print materials focused on the English Language Development standards for language acquisition. Teachers had access to thematic units posted and shared across the District. Teachers also regularly participated in Professional Development throughout the year to ensure that instruction in English Language Development was truly meeting students' listening, speaking, reading, and writing needs. English Language Development lessons took place both synchronously, through live teaching sessions, and asynchronously, with the use of tools such as Seesaw, Flipgrid, BrainPop.

Low Income students were provided with targeted instruction focused on foundational ELA and math skills. With the use of diagnostic assessments, STAR and ESGI, and progress monitoring tools - curriculum based assessments, STAR, ESGI, IABs and common formative assessments, students were provided scaffolded instruction to fill learning gaps while also learning grade level standards.

The use of Pathblazer and IXL and BrainPop provided academic intervention.

Foster Youth students were provided academic and social emotional support. Students participated in curriculum that was standards based, and had access to intervention through the adopted curriculum and supplemental programs. Students who needed social emotional support, had access to the District Social Worker and counseling services. These resources assisted in removing barriers to learning.

Students with Special Needs had access to various academic and developmental curricula which supported students who were on grade level, may have needed remediation and /or intervention, as well as, those who needed advanced learning. Curriculum included materials used with general education students and developmentally appropriate curriculum to address the needs of students with autism, developmental issues, and other specialized needs.

Homeless Students were provided with support to remove barriers to access and academic achievement. In addition to general education materials and supplies, homeless students were supplied with additional resources to support learning. This included, but was not limited to, online resources such as Pathblazer and IXL, as well as, programs that could be accessed offline.

Challenges of Addressing Pupil Learning Loss

As the District engaged in academic and social emotional support for students, it was important to have a clear measurement of how students were performing. One major challenge was how to ensure academic data from local assessments, given remotely, wee accurate. Some students' performance may have been inaccurate if they had received support in the home. This was especially challenging when preparing for interventions with students.

Analysis of Mental Health and Social and Emotional Well-Being

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

Successes of Mental Health and Social Emotional Well-Being

Due to the stress caused by the pandemic and students not being able to access in-person learning in August, the District ensured that students would be provided mental health support as needed. The District has continued to have focus on supporting the whole child, academics as well as social emotional needs.

The District's Social Worker, School Psychologists, and School-based Counselors worked with teachers and site administrators to monitor all students as they transitioned back to on-campus learning. An emphasis was placed on watching for signs of trauma and other impacts of COVID-19. In the fall, teachers and site administrators received training on universal whole-class strategies to support all students. A protocol was followed by teachers and site administrators to monitor students who needed more support, making referrals for SST, site-based counseling, evaluation, and/or for outside counseling services as needed.

SUPPORT FOR STAFF:

Not only was there an emphasis on supporting the students who may have needed social/emotional support, the District also focused on supporting staff so that they were able to support the mental wellness of their students as well as themselves. Staff to staff relationships were encouraged in order to provide the space for collaboration and growth. Principals worked with their staff to place an emphasis on staff wellness, which fostered building and nurturing relationships with colleagues and students. Staff were also provided information regarding meditation, weekly positive affirmations, and self-care activities to reduce feelings of stress, isolation, and burnout. Staff training was with the school psychologist and/or District Social Worker present, in order to highlight the importance of self care; and staff were encouraged to reach out for support.

MAINTAINING RELATIONSHIPS:

There was a focus on staff-staff, staff-student, and student-student relationships since these are the foundations of connectedness to the school community, and these connections fostered the feelings of well-being that allowed for a healthy learning environment. Maintaining these connections was especially important when staff and students may have felt isolated during the pandemic. The following was put into place to address this need:

- Teachers built in student-student interaction time during Zoom sessions when possible.
- Teachers created Zoom lunch breaks to allow for collaboration and to prevent feelings of isolation.
- Staff had access to self-care resources made available to help reduce feelings of isolation, burnout, and compassion fatigue
- Staff were being given professional development opportunities to promote wellness.

SUPPORT FOR STUDENTS:

Teachers, District Social Worker, School psychologists and counselors played a huge part of our success with supporting students since they were there to support students adjusting to fearful and traumatic situations such as the pandemic. Teachers and support

staff helped students make sense of any confusing or difficult information in order to help them refocus their attention toward school.

Teachers were trained to provide universal, whole-class strategies to support all students, and a protocol was followed to identify and support students needing additional resources.

Challenges of Mental Health and Social Emotional Well-Being

Some of the challenges were training staff and coordinating schedules to attend staff meetings. The District Social Worker, School psychologists, and counselors met with students and also tried to provide training. The District continued to have a focus on student needs, and therefore worked on providing one-on-one counseling, home visits, and providing resources to families as needed. In addition, since not all of the students who were in need were in-person, staff had to adjust schedules to ensure that they were conducting virtual as well as in-person counseling sessions as needed. The Director of Special Education continued to monitor student needs with the support of the school staff and District staff. Schedules were adjusted to meet the needs of students.

Analysis of Pupil and Family Engagement and Outreach

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

Successes of Pupil and Family Engagement and Outreach

The Sulphur Springs Union School District continued to be committed to providing opportunities to assist all parents in supporting their students to become college and career ready. There was a continued focus this year to have parents be engaged with their schools. The District and school sites engaged families by providing virtual meetings, ongoing communication, in both English and Spanish, through phone messages, electronic flyers, and utilizing the ParentSquare communication system. The successful use of the ParentSquare platform allowed two-way communication between the school/District and home. Since the system translated all communications in the families' home language, it allowed staff to be more connected with their families. In addition, ParentSquare provided both staff and families a stronger partnership.

Throughout the year, teachers provided synchronous and asynchronous instruction for students on a daily basis through online instruction. Attendance was taken each day to indicate if a student was engaged or not engaged through the online SIS system, Aeries.

If a student was not engaged, the classroom teacher made contact by calling the parent and/or emailing the parent through the

ParentSquare system (Tier 1). If the family was still unable to be reached and the teacher was not seeing the student engaged with learning, the teacher contacted the school Principal for assistance. The school office then called the family (Tier 2). If the student was still not engaged, then the Principal made direct contact with the family (Tier 3). Tier 4 was implemented with the Principal and Social

Worker going to the student's home for a wellness check and worked with the family to see what supports needed to be in place to re engage the student back into the educational setting if Tier 3 is unsuccessful. All attempts made by teacher, school office staff, Principal, and Social Worker were documented in the Attendance to Attendance Reporting System as well as in Aeries, Student Information System. In addition, the School Attendance Review Team (SART) and the School Attendance Review Board (SARB) was utilized to support families struggling with attendance issues. Student engagement has continued to be a priority for the District.

Challenges of Pupil and Family Engagement and Outreach

Ensuring that students and families were engaged with the schools has continued to be the focus for this year. Since in-person meetings have not been allowed on school campuses, administrators conducted meetings with families virtually. In some cases, these meetings have been better attended than when we were in-person, however, for parent conferences, IEP meetings etc., it created more of a challenge for teachers and administrators to develop stronger relationships with their families. We also had some families struggle with using and having access to technology to engage in meetings at school sites. Even though the District provided all families with hot spots and devices as needed, we had some families needing additional support with this.

Analysis of School Nutrition

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

year. Successes of School Nutrition

In the Santa Clarita Valley, we have been very fortunate to have the School Day Cafe, SCV Food Services Agency, provide meals for the Sulphur Springs Union School District students. While all schools had students learning online, meals were served outdoors to adult drivers as they drove through the school parking lots.

On September 3rd, the District received a waiver to be able to serve any child between the ages of 1-18 years of age a free meal through December 31, 2020. The children received one bagged/boxed breakfast and one lunch Monday through Friday, except on holidays. With this waiver, the District was able to feed more children and support the community that lives in the District's boundaries.

Following December, the Director from the School Day Cafe applied for an additional waiver to continue to serve students ages 1-18 years of age a free meal through September 2021. This was approved. All students, even those attending in-person as well as learning at home, had access to a free meal each day plus weekend meals.

While meals were being served, nutrition staff continued to implement all mandated protocols to support the health and safety of students and staff.

Challenges of School Nutrition

In August, schools were challenged with making sure that families filled out their Food Services application. This was a great challenge since schools did not have students and/or families coming to the school campuses. The District worked with families to fill out the forms, and were able to successfully get several to complete the process before the deadline in December.

With the return of students for in-person learning, the challenge was having to seat students 6 feet apart during meal times and have enough space to feed students and supervise them at the same time. The safety protocols of 6 feet during meal time created great challenges for schools to find alternative locations on campus to feed students, and have staff to supervise and clean/disinfect after each stable group of students enter the area.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health & Social & Emotional Well-Being	1. District Social Worker: support students and families during physical school closures as well as staff members as a result of the COVID-19 pandemic.	32,000.00	56,403.00	N
Mental Health & Social & Emotional Well-Being	2. District Social Worker:Provides additional monitoring and support to students in need due to physical school closures. The type of support provided will be centered around wellness, pupil engagement, and nutrition. In addition, the Social Worker will provide training for staff and families- related to wellness as a result of the COVID-19 pandemic.	114,188.00	72,529.00	Y

Pupil Learning Loss	3. District Translator will provide translation services to families targeting English Learners, FY, and LI.	86,678.00	86,347.00	Y
Mental Health & Social & Emotional Well-Being	4. The Behavioral Intervention Supervisor and Behavioral Intervention Assistants will support students, especially Low Income, Foster Youth, and	278,000.00	269,897.00	Y

	English Learners to support student connectedness and access to the core program.			

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

Action # 1 and 2 - Mental Health Services continued to be a focus for our District during this pandemic. One time federal money was used instead of Supplemental money. This freed money to purchase intervention materials for unduplicated students.

Action # 4 - The Behavioral Intervention Program continued to provide services to our most needed population. There were savings in sub cost and extra hours since all students were learning from home for most of the year.

Overall Analysis

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

The LCAP goals of the Sulphur Springs Union School District continue to remain in place to guide and support the educational programs within the District. However, several actions within each goal were adjusted and/or added to support newly implemented policies, procedures, and practices in response to in-person and distance learning programs.

The health and safety protocols being implemented due to the pandemic have caused staff to adjust their instructional practices to continue to provide an exemplary educational experience for all students, especially those students who may be at risk. Staff have continued to implement several of the actions from the 2020-21 LCP and have adjusted several actions based on student and staff needs to form the 2021-2024 LCAP.

Goal 1: *In order to continue to strengthen student engagement and involvement for all students, including Low Income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.*

It is imperative that SSUSD continues to hire highly qualified staff to support the educational program and to ensure that outstanding educators are instructing all students, especially English Learners, Foster Youth and low income students. The Educational Services Department has shifted its focus when delivering professional development to target ways to assist students that may be at-risk, and how to support teachers with delivering a high quality instructional program. Teachers will continue to be offered professional development opportunities during dedicated professional development days, minimum days and after school.

The structures, policies, and procedures being implemented due to Covid-19 have informed our instructional practices as well as guidelines regarding health and safety. In preparation for a full return to in-person learning, the enhanced cleaning and safety procedures that have been implemented will continue to support Goal 1 of the LCAP.

The District will continue to provide a Learning @Home option for families who do not wish to return to in-person learning. To support families and student success during distance learning within this model, the District will continue to provide standards based instructional materials and support students and their families with online learning. Student progress will be monitored through local and classroom based assessments.

English Learner students will be provided additional supports through staff (Teachers on Special Assignment) dedicated to working with classroom teachers to differentiate instruction and provide coaching on integrated and designated English Language Development.

Homeless and Foster Youth were provided with additional supports to support instruction by removing barriers to learning. Using local assessment data, students within this targeted group were provided additional instructional time outside of the school day as well as access to supplemental online curricular resources based on their academic needs.

Goal 2: *Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.*

The SSUSD is committed to ensuring that students continue to receive a rigorous education both online and in-person. To that end, the District has implemented several initiatives which require ongoing professional development, supplemental curriculum and instruction, and opportunities for ongoing support from certificated staff to support student learning and teacher collaboration.

During distance learning, teachers had the opportunity to engage in focused professional development targeted toward online learning strategies, curriculum, technology, and learning management systems.

English Learning students were provided supplemental programs to support language acquisition. The Imagine Learning program was purchased for this targeted group to increase engagement and access to learning opportunities outside of the school day.

Homeless and Foster Youth were provided additional learning opportunities through academic academies during the summer and winter breaks. These students were targeted first to ensure that they were provided the opportunity to attend the unique program to support their academic and social emotional needs.

Goal 3: *All families and the broader community are welcomed and are partners in supporting the whole child.*

The District continues to engage and encourage families to be part of the school community. During the 20/21 school year, parents have been strong partners with school staff by making sure that their child was online ready for learning, and working with their child to complete the asynchronous work that was also required of students. In addition, several community partners supported families if there

were social/emotional needs that needed to be addressed. In addition, the District's Social Worker reached out to the community when there may be a need that could not be addressed by the school but could be addressed by community partners.

Goal 4:

All students, including Low Income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

The SSUSD is committed to focusing on the 'whole child'. This includes academic as well as social emotional learning. Teachers and administrators have participated in Trauma Informed Instructional practices which will help identify students who may be in need of additional social emotional support. We continue to have support from the District Social Worker and Counselors to provide students and their families with resources needed to remove barriers to learning. Additionally, low income families continue to have access to the Family Resource Center to obtain items that may be needed in the home so that students can access learning without the limitations of basic needs.

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

Pupil learning loss will continue to be assessed and addressed in the 2021-2024 LCAP through a focus on student academic and behavioral supports and individualized instruction.

In addition to core instruction and monitoring for all students, English Learner students will continue to have access to online and print materials focused on the English Language Development standards for language acquisition. Teachers will have access to thematic units posted and shared across the District. Teachers will continue to regularly participate in Professional Development to ensure that instruction in English Language Development is truly meeting students' listening, speaking, reading, and writing needs. English

Language Development lessons will take place synchronously, through live teaching sessions, and asynchronously, with the use of tools such as Google Classroom, Seesaw, Flipgrid, and BrainPop.

Low Income students will be provided targeted instruction focused on foundational ELA and math skills. With the use of diagnostic assessments, STAR and ESGI, and progress monitoring tools - curriculum based assessments, STAR, ESGI, IABs and common formative assessments, students will be provided scaffolded instruction to fill learning gaps while also learning grade level standards.The use of Imagine Learning Literacy, IXL and BrainPop will support supplemental academic intervention.

Foster Youth students will continue to be provided academic and social emotional support. Students will participate in curriculum that is standards based, and will continue to have access to intervention through the adopted curriculum and supplemental programs. Students who needed social emotional support, will have access to the District Social Worker and counseling services. These resources assist in removing barriers to learning.

Students with Special Needs have continued access to various academic and developmental curricula which support students who are grade level, may have needed remediation and /or intervention, as well as, those who needed advanced learning. Curriculum includes materials used with general education students and developmentally appropriate curriculum to address the needs of students with autism, developmental issues, and other specialized needs. To support students with specialized needs, IEPs and explicitly identified supports will be implemented along with tiered and scaffolded instruction. The goal is to make sure that all students receive a high level of personalized instruction that include parents and stakeholders to provide needed services that help the student succeed overall.

Homeless Students will continue to be provided with support to remove barriers to access and academic achievement. In addition to general education materials and supplies, homeless students are supplied with additional resources to support learning. This includes online resources such as Imagine Learning Literacy and IXL, as well as, programs that could be accessed offline.

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

The substantive differences for services contributing towards meeting the increase or improve services have been explained in each of the respective sections.

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

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

During the 2020-21 school year, staff have continued to excel in all areas to ensure that students are delivered an exemplary learning experience. The health and safety protocols that the District has been required to implement by the state and Los Angeles County Department of Public Health have created multiple challenges. However, the District has been able to continue to implement the goals and actions as stated in the 20/21 LCP, as well as, continue to implement several of the actions in the 19/20 LCAP to support students and staff. As reflected in the 20/21 LCAP surveys, parent advisory committee meetings, and student data, staff will revise the 2021-24 LCAP to meet the needs of students and staff.

As the District is preparing the 2021-24 LCAP, several actions will be continued from the 20/21 LCP and 19/20 LCAP since they target the needs of students and staff. Under Goal 1 of the District's 21-24 LCAP, it is imperative that the District continues to hire credentialed staff to support the educational program for all students, especially English Learners, Foster Youth and low income students, using standards-based materials. The Educational Services Department has shifted its focus when delivering professional development to target ways to assist students that may be at-risk, and how to support teachers with delivering a high quality instructional program. Teachers will continue to be offered professional development opportunities during dedicated professional development days, minimum days and after school. The District continues to be focused on making sure to implement all health and safety protocols, and therefore, will continue to ensure that students and staff are being educated and working in clean and safe environments. One area that has been a top priority since the District had to start the year being online with all students was making sure that all students are engaged and able to attend school when the District was able to reopen for in-person learning. Attendance continues to be an area of focus as well as making sure that students who have special needs, low-income, Foster Youth and homeless are able to be transported to school using the District's transportation system. The transportation of students by bus has been a challenge since the health and safety protocols have limited the number of students allowed on the buses. The District's Transportation Department continues to monitor which students are on the buses to ensure that student needs are being met.

Continuing to increase student achievement for all students, especially English Learners, Foster Youth and low income, will be a continued focus by providing state adopted core curriculum, as well as, intervention and enrichment opportunities. Continuously improving student outcomes is a primary goal within the SSUSD and in support of that expectation, teachers are provided with ongoing professional development and support for instructional programs and delivery. Goal 2, Action 1 of the SSUSD LCAP states, **"Provide staff professional development, conferences, and workshops to support the educational program in all content areas, i.e. ELA, ELD, Math, Science etc."** The professional development that is offered will enable teachers to stay current with practices focused on instruction, learning, and assessment.

During the school year, students were given District provided local assessments in the beginning of the year, fall, winter and spring. Data from these assessments enabled administrators and teachers to set instructional goals for students. This continues to support our commitment to increasing student achievement through progress monitoring and adjusting instruction based on student needs.

Students identified as needing additional support and those within specific student groups (EL, Low Income, Homeless, Foster Youth) participated in Winter and Summer Academies. These academies will continue for the next three years and which allows the District to focus on early interventions for students at risk and those with unique needs.

The District has continued to focus on making sure that families are welcomed and are partners in supporting the education of their child. Goal 3 of the 21-24 LCAP will have an even stronger focus on ensuring that families are part of the school and making sure that there is a committed focus on bridging home and school to enhance the educational program for students. The District will continue to provide schools ParentSquare since this has afforded the ability of school staff to communicate to families in their language and has allowed families the ability to communicate back to staff. Further, administrators are committed to making sure that families are part of parent advisory committees such as PAC, SSC, ELAC, and DELAC meetings since there will be a focus on mitigating learning loss,

especially for students who may be at-risk, as well as for English Learners, Foster Youth and low income students. In order to strengthen the home and school connection, the District will continue to provide social/emotional support by sharing resources to families that may be in need. Due to the pandemic, several families have shared that they are in need of basic supplies for their child. The District will continue to partner with the high school district as well as community partners in Santa Clarita to continue to deliver resources to families in need. Another area that has been shared by families is a need to continue to provide translation services for families. The District's unduplicated count continues to rise, and families have shared on the LCAP survey that there is still a need for more translation services. The District will continue to provide these services and explore ways to expand translation services to families in the coming three years. In order to also respond to the need of ensuring that families who have students that are English Learners, Foster Youth, and/or low income, the Educational Services Department will have staff that are dedicated to supporting parents by providing additional educational resources to further support and enhance the educational learning for this very targeted population of students.

Not only are staff committed to supporting the educational needs of students, but there is also a strong commitment to focus on the whole child, especially for English Learners, Foster Youth, and low income. In order to continue to support the whole child, Goal 4's action for the 21-24 LCAP will continue to center on providing a safe and healthy learning environment so that students achieve social, emotional, and academic success. During the pandemic, the District saw an increase in student needs for social/emotional assistance. The District's Social Worker, school psychologists, and counselors partnered together to address the mental wellness of students in need. Since teachers shared with administrators the need for social/emotional support for some of their students, the District continues to see the need of maintaining and possibly increasing counseling services for the 21/22 school year. The California Healthy Kids Survey was also administered to 5th grade students this year, and staff will analyze the data to determine if additional social/emotional supports are needed. With students returning for in-person learning full day, there continues to be a need for behavior intervention

support, especially for English Learners, Foster Youth, and low income, in regular and special education classes. The Behavior Intervention Supervisor and Assistants are continuing to support students by removing barriers that may be impeding them from accessing their educational program, and they are partnering with teachers to connect students to their educational program. Administrators are also continuing to work with their teachers to develop and strengthen their positive academic and behavior programs at each of the school sites. As reflected in the 20/21 LCAP survey, there is a strong response to continue to support academic and behavior programs that focus on continuing to strengthen relationships between students, families, and staff, and that further promote student engagement.

The District looks forward to implementing the new actions for the 2021-24 LCAP and will continue to analyze the data from the 20/21 school year to determine what actions need to be further revised to ensure that student needs are being met. Staff are committed to continue to meet with stakeholders to adjust educational programs as needed to mitigate learning loss, and also target the needs of students who may be at risk, especially English Learners, Foster Youth and low income students.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and

the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

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

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

  o Pupil Participation and Progress,

  o Distance Learning Professional Development,

  o Staff Roles and Responsibilities, and

  o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

  - o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

Learning Continuity and Attendance Plan.

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

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sulphur Springs Union	Catherine Kawaguchi Superintendent	ckawaguchi@sssd.k12.ca.us 6612525131

Plan Summary 2021-2022

General Information

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

The Sulphur Springs Union School District (SSUSD) is proud to be comprised of approximately 5,069 students in grades TK-6 with a student-teacher ratio of 25 to 1. There are over 23 different languages are spoken among the diverse student population (African American 5.7%, Asian 4.1%, Hispanic 57.1%, Native American .4%, Two or More 4.5%, White (not Hispanic) 21.6%). Our English Learners make up 17.4% of our total student population.

The TK-6 students at all nine sites are welcomed by dedicated staff that are committed to supporting learning to ensure ALL children an equal opportunity to achieve excellence through high quality, standards-based instruction in a safe and secure, nurturing environment. In the SSUSD, learning is supported through appropriate allocation and monitoring of fiscal resources to prepare students to work and function in a diverse, technologically dynamic world. Personnel are committed to work collaboratively toward these goals through positive interaction and communication with students, parents, community members and fellow staff, maintaining what has become our positive and unique "family feeling."

The District also takes pride with its partnerships throughout the Santa Clarita Valley. The Board of Trustees and Staff believe that it is important to collaborate with our community partners to further enhance student learning throughout the District. A few of the community partners that have continued to assist the District's goals of increasing students' achievements are: Santa Clarita Education Foundation, Canyon Country Library, William S. Hart Union School District, College of the Canyons, Arts for All, and approximately 90 community members that are part of the District's Student and Family Wellness Collaborative. The Collaborative is focused on making sure that the whole child and family are supported, and that they have opportunities provided to them to enhance their child's academic and social development.

The Sulphur Springs Union School District's Local Control and Accountability Plan (LCAP) captures the ideas and suggestions from several stakeholders, such as parents, students, and staff to further enhance and strengthen the actions and services provided to our students. The goal of the LCAP is to provide all students, especially English Learners (17.4%), socio-economically disadvantaged (54.0%), students with disabilities (13.5%), and Foster Youth (.57%), Homeless (.45) students with opportunities to fully reach their potential and achieve academic excellence.

Reflections: Successes

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

The Sulphur Springs Union School District is very proud of the growth it has secured for students over time. The District has maintained growth on student achievement

in the areas of language arts and mathematics. Careful planning, research, and strategic decision making have led to actions and services that support the goals developed for improved student outcomes. Many programs implemented through the LCAP, tier I instructional strategies, dedicated cooperative learning training/coaching, intervention programs outside of the school day/year, a solid technology infrastructure with a 1:3 Chromebooks ratio and a dedicated Parent Advisory Committee (PAC) contribute to continuous focus and improvement on the metrics outlined in this section.

In the area of English Language Arts, the 2019 CA Dashboard shows a green indicator with an average of 18.4 points above standard and none of our student groups received a red indicator.

The following student groups earned a blue indicator in English Language Arts which signifies very high rates of achievement with maintained or continued growth:
Asian: Increased (3 points) 66.8 points above standard
Filipino: Maintained (-.04 points) 70.7 points above standard

The following student groups earned a green indicator in English Language Arts which signifies high rates of achievement:
Two or More Races: Declined (12.0 points) 42.5 points above standard
White: Maintained (-0.6 points) 40 points above standard

African American, Hispanic, Socioeconomically disadvantaged and Students with Disabilities maintained growth in remaining in the yellow tier.

In the area of Mathematics, the CA Dashboard shows a yellow indicator while maintaining growth of 2 points. None of our student groups have scored in the red indicator.

The following student groups earned a blue indicator in Mathematics which signifies very high rates of achievement with
maintained or continued growth:
Asian: Increased (5.7 points) 56 points above standard
Filipino: Maintained (-.3 points) 49 points above standard

The following student groups earned a green indicator in Mathematics which signifies high rates of achievement:
White: Maintained (2.5 points) 20.6 points above standard
Two or More Races: Declined (4points) 29.1 points above standard

African American, English Learners, Hispanic and Socioeconomically disadvantaged students groups have maintained growth scoring in the yellow tier.

Parent engagement has also proven successful in our District. The District and all of our nine schools offer opportunities to attend parent events focused on understanding school programs and supporting learning at home. Parents participate in annual Parent Surveys. Many of our stakeholder meetings have been presented online with an increased number of parents attending LCAP parent and school meetings to provide their valued input.

Parent Survey data indicates that 93% of parents agree that "My child's school encourages parental involvement", 90% of parents agree that "My child's school offers resources and/or events for parents that support student learning at home", and 93% of parents agree with the statement, "My child feels included in this school."

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.

A review of the 2019 CA School Dashboard indicates that all students performed in the green performance level in English Language Arts. However, English Learners and Homeless students scored in the orange performance level, while African American, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities scored in the yellow performance level showing lower performance and significant performance gaps among student groups that need to be addressed.

For English Language arts, the District has implemented an early literacy model utilizing Orton Gillingham Strategies for all TK-6th grade teachers and has provided Learning Support Teachers for all schools to support Tiers 2 and 3 intervention for students who may be at risk. Further, administration is working with teachers to monitor data to ensure that learning needs are being met for student groups that are in need of additional learning support.

In mathematics, the state indicators for which overall performance for all students is in the yellow performance category. Homeless students scored within the orange performance level which supports the need for supplemental supports.

The District is assisting students who are in need of additional math support by providing IXL (online Tier 2 intervention program) and Houghton Mifflin Personal Math Trainer (online personal component of math series). There is also a Teacher on Special Assignment supporting teachers with coaching and intervention strategies for mathematics.

There are no local indicators that received a "Not Met" rating. Additionally, the Sulphur Springs Union School District does not currently have any student groups which are two or more levels below the "all student" academic performance level in any area.

LCAP Highlights

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

The 2020-2023 LCAP focuses on the continuous improvement of student achievement, providing ongoing professional development and training for educators, evaluating and improving school climate, and offering meaningful parent engagement activities.

The Sulphur Springs Union School District is committed to continuously analyzing important metrics related to student needs, implementing the feedback and input of our stakeholders, refining classroom instruction, improving school climate and safety, and closing the achievement gap. The LCAP goals and actions outline proven and effective actions and services that contribute to demonstrable growth in student
achievement and maintain those actions and services that continue to have a positive impact on student achievement and support the District's vision and goals. Additionally, the LCAP reflects efforts to provide more clarity and transparency for stakeholders on District services and expenditures.
Actions and services include the following:
• Providing a cooperative and equitable learning experience for all students.
• Ensuring the needs of every student are met through consistent data analysis, quality core instruction, differentiated support and assistance provided during the school day, and additional opportunities for support offered outside of the school day.
• Fostering collaboration between professionals who are focused on improving student outcomes.
• Addressing social-emotional needs of children through coordinated services and district supports.
• Ensuring there are multiple pathways that encourage family involvement in student learning.

Throughout the LCAP, the goals, actions, and expenditures demonstrate how the District works to continuously improve progress on the State and Local Indicators outlined on the Dashboard. State and Local Indicators are priorities and areas of focus in our District's efforts. The District is committed to engaging in continuous improvement efforts to addresses all Indicators. The District remains committed to increasing student achievement and strives to continuously improve progress on each Indicator, over time.

The SSUSD makes it a priority to inform all stakeholders about the California School Dashboard and takes steps to ensure that stakeholders have an opportunity to access the Dashboard and develop an understanding of how to use it effectively to make meaningful contributions to the District's ongoing efforts to support students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Sulphur Springs Union School District (SSUSD) has elicited stakeholder feedback through surveys and online meetings with parents, students, teachers, support staff, union representatives and administrators, including the Parent Advisory and LCAP Advisory Committees. Translation services were provided for all parent meetings. The SSUSD solicited recommendations and comments from all stakeholders regarding the specific actions and expenditures proposed to be included in the Local Control Accountability Plan, Learning Continuity and Attendance Plan and Expanded Learning Opportunities Grant Plan. Staff presented each plan during stakeholder meetings for review and comment. Stakeholder feedback was reviewed by administration and considered before finalizing each plan.

The LCAP Advisory Committee consisted of 4 Title I parents, 1 Foster parent, 1 special education parent, 1 DELAC parent, union representation of three teachers and two classified members, 3 administrators, and Superintendent. The LCAP Advisory Committee met on March 11, 2021, April 19, 2021, April 26, 2021, and May 24, 2021 to review the Annual Update for LCAP and Learning Continuity Plan (LCP), and provided input and feedback on the Expanded Learning Opportunity (ELO) Grant Plan as well as the 2021-22 LCAP. Committee members were able to ask questions, get clarification and provide input. Data was shared to support goals and actions within the LCAP.

All parent meetings were conducted in English and Spanish, and opportunities to provide input was solicited. Dates and times for the Informational Input meetings regarding the Annual Update for LCAP, LCP, ELO, and 21-22 LCAP were posted on the District website and communicated to families via ParentSquare, District's communication system.

The following parent meetings were held to discuss the LCAP and receive input and feedback:
-March 10, 2021, DELAC
-Week of March 24, 2021, ELAC, SSC, PTA
-March 25, 2021, Parent Meeting
-April 15, 2021 DELAC
-April 19, 2021, Parent Meeting
-April 21, 2021, Parent Advisory Committee Meeting

-May 11, 2021, Parent Meeting
-May 13, 2021 DELAC
-May 18, 2021, Parent Meeting
-May 19, 2021, Parent Advisory Committee Meeting

Student feedback was solicited through student surveys which was administered week of February 26, 2020.

SELPA consultation regarding the LCAP occurred on May 25, 2021.

Staff meetings were also held to discuss the LCAP and receive input and feedback:
-March 8, 2021: Administrators' Meeting
-March 23, 2021: Classified Advisory Committee
-March 24, 2021: Administrators' Meeting
-March 25, 2021: All Staff Meeting
-March 29, 2021: All Staff Meeting
-April 13, 2021: District Office Staff Meeting
-May 5, 2021: Administrators' Meeting
-May 10, 2021: All Staff Meeting
-May 11, 2021: Classified Advisory Committee
-May 17, 2021: All Staff Meeting

Board Meetings were held to provide updates and receive input on the LCAP:
-March 10, 2021
-March 24, 2021
-June 9, 2021
-June 23, 2021

Superintendent responses to comments and questions regarding the LCAP from stakeholder meetings are posted on the District website: www.k12.ca.us.

Public Hearing for LCAP and Budget was held on June 9, 2021 and Board approval of LCAP and Budget was held on June 23, 2021.

A summary of the feedback provided by specific stakeholder groups.

LCAP Surveys: Big ideas/trends that emerged from the staff, student and parent LCAP were:
Continue monitoring student progress and targeting specific needs.
Increase support for teachers in ensuring program implementation and intervention for academically struggling students.
Parents and students expressed appreciation for the efforts made with English Learner students.
Parents appreciate the efforts made to engage in their children's education.
Parents and staff have appreciated the communication app (ParentSquare).
Staff, parents, and students generally feel that SSUSD schools are safe and well maintained.
Continue efforts to educate teachers and staff about the LCAP and involve them in the decision-making process.

School and Community Meetings: Big ideas/trends that emerged from the community forms were:
The opportunity to engage in the LCAP update process through forums and stakeholder meetings are appreciated.
A focus on positive school climate is a priority.
Home to school communication is a priority and all stakeholders appreciated the efforts of communication.
Continue and expand efforts to provide teachers with the tools they need to meet the needs of all students.
Information on academic supports for unduplicated students is appreciated.
Continue and expand efforts to address students' social and emotional needs.

Advisory Committees and Groups: Big ideas/trends that emerged from advisory Committees and groups were:
Continue to provide personnel and programs that have a direct impact on student achievement.
Continue to support unduplicated students with access and equitable programs.
Continue to support efforts to address chronic absenteeism.

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

During the stakeholder meetings, parents and staff shared a continued need for the LCAP to have actions that focus in the following areas:

-Safety: Parents shared that they do appreciate the check-in Raptor system that is at each of the nine schools. In addition, parents shared that they appreciated the District conducting safety drills at all sites, and continuing to purchase backpacks for each classroom filled with supplies to support students and staff in the event of an emergency.
-Transportation: It was expressed by several parents, especially from the Title I schools, that there is a need for transportation to be continued. Unfortunately due to the pandemic, the District was only able to support with transporting students with special needs that had transportation required per the IEP, and the District was able to offer transportation for students who received free meals. However, for students who were on a reduced meal, transportation was provided to some students since the District did not have the capacity on the buses to fit all of the students due to the mandated health protocols that are in place by Los Angeles County Department of Public Health.
-Professional development for staff: It was expressed during staff meetings that it is important that the District continues to provide opportunities for staff to be provided training in the areas that target English learners and low income students. In addition, the need to continue to provide training in the areas of social/emotional wellness was also expressed, especially since several students need intervention in this area due to the pandemic.
- Exposure to visual and performing arts: Both parents, staff, and LCAP Advisory Committee shared the need to continue with providing students access to visual and performing arts. It was shared that there is a need, especially with the low income, Foster Youth, and Homeless. to provide access to the arts since it is known through research that students who come from low income families and have access to the arts experience better education, security and health outcomes.
-Early childhood education programs: There is a continued need to provide access to a strong early childhood education programs. During stakeholder meetings, it was shared that there is an appreciation that transitional kindergarten is offered in the District and that families have the option to send their child to receive the early childhood education. During the stakeholder meetings, it was also shared that there is a need for the District to also continue to provide instructional aide support in these classes so that students have the opportunity for small group instruction.
-ParentSquare Communication System: parents, staff, and LCAP Advisory Committee have continued to share the importance of the District to have the ParentSquare Community System in place since it supports staff to have access to families of low income, English Learners, Foster Youth, and Homeless. In addition, parents shared that they appreciated how they can communicate to staff in their own language, and it supports in removing the barriers from families not having access to their child's educational program.
-Counseling support: it was shared by both staff, parents, and LCAP Advisory Committee the need for more counseling services to provide support for students of low income, Foster Youth and Homeless. There continues to be a need in the District for students to receive services to support their social/emotional well-being.
-Positive Behavior Program and Positive School Climate: both staff and parents share that there is a need for schools to provide a positive behavior program and continue to enhance their school climate to reach low income students. In addition, it was shared that it is important to strengthen relationships between students and staff to support engagement in school which leads to improved student performance in school.
-Integration for students with special needs: During consultation with the SELPA, it was discussed to add the need of continuing to provide opportunities for students with special needs into a preschool environment with typically developing peers.
-Student feedback was provided regarding the LCAP through the student surveys, which was incorporated into the action of continuing to provide safety measures and drills for students.

During all stakeholder meetings, the LCAP goals and actions were presented to allow for feedback and input. The following meetings took place for PAC and DELAC:
-March 10, 2021, DELAC
-April 15, 2021 DELAC
-April 21, 2021, Parent Advisory Committee Meeting
-May 13, 2021 DELAC
-May 19, 2021, Parent Advisory Committee Meeting

Superintendent responded to all comments from stakeholder meetings. The responses were presented to DELAC on May 13, 2021, Parent Advisory Committee Meeting

on May 19, 2021, and LCAP Advisory Committee on May 24, 2021. Superintendent responses to stakeholder comments are posted on the District website at www.sssd.k12.ca.us.

Public Hearing for LCAP and Budget were held on June 9, 2021. Approval of LCAP and Budget were held on June 23, 2021.

Goals and Actions

Goal

Goal #	Description
1	In order to continue to strengthen student engagement and involvement for all students, including Low Income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

An explanation of why the LEA has developed this goal.

The Sulphur Springs Union School District is committed to providing an exemplary education to all students in safe school facilities. The District's educational program promotes high expectations for all students, with a focus on English Learners, Foster Youth, and Low Income, by highly qualified teachers and administrators. With the implementation of standards-based curriculum, the educational program in the District aligns student learning to standards, which also helps ensure that a higher level of learning is attained.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
100% of teachers and administrators are appropriately assigned and fully credentialed.	100% 20-21 CTC.CA.GOV				100% 23-24 CTC.CA.GOV
100% of school facilities are in good repair to support student learning.	100% 20-21 Facilities Inspection Tool				100% 23-24 Facilities Inspection Tool

100% of students are provided and educated with standards aligned materials.	100% 20-21 Williams Inspection Report				100% 23-24 Williams Inspection Report
Increase student attendance rate to further promote student engagement in school.	95.9% 20-21 PI/P2 Report				97.4% 23-24 PI/P2 Report
Decrease chronic absenteeism rates to support academic success and social/emotional wellness for students.	9.6% 20-21 Aeries / A2A Report				8.1% 23-24 Aeries / A2A Report
100% of students have access to a broad course of study	100% 2020-2021				100% 2023-2024

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit and retain highly qualified staff.	The District will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	$28,512,785.00	No
2	CA State approved textbooks and materials.	The District will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	$298,241.00	No
3	Implementation of District maintenance plan.	The District will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	$2,156,036.00	No
4	Maintain noon supervisors at all sites.	The District will maintain noon supervisors at all sites to support all students' safety and supervision.	$612,423.00	No
5	Conduct annual safety drills	The District will conduct annual safety drills at all school sites and District Office to support safety for all students and staff.	$0.00	No

6	Proactively engage families and regularly monitor attendance. (LEA)	The District will proactively engage families of low income, homeless, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that removes barriers and allows parents to communicate and engage with school staff.	$35,400.00	Yes
7	Provide transportation to and from school for the unduplicated student population.	The District will provide transportation to and from school for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.	$452,360.00	Yes

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

An explanation of why the LEA has developed this goal.

The Sulphur Springs Union School District prides itself in providing learning opportunities for students that may need additional academic support and enrichment. In support of this goal, the District is committed to providing professional development for teachers in areas of identified need, as evidenced by State and Local Assessments, to increase learning opportunities through supplemental instruction to ensure students meet grade level standards. In addition, the District provides support personnel to ensure that a continued cycle of improvement is implemented for teachers and administrators to meet the ongoing academic and social emotional needs of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Increase of students meeting grade level standards on state and/or local assessments in English Language Arts	CAASPP - ELA 2018-2019 (SBAC Custom Reports) 3rd Grade - 59% 4th Grade - 57% 5th Grade - 61% 6th Grade - 59% STAR - ELA 2021 STAR Report 3rd Grade - 62% 4th Grade - 54% 5th Grade - 53% 6th Grade - 49%				CAASPP - ELA 3rd Grade - 70% 4th Grade - 70% 5th Grade - 80% 6th Grade - 70% STAR - ELA 2021 STAR Report 3rd Grade - 70% 4th Grade - 70% 5th Grade - 70% 6th Grade - 60%
Increase of students meeting grade level standards on state and/or local assessments in mathematics.	CAASPP - Math 2018-2019 (SBAC Custom Report) 3rd Grade - 54% 4th Grade - 51% 5th Grade - 44% 6th Grade - 46% STAR - Math 2020-2021 STAR Report 3rd Grade - 63% 4th Grade - 59% 5th Grade - 57% 6th Grade - 58%				CAASPP - Math 3rd Grade - 70% 4th Grade - 70% 5th Grade - 65% 6th Grade - 65% STAR - Math 2020-2021 STAR Report 3rd Grade - 70% 4th Grade - 70% 5th Grade - 70% 6th Grade - 70%
Increase the percentage of Reclassified Fluent	2020-2021 District Reclassifification Data: ELPAC, CAASPP, Local				2023-2024 RFEP - 150 students will be reclassified

English Proficient (RFEP) students.	Assessments, Report Card data RFEP - 71 students were reclassified				
Reduce the number of Longe Tern English Learners (LTELs). Students who are at risk of becoming LTELs - those in 6th grade that have been in the ELD programs 5+ years.	2020-2021 Reclassification Requirements: ELPAC, CAASPP, Local Assessments, Report Card Data LTELs - 75 students are at risk of becoming Long Term English Learners				2023-2024 LTELs - 25 students are at risk of becoming Long Term English Learners
Increase the number of students scoring well developed (4) English Language Proficiency Assessment for California (ELPAC)	2019 -2020 ELPAC Data: ELPAC 64 students scored well developed (4) on the LCAP				2023-2024 84 students will score well developed (4) on the ELPAC
Increase the number of students who have letter, sound, and number recognition at the end of the academic year.	2021 ESGI Assessment Letter Recognition TK: 34% K: 62% 1: 54% Sound Recognition TK: 34% K: 62% 1: 54% Number Recognition TK: 33% K: 76% 1: 65%				2023 - 2024 ESGI Assessment Letter Recognition TK: 50% K: 80% 1: 70% Sound Recognition TK: 50% K: 80% 1: 70% Number Recognition TK: 50% K: 80% 1: 70%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional development for staff to address student learning needs.	For English Learners, low income and Foster Youth students who have not demonstrated proficiency and/or are in need of further connection and engagement, the District will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	$706,841.00	Yes
2	Providing California State supplementary standards-based materials.	To mitigate learning loss, as evidenced by state and local assessments, the District will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low Income students.	$357,920.00	Yes
3	Provide collaboration time for teachers to support student learning.	To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.	$184,970.00	Yes
4	Provide staff professional development, conferences, and workshops to support the educational program.	To address students not meeting grade level standards on state and local assessments, the District will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for English Learner, Foster Youth and Low Income students.	$738,621.00	Yes
5	Provide additional instructional minutes to deliver an intensive instructional program.	The District will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low Income students.	$934,623.00	Yes
6	Support for teachers with the implementation of summative English Language Proficiency Assessment for California.	The District will provide substitute teachers so that classroom teachers can implement the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	$1,995.00	No
7	Provide and train staff to administer the initial English Language Proficiency Assessment for California.	The District will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	$14,749.00	No
8	Provide outside of the school year intervention	For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as,	$27,318.00	Yes

	and enrichment opportunities for students.	enrichment opportunities to positively influence academic achievement levels.		
9	Continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School.	The District will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program.	$0.00	No
10	Library Resource Technicians support student learning.	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literary sources for low income students who may have limited access to literary materials at home.	$220,423.00	Yes
11	Teachers on Special Assignment (TOSAs) will provide coaching and intervention support for teachers.	To address the underperformance on state and local assessment, the District will provide Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students.	$401,782.00	Yes
12	Implement and provide materials to support the visual and performing arts (VAPA) plan.	To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	$222,709.00	Yes
13	Provide devices to enhance student learning.	The District will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low Income students.	$306,082.00	Yes
14	Provide and train Computer Lab Assistants at all sites to support student learning.	To support equitable access to differentiated instruction and access to online curricular programs, the District will provide and train Computer Lab Assistants at all sites to support low income students in the use of technology to meet grade level standards.	$149,850.00	Yes
15	Provide access to strong early childhood education programs.	To narrow the opportunity gap of Low income, Foster, and English Learners, the District will maintain a strong early childhood education program that promotes healthy social/emotional development, assists with English language acquisition, and helps to build a strong academic foundation.	$809,129.00	Yes
16	Provide opportunities for integration for students with special needs	Provide opportunities for integration for students with special needs into a preschool environment with typically developing peers.	$15,000.00	No

Goal Analysis 2021-2022

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.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP 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.
Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	All families and the broader community are welcomed and are partners in supporting the whole child.

An explanation of why the LEA has developed this goal.

The Sulphur Springs Union School District has always promoted family partnership and engagement since staff are committed to strengthening students' academic and social/emotional wellness. By continuing to promote family engagement, it supports student learning in school, which further assists with successfully transitioning them to middle and high school. Staff are committed to connecting families to schools, especially students of low-income families, since it creates consistency between the home and school environments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Increase percent of families who expressed satisfaction with their opportunities to be	93% 20-21 LCAP Parent Survey				98% 23-24 LCAP Parent Survey

engaged and connected with the school community.					
Increase percent of families who expressed satisfaction with their opportunities to participate in school events as per LCAP survey.	90% 20-21 LCAP Parent Survey				98% 23-24 LCAP Parent Survey
Increase percent of families who expressed their satisfaction with opportunities to participate in school decision making as per the LCAP survey.	90% 20-21 LCAP Parent Survey				98% 23-24 LCAP Parent Survey
Increase the number of school volunteers at each school as per LCAP survey and individual school data.	volunteers from each school from 2019 school year. 19-20 Volunteer Sign-in Sheets LCAP Survey 19-20				10% increase from 2019 23-24 Volunteer Sign-in Sheets
Increase parent participation in school and District advisory groups, such as PACs, SSCs, ELACs, and DELACs.	Data from 2019 at each school and District, per advisory group. 19-20 Sign-in Sheets from PAC, SSC, ELAC, DELAC meetings				10% increase from 2019 data. 23-24 Sign-in Sheets from PAC, SSC, ELAC, DELAC meetings
Increase percent of families who expressed satisfaction with their child feeling safe and secure while attending school.	95% 20-21 LCAP Parent Survey				97% 23-24 LCAP Parent Survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase home/school communication and engagement for families.	The District will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.	$85,549.00	Yes
2	Provide translation services to families of English Learners.	The District will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	$112,369.00	Yes
3	Advisory groups will provide input to Administration in the schools' and District's plans.	Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.	$0.00	No
4	Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners.	To support parents of English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards.	$0.00	Yes
5	Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families.	To assure low income students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.	$12,411.00	Yes

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
4	All students, including Low Income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

An explanation of why the LEA has developed this goal.

Sulphur Springs Union School District staff know the importance of creating a school climate where all students, including English Learners, Foster Youth, and Low Income, feel connected and safe, while receiving an outstanding educational program. Staff focus on maintaining high standards for students while also fostering positive relationships between staff and students, which further assists students achieving social, emotional, and academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Decrease student suspension rate	-0.1% 19-20 rate CA Dashboard 2019				-0.01% 23-24 CA Dashboard
Maintain expulsion rate	0% 19-20 CALPADS				0% 23-24 CALPADS
Increase the number of students feeling safe while attending	90% 20-21 LCAP Student Survey				95% 23-24 LCAP Student Survey

school.					
Increase the number of students look forward to coming to school each day.	92% 19-20 LCAP Student Survey				95% 23-24 LCAP Student Survey
Increase the number of teachers feeling safe at school.	94% 19-20 LCAP Staff Survey				95% 23-24 LCAP Student Survey
Increase percent of teachers who expressed satisfaction with their opportunities to be engaged and connected with the school community.	94% 19-20 LCAP Staff Survey				95% 23-24 LCAP Staff Survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	Students reporting positive relationships and safety.	Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.	$0.00	No
2	Provide additional Counseling Services for identified Students.	To remove barriers for low income students from accessing their academic program, the district will provide counseling to support social/emotional wellness and academic success in school.	$25,000.00	Yes
3	Counseling Services for Students in need.	To remove barriers for students from accessing their academic program, the district will provide counseling services to support social/emotional wellness and academic success in school.	$12,286.00	No
4	Strengthen student connectedness and access to the core program.	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist low income students in regular education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will be provide preventative behavioral supports to low income students who may need behavioral support to access their instructional program.	$241,140.00	Yes

5	Social Worker will provide services and resources to low income, foster youth, and homeless students.	To address barriers that limit low income, foster youth, and homeless students from receiving full benefit from their educational experience, the District will provide a District Social Worker and support personnel to provide comprehensive services.	$127,540.00	Yes
6	Positive Behavior Programs that promote student engagement.	To support student connectedness and build positive relationships at the school site, the District will provide positive academic and behavior programs that promote student engagement for low income students.	$25,000.00	Yes
7	Promote school climate to enhance student connectedness and increase academic success.	To support student engagement and connectedness, schools will promote a positive school climate to foster youth development and academic achievement.	$0.00	No
8	Strengthen student connectedness and core program for students	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who require behavioral intervention per their IEP.	$241,140.00	No

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.77%	$4,743,962.00

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 Sulphur Springs Union School District (SSUSD) staff works collaboratively with stakeholders to develop plans to address the needs of all students, while recognizing students that are low income, Foster Youth, and English Learners face unique challenges which warrant additional support. The District staff values families and believes that they are an important component of the partnership between home and school. By working and partnering with our families, each and every student that is low income, Foster Youth, and/or an English Learner will be provided additional supports that mitigate learning loss, target the whole child with a focus on academics as well as social emotional well-being, and prepare them for college and career when they graduate from high school.

A review of the District's needs and metrics, as well as, input from Stakeholders determined that the use of supplemental resources to support the achievement of unduplicated students is a high priority for the District, and an effective use of funds to meet the goals and actions for these student groups. In addition, when reviewing local assessment data as well as the 2018 and 2019 SBAC results, there is a correlation that unduplicated students continue to be an area of focus.

Goal 1, Action 6: Reviewing the CA Dashboard data from 2018 and 2019 for chronic absenteeism for low income, Foster Youth, and homeless, showed that these student groups were still falling in the orange and yellow performance levels. However, English Learners did fall in the green performance level for 2019 and they were in the orange performance level for 2018. For 2020, the District found that there was still a higher percentage of low income and Foster Youth students were not engaged, especially when the District had all students learning online. Several of the low income and Foster Youth students' families work more than one job, and were not able to support their child with accessing their educational program. Further, it was found that for the English Learner students, many of their families were not able to communicate with the educators due to a language barrier and were not familiar with the school system and how to access resources. The communication tool that is in place greatly supported the District's work with communicating to families to support the re-engagement of low income, Foster Youth, and English Learner students to further support their attendance and learning. This action is being continued from the 2019-20 LCAP based on outcome data from the the Aeries attendance, A2A program.

Goal 2, Actions 1, 2, 3, 4: Due to language barriers, English Learner students are in need of additional academic supports. Additionally, low income students and Foster Youth may have constraints that would prevent them from accessing curriculum due to decreased parental support and resources. When reviewing the data from the 2018 to the 2019 CA Dashboard, it showed a significant decline in the performance of low income, English Learners, and Foster Youth from 2018 to 2019. In 2018, English Learners, Homeless, and low income students scored in the green performance levels for both ELA and mathematics. Then in 2019, the following occurred:

ELA:
-English Learners: orange
-Homeless: orange
-low income: yellow

Mathematics:
-Homeless: orange
-English Learners: yellow
-low income: yellow

After reviewing the 2020 STAR assessments for both ELA and mathematics, they also reflected a needed focus on unduplicated students in both English Language Arts and mathematics.

It is essential that the District continues to provide professional development and opportunities for teachers and administrators to attend conferences targeting the needs of low income, English Learners, and Foster Youth. The data demonstrates that there needs to be a focus on providing research-based high quality interventions and a targeted focus on good first instruction for unduplicated students. The STAR assessments and computer adaptive programs such as IXL, that the District will be using in 21/22 school year, ensure early and accurate identification of students that are at risk. The formative assessments from the computer adaptive programs support teachers in addressing the achievement needs of under-performing low income, English Learners, and Foster Youth, and clarify the targeted standards and benchmarks for teachers and students so that learning acceleration is possible. Further, the summative assessments provided from the programs provide information to staff to assist with planning and support differentiated instructional practices.

It is also essential that staff are provided collaboration time to monitor the achievement of unduplicated students. Teachers and administrators work together to review the formative and assessment data, as well as, the data from interventions to work toward narrowing the achievement gap for unduplicated students. In addition, providing teachers tools, such as Illuminate and Aeries for student monitoring, is paramount in identifying student supports and interventions that would address individual student needs.

With the diverse student population that the District serves, focusing on unduplicated student groups, the staff also recognizes a continued need to develop cultural competence necessary to support students and their families. This will assist in building strong home/school connections and support students with access to curriculum. Teachers and administrators will be provided training and attend conferences on topics that center on social/emotional issues that English Learners, low income, and Foster Youth may be experiencing, and the behaviors that they may exhibit in the school setting. It is essential that staff recognize the strengths of unduplicated students, and understand their needs, so that staff can appropriately and effectively respond using resources in the system to maximize student potential, both socially as well as academically. These goals and actions are being continued from the 2019-2020 LCAP as evidenced by outcome data on the STAR Local Assessments.

Goal 2, Action 10: Results from the 2019 and 2020 LCAP surveys continue to demonstrate a need for schools to provide unduplicated students access to libraries to continue to foster critical thinking, and provide unduplicated students access to high quality literacy resources that enhance student learning. The District's school librarian technicians assist unduplicated students with access to not only literature, they also support low income, Foster Youth, and English Learners access to technological resources, assisting them to find additional resources to assist their learning. This goal and action is being continued from the 2019-2020 LCAP based on local assessment data which shows that students benefit from access to literature and other reading materials to support critical thinking and early literacy.

For unduplicated students, it is essential that the students have access to school libraries to further assist the classroom teacher with supporting students to think critically, provide students resources that the unduplicated student may not have access to in the home, and further enhance student creativity. In addition, the school library technicians partner with the computer lab assistants by working to close the digital divide, and provide support with the use of technology in accessing additional educational resources to accelerate student learning. In addition, the school library technicians continue to greatly support English Learner students by providing a diversity of literature to assist with English Language acquisition, cultivating an interest in reading and creativity. This goal and action for unduplicated students is being rolled over from the 2019-2020 LCAP. Assessment data shows that students benefit from the continued use and access to library books, literature and other source materials.

Goal 2, Action 11: Teachers need coaching and support when instructing students of low income, Foster Youth, and English Learners. These student groups have a

greater risk of school failure due to several factors such as not having access to additional support with their education, parents working multiple jobs and difficulty with acquiring the English Language. In order to continue to target closing the achievement gap of English Learners, Foster Youth, and low income students, teachers on special assignment will provide coaching and intervention support for teachers. Research shows that by providing coaching to teachers in the classroom, improves their capacity to reflect and apply their learning to their work with students. In addition, teachers who were coached and taught English Learners, minority students, and low-income students have reported larger gains in analytical writing skills and in literacy for their students. Further, instructional coaching may support closing the racial discipline gap and ensure equitable treatment for students. This goal and action is being continued during the 2019-2020 LCAP. Evidence shows that Teachers on Special Assignment (TOSAs) support student learning through coaching and support as evidenced by STAR Assessments and classroom common formative assessments.

Goal 2, Action 13 and 14: A review of data shows 59% of English Learners, 75% of Foster Youth, 56% of Low Income and 70.20% of homeless students requested devices and hot spots. Data indicated that English Learner (EL), Foster Youth, and Low Income students have disproportionately less access to technology when compared to their grade level peers. Considering the need to assure all students receive instruction that includes 21st century skills and practices, devices are provided to support English Learner, Foster Youth, and Low Income students to eliminate that digital divide. The goal and actions will be continued during the 2019-2020 LCAP as data shows that an increased number of students were able to access core curriculum, intervention, and supplemental materials online through electronic devices.

Furthermore, assisting students in the use of technology is critical in preparing them for college and career development. As evidenced by this past year (stat regarding families reaching out to computer lab techs for support). To assure knowledge of technology use is not a barrier to success, Computer Lab Assistants at each school site support students and families with technology use to assure ongoing access, and the ability to leverage technology for the benefit of each English Learner, Foster Youth, and Low Income student.

Goal 2, Action 15: The need for low income, Foster Youth, and English Learners to have access to high-quality early education programs is essential. These student groups have higher chances of not being provided parental support in their educational learning, face social and/or emotional trauma, lack opportunities for oral speaking experiences, and an inadequacy of educational materials, such as devices and internet. Early learning is essential to improve health, social-emotional, and cognitive outcomes of unduplicated students to enhance their opportunities to be on track to graduate from high school, college, and be career ready. Excellent early childhood programs, such as Transitional Kindergarten, promote healthy social-emotional development, assist with English language acquisition, and support in building a strong academic foundation. Further, research supports that unduplicated students that are provided access to the early childhood program, Transitional Kindergarten, earn higher scores at the beginning of kindergarten on math, reading, cognitive flexibility, attentiveness, persistence, and eagerness to learn. This goal and action is being continued from the 2019-2020 LCAP. Data from the early literacy and mathematics assessments have shown that students benefit from early learning programs and are better equipped to begin Kindergarten and access instruction.

Goal 3, Action1: A review of the 20/21 LCAP survey indicated that there is a continued need for families to have access to resources, such as home/school communication tools, engagement for families to be connected to schools, and access to educational resources for families to support their child's learning. Staff time dedicated to supporting unduplicated students and their families to access resources, such as basic needs, clothing, food, as well as, providing assistance to parents so that they know how to receive additional access to academic support for students is provided at each of the schools in the District. In addition, unduplicated students need ongoing support for academics and social emotional well-being to address limited access to curriculum and supports due to limited parental and community based supports. The schools with higher populations of unduplicated students have additional staff to support families with unduplicated students' family engagement. Data from the use of ParentSquare and other communication tools have proven to be very useful for English Learner, Low Income and Foster Youth families. This goal and action is being continued from the 2019-2020 LCAP as local assessments have shown an increased number of students benefitted from consistent communication and are better prepared to access core curriculum.

Goal 4, Action 6: Unduplicated students are in need of opportunities to address school connectedness and positive school relationships due to language barriers, financial constraints, and/or limited parental support. Schools promoting a positive school climate and behavior programs greatly enhance opportunities for unduplicated students' educational outcomes, and narrows the achievement gap among students of different socioeconomic backgrounds. Unduplicated students have a greater chance of facing obstacles in their journey to learn through the educational system due to not having access to additional support in school, lacking an opportunity to attend early childhood programs, parents working multiple jobs and not able to support their child both academically and behaviorally, as well as, lacking family engagement which can lead to feelings isolation and sadness. There is a focus to support unduplicated students by providing academic and behavior programs to promote student engagement and foster connectedness with their peers and adults on campus. This goal and action is being continued from the 2019-2020 LCAP as evidenced by increased student attendance and more students report feeling safe at school.

The following research has been identified to support and address the most effective use of funds for Foster Youth, Low Income, and Homeless students.

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

The Sulphur Springs Union School District has a commitment to support and increase learning for unduplicated student groups. The support provided to unduplicated students is implemented through a multi-tiered systems of student support (MTSS) in academic, behavior, and social/emotional well-being. Through MTSS, the District has a focus on providing services for unduplicated students by both certificated and classified staff members. Student progress for unduplicated students is closely monitored to assess both the learning rate and level of performance as well as student wellness. Educational decision and social/emotional support for unduplicated students about the duration of intervention and intensity are based on individual student needs. The actions below are above and beyond what all students are provided in the District to enhance and mitigate learning loss.

Research shows that strong family-school relationships are an indicator of school success. The District has staff principally directed at supporting unduplicated students and their families. These staff members greatly enhance student learning by assisting families with access to their child's educational programs. In order to support engagement for unduplicated students, Goal 1, Action 6 addresses the need to increase attendance for low income, Foster Youth, and English Learners. The District will implement a communication system that supports staff and family connectedness. The system will remove the language barrier that can interfere with staff being able to directly communicate with families when there is an attendance concern. In addition, families of low income, Foster Youth, and English Learners will have easy access to staff at all times, and are able to communicate to staff in the families' home language. Staff are also able to use the system to reach families that otherwise would have been difficult to reach since the system is parent friendly.

To mitigate learning loss of unduplicated student groups, it is essential that staff continue to provide professional development and conferences for teachers and administrators, (Goal 2, Actions 1, 2, 3, 4). These trainings and conferences will target teachers' educational delivery of good first instruction, as well as, providing intensive intervention programs so that learning acceleration occurs for unduplicated students that are at-risk and not mastering grade level standards. Not only will teachers be provided exemplary educational conferences, trainings and supplementary resources centered on academics and acceleration of learning for unduplicated students, teachers and administrators will be provided learning opportunities and resources to support the social emotional wellness of unduplicated students to facilitate the development of social competencies, decision-making skills, empathy, and emotional regulation to prevent school failure and behavior problems.

It is essential that low income students have access to school libraries (Goal 2, Action 10). Libraries are a place rich in literacy and technology resources that support in eradicating illiteracy of low income students. Low income students will have access to attend the school libraries where they will be provided assistance in accessing resources to further accelerate their learning.

Teachers on Special Assignment (TOSAs) will provide coaching and instructional support to classroom teachers of unduplicated students (Goal 2, Action 11). Delivery of effective coaching will be implemented by the TOSAs actively listening to the classroom teachers' needs, deciphering their needs, and then building capacity based on the strengths of the classroom teacher. In order to target which teachers need coaching and support, TOSAs will monitor academic achievement of unduplicated students. TOSAs will assist teachers in building their skills, knowledge and capacity when educating unduplicated student groups.

Research shows that Low Income, English Learners, and Foster Youth have less access to technological resources and it is essential that Principals continue to provide digital devices to unduplicated students to close the achievement gap, (Goal 2, Action 13). Additional digital resources, such as chromebooks and iPads, will be provided to enhance the educational program for unduplicated students. It is critical that unduplicated students master how to use digital devices to access

educational resources in their early years of school to assist their academic success in high school and college. Computer Lab Assistants will work with low income students to teach and support them in use of digital devices to support in closing the digital divide and mitigate learning loss, (Goal 2, Action 14).

Access to effective high-quality early childhood programs is critical for unduplicated students' development of their social and academic skills, (Goal 2, Action 16). Low income, Foster Youth, and English Learners will have access to Transitional Kindergarten full day programs, no matter what neighborhood they live in within the District. All unduplicated students will be provided access to Transitional Kindergarten to strengthen their social-emotional development, support English Language acquisition, and assist with building a strong academic foundation. Further, unduplicated students who complete Transitional Kindergarten tend to enter Kindergarten with stronger mathematics and literacy skills and are more engaged in their learning.

Research shows that when schools partner with families to remove barriers so that families can access the school system, students will increase student achievement. Goal 3, Action 1 provides staff at all nine schools, as well as, the District Office to assist families of unduplicated students. In addition, the Family Resource Center, which supports the wellness of families by providing basic needs such as clothing and food, have support staff that assist low income families with accessing resources needed to assist the family's well-being. Staff at the District Office and school sites engage with Families of Foster Youth to ensure that additional supports are in place, such as increased academic support, food, and clothing.

It is important that schools focus on strengthening their positive behavior programs for low income students to promote student engagement. (Goal 4, Action 6). Teachers and administrators at all nine schools will implement a positive behavior program that fosters a school culture to assist low income students to be engaged and connected to their social as well as academic learning.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$36,243,748.00	$479,886.00	$126495.00	$1,191,563.00	$38,041,692.00	$35,319,473.00	$2,722,219.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Recruit and retain highly qualified staff.	All	$28,512,785.00	$0.00	$0.00	$0.00	$28,512,785.00
1	2	CA State approved textbooks and materials.	All	$167,552.00	$130,689.00	$0.00	$0.00	$298,241.00
1	3	Implementation of District maintenance plan.	All	$2,156,036.00	$0.00	$0.00	$0.00	$2,156,036.00
1	4	Maintain noon supervisors at all sites.	All	$612,423.00	$0.00	$0.00	$0.00	$612,423.00
1	5	Conduct annual safety drills	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	6	Proactively engage	Low Income,	$35,400.00	$0.00	$0.00	$0.00	$35,400.00

		families and regularly monitor attendance. (LEA)	Foster Youth, English learner (EL)					
1	7	Provide transportation to and from school for the unduplicated student population.	Low Income, Foster Youth, English learner (EL)	$452,360.00	$0.00	$0.00	$0.00	$452,360.00
2	1	Professional development for staff to address student learning needs.	Foster Youth, Low Income, English learner (EL)	$706,841.00	$0.00	$0.00	$0.00	$706,841.00
2	2	Providing California State supplementary standards-based materials.	Foster Youth, Low Income, English learner (EL)	$184,539.00	$0.00	$0.00	$173,381.00	$357,920.00
2	3	Provide collaboration time for teachers to support student learning.	English learner (EL), Low Income, Foster Youth	$89,491.00	$0.00	$0.00	$95,479.00	$184,970.00
2	4	Provide staff professional development, conferences, and workshops to support the educational program.	English learner (EL), Low Income, Foster Youth	$429,577.00	$0.00	$0.00	$309,044.00	$738,621.00
2	5	Provide additional instructional minutes to deliver an intensive instructional program.	English learner (EL)	$934,623.00	$0.00	$0.00	$0.00	$934,623.00
2	6	Support for teachers with the implementation of summative English Language Proficiency Assessment for California.	English learner (EL)	$1,995.00	$0.00	$0.00	$0.00	$1,995.00
2	7	Provide and train staff to administer the initial English Language Proficiency Assessment for California.	English learner (EL)	$14,749.00	$0.00	$0.00	$0.00	$14,749.00
2	8	Provide outside of the school year intervention and enrichment	English learner (EL), Foster Youth, Low Income	$3,918.00	$0.00	$0.00	$23,400.00	$27,318.00

Goal	Action	Description	Student Group					
		opportunities for students.						
2	9	Continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School.	All	$0.00	$0.00	$0.00	$0.00	$0.00
2	10	Library Resource Technicians support student learning.	English learner (EL), Foster Youth, Low Income	$112,366.00	$108,057.00	$0.00	$0.00	$220,423.00
2	11	Teachers on Special Assignment (TOSAs) will provide coaching and intervention support for teachers.	English learner (EL), Low Income, Foster Youth	$83,357.00	$0.00	$0.00	$318,425.00	$401,782.00
2	12	Implement and provide materials to support the visual and performing arts (VAPA) plan.	Low Income	$19,358.00	$0.00	$117,209.00	$86,142.00	$222,709.00
2	13	Provide devices to enhance student learning.	English learner (EL), Foster Youth, Low Income	$144,564.00	$0.00	$0.00	$161,518.00	$306,082.00
2	14	Provide and train Computer Lab Assistants at all sites to support student learning.	Low Income	$149,850.00	$0.00	$0.00	$0.00	$149,850.00
2	15	Provide access to strong early childhood education programs.	English learner (EL), Low Income, Foster Youth	$809,129.00	$0.00	$0.00	$0.00	$809,129.00
2	16	Provide opportunities for integration for students with special needs	Student with Disabilities (SWD)	$15,000.00	$0.00	$0.00	$0.00	$15,000.00
3	1	Increase home/school communication and engagement for families.	English learner (EL), Low Income	$61,375.00	$0.00	$0.00	$24,174.00	$85,549.00
3	2	Provide translation services to families of English Learners.	English learner (EL)	$112,369.00	$0.00	$0.00	$0.00	$112,369.00
3	3	Advisory groups will	All	$0.00	$0.00	$0.00	$0.00	$0.00

		provide input to Administration in the schools' and District's plans.						
3	4	Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners.	English learner (EL)					$0.00
3	5	Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families.	Foster Youth, Low Income	$12,411.00	$0.00	$0.00	$0.00	$12,411.00
4	1	Students reporting positive relationships and safety.	All	$0.00	$0.00	$0.00	$0.00	$0.00
4	2	Provide additional Counseling Services for identified Students.	Low Income	$25,000.00	$0.00	$0.00	$0.00	$25,000.00
4	3	Counseling Services for Students in need.	All	$3,000.00	$0.00	$9,286.00	$0.00	$12,286.00
4	4	Strengthen student connectedness and access to the core program.	Low Income	$241,140.00	$0.00	$0.00	$0.00	$241,140.00
4	5	Social Worker will provide services and resources to low income, foster youth, and homeless students.	Low Income, Foster Youth	$127,540.00	$0.00	$0.00	$0.00	$127,540.00
4	6	Positive Behavior Programs that promote student engagement.	Low Income	$25,000.00	$0.00	$0.00	$0.00	$25,000.00
4	7	Promote school climate to	All	$0.00	$0.00	$0.00	$0.00	$0.00

		enhance student connectedness and increase academic success.						
4	8	Strengthen student connectedness and core program for students	Student with Disabilities (SWD)	$0.00	$241,140.00	$0.00	$0.00	$241,140.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$4,760,208.00	$6,177,037.00
LEA-wide Total:	$2,719,123.00	$3,801,144.00
Limited Total:	$1,928,719.00	$2,155,470.00
Schoolwide Total:	$112,366.00	$220,423.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	Proactively engage families and regularly monitor attendance. (LEA)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$35,400.00	$35,400.00
1	7	Provide transportation to and from school for the unduplicated student population.	Limited	Low Income, Foster Youth, English learner (EL)	Specific Schools,Mint Canyon, Mitchell, Canyon Springs, Leona Cox, Valley View, Fair Oaks Ranch, Sulphur Springs, Pinetree	$452,360.00	$452,360.00
2	1	Professional development for	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$706,841.00	$706,841.00

		staff to address student learning needs.					
2	2	Providing California State supplementary standards-based materials.	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$184,539.00	$357,920.00
2	3	Provide collaboration time for teachers to support student learning.	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$89,491.00	$184,970.00
2	4	Provide staff professional development, conferences, and workshops to support the educational program.	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$429,577.00	$738,621.00
2	5	Provide additional instructional minutes to deliver an intensive instructional program.	Limited	English learner (EL)	All Schools	$934,623.00	$934,623.00
2	8	Provide outside of the school year intervention and enrichment opportunities for students.	Limited	English learner (EL), Foster Youth, Low Income	All Schools	$3,918.00	$27,318.00
2	10	Library Resource Technicians support student learning.	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$112,366.00	$220,423.00
2	11	Teachers on Special Assignment (TOSAs) will provide	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$83,357.00	$401,782.00

		coaching and intervention support for teachers.					
2	12	Implement and provide materials to support the visual and performing arts (VAPA) plan.	Limited	Low Income	All Schools	$19,358.00	$222,709.00
2	13	Provide devices to enhance student learning.	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$144,564.00	$306,082.00
2	14	Provide and train Computer Lab Assistants at all sites to support student learning.	LEA-wide	Low Income	All Schools	$149,850.00	$149,850.00
2	15	Provide access to strong early childhood education programs.	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$809,129.00	$809,129.00
3	1	Increase home/school communication and engagement for families.	LEA-wide	English learner (EL), Low Income	All Schools	$61,375.00	$85,549.00
3	2	Provide translation services to families of English Learners.	Limited	English learner (EL)	All Schools	$112,369.00	$112,369.00
3	4	Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners.	Limited	English learner (EL)	All Schools		$0.00
3	5	Student and Family	Limited	Foster Youth, Low Income	All Schools	$12,411.00	$12,411.00

		Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families.					
4	2	Provide additional Counseling Services for identified Students.	Limited	Low Income	All Schools	$25,000.00	$25,000.00
4	4	Strengthen student connectedness and access to the core program.	Limited	Low Income	All Schools	$241,140.00	$241,140.00
4	5	Social Worker will provide services and resources to low income, foster youth, and homeless students.	Limited	Low Income, Foster Youth	All Schools	$127,540.00	$127,540.00
4	6	Positive Behavior Programs that promote student engagement.	LEA-wide	Low Income	All Schools	$25,000.00	$25,000.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	$880,324.00	$157,440.00	$106,972.00	$46,827.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Recruit and retain highly qualified staff.	$0.00	$0.00	$0.00	$0.00	$0.00		$28,512,785.00
1	2	CA State approved textbooks and materials.	$0.00	$0.00	$0.00	$0.00	$0.00		$298,241.00
1	3	Implementation of District maintenance plan.	$0.00	$0.00	$0.00	$0.00	$0.00		$2,156,036.00
1	4	Maintain noon supervisors at all sites.	$0.00	$0.00	$0.00	$0.00	$0.00		$612,423.00
1	5	Conduct annual safety drills	$0.00	$0.00	$0.00	$0.00	$0.00		$0.00
1	6	Proactively engage families and regularly monitor attendance. (LEA)	$0.00	$0.00	$0.00	$0.00	$0.00		$35,400.00
1	7	Provide transportation to and from school for the unduplicated student population.	$0.00	$0.00	$0.00	$0.00	$0.00		$452,360.00
2	1	Professional development for staff to address student learning needs.	$0.00	$0.00	$0.00	$0.00	$0.00		$706,841.00
2	2	Providing	$173,381.00	$0.00	$0.00	$0.00	$0.00		$357,920.00

		California State supplementary standards-based materials.							
2	3	Provide collaboration time for teachers to support student learning.	$95,479.00	$0.00	$0.00	$0.00	$0.00		$184,970.00
2	4	Provide staff professional development, conferences, and workshops to support the educational program.	$109,634.00	$100,541.00	$63,764.00	$35,105.00	$0.00		$738,621.00
2	5	Provide additional instructional minutes to deliver an intensive instructional program.	$0.00	$0.00	$0.00	$0.00	$0.00		$934,623.00
2	6	Support for teachers with the implementation of summative English Language Proficiency Assessment for California.	$0.00	$0.00	$0.00	$0.00	$0.00		$1,995.00
2	7	Provide and train staff to administer the	$0.00	$0.00	$0.00	$0.00	$0.00		$14,749.00

Goal	Action	Description							Total
		initial English Language Proficiency Assessment for California.							
2	8	Provide outside of the school year intervention and enrichment opportunities for students.	$3,900.00	$0.00	$19,500.00	$0.00	$0.00		$27,318.00
2	9	Continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School.	$0.00	$0.00	$0.00	$0.00	$0.00		$0.00
2	10	Library Resource Technicians support student learning.	$0.00	$0.00	$0.00	$0.00	$0.00		$220,423.00
2	11	Teachers on Special Assignment (TOSAs) will provide coaching and intervention support for teachers.	$237,818.00	$56,899.00	$23,708.00	$0.00	$0.00		$401,782.00
2	12	Implement and provide materials to support the	$74,420.00	$0.00	$0.00	$11,722.00	$0.00		$222,709.00

Goal	Action	Description							
		visual and performing arts (VAPA) plan.							
2	13	Provide devices to enhance student learning.	$161,518.00	$0.00		$0.00	$0.00		$306,082.00
2	14	Provide and train Computer Lab Assistants at all sites to support student learning.	$0.00	$0.00	$0.00	$0.00	$0.00		$149,850.00
2	15	Provide access to strong early childhood education programs.	$0.00	$0.00	$0.00	$0.00	$0.00		$809,129.00
2	16	Provide opportunities for integration for students with special needs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$15,000.00
3	1	Increase home/school communication and engagement for families.	$24,174.00	$0.00	$0.00	$0.00	$0.00		$85,549.00
3	2	Provide translation services to families of English Learners.	$0.00	$0.00	$0.00	$0.00	$0.00		$112,369.00
3	3	Advisory groups will provide input to Administration	$0.00	$0.00	$0.00	$0.00	$0.00		$0.00

		in the schools' and District's plans.							
3	5	Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families.		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,411.00
4	1	Students reporting positive relationships and safety.		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	2	Provide additional Counseling Services for identified Students.		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
4	3	Counseling Services for Students in need.		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,286.00
4	4	Strengthen student connectedness and access to the core program.		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$241,140.00
4	5	Social Worker will provide services and		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$127,540.00

		resources to low income, foster youth, and homeless students.							
4	6	Positive Behavior Programs that promote student engagement.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
4	7	Promote school climate to enhance student connectedness and increase academic success.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	8	Strengthen student connectedness and core program for students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$241,140.00

Instructions

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:

  o 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)).

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

- o 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 2020–21, 2021–22, and 2022–23 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 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23**: 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 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	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 **2020–21**.

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 2020–23 LCAP from the 2017–20 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:

  o **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.

  o **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.

  o **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:

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

  o **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.