LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sierra Sands Unified School District

CDS Code: 15-73742-0000000

School Year: 2021-22

LEA contact information:
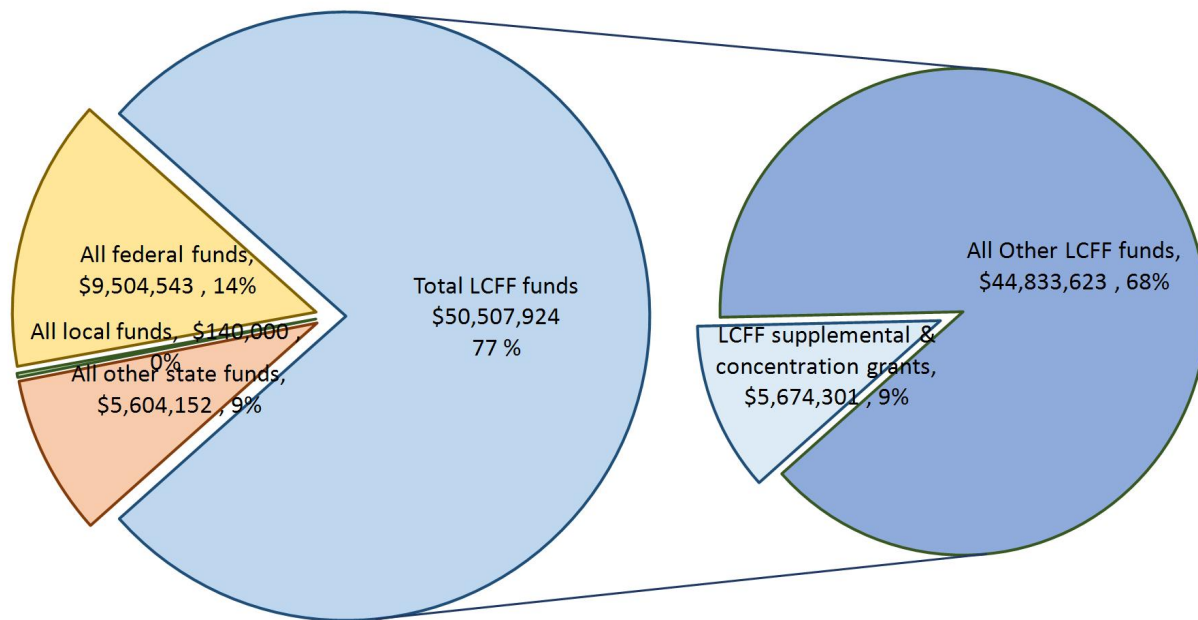
Dr. Dave Ostash

Superintendent

superintendent@ssusd.org

760-499-1600

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, $9,504,543 , 14%

All local funds, $140,000 , 0%

All other state funds, $5,604,152 , 9%

Total LCFF funds $50,507,924 77 %

All Other LCFF funds, $44,833,623 , 68%

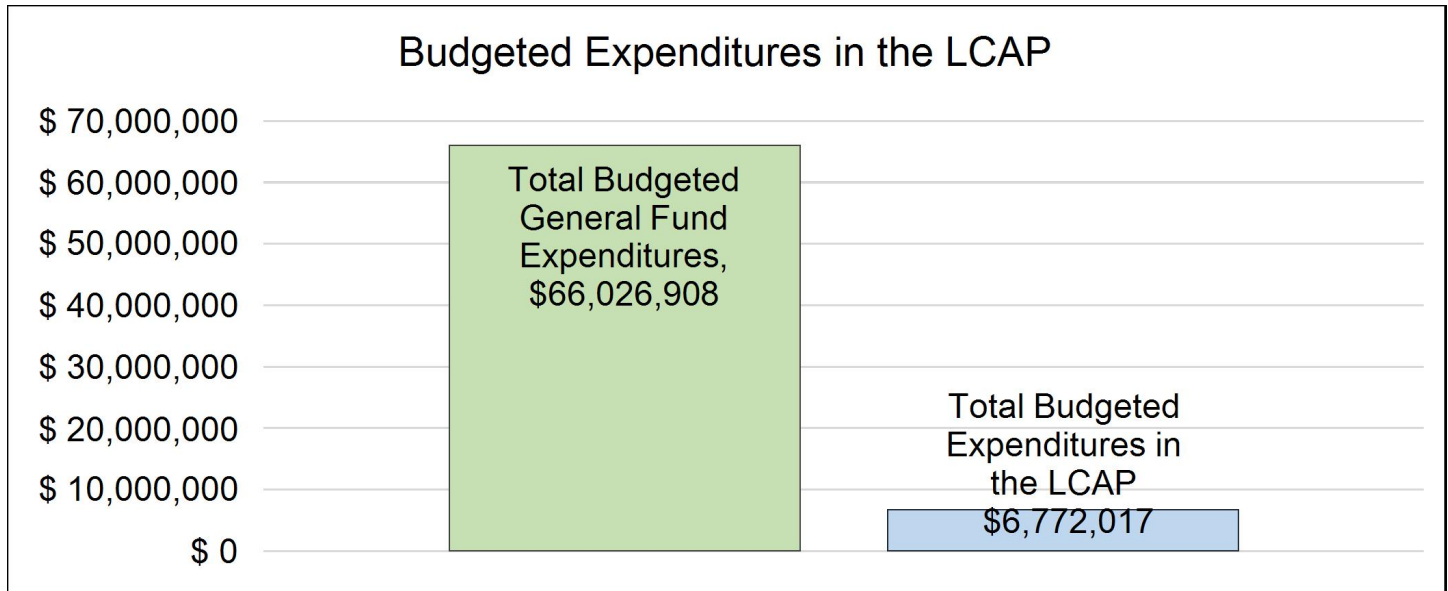LCFF supplemental & concentration grants, $5,674,301 , 9%

This chart shows the total general purpose revenue Sierra Sands Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Sierra Sands Unified School District is $65,756,618.89, of which $50,507,924.00 is Local Control Funding Formula (LCFF), $5,604,151.50 is other state funds, $140,000.00 is local funds, and $9,504,543.39 is federal funds. Of the $50,507,924.00 in LCFF Funds,

$5,674,301.00 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

Amount	
$ 70,000,000	
$ 60,000,000	Total Budgeted General Fund Expenditures, $66,026,908
$ 50,000,000	
$ 40,000,000	
$ 30,000,000	
$ 20,000,000	Total Budgeted Expenditures in the LCAP
$ 10,000,000	$6,772,017
$ 0	

This chart provides a quick summary of how much Sierra Sands Unified 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.

Sierra Sands Unified School District plans to spend $66,026,907.81 for the 2021-22 school year. Of that amount, $6,772,017.00 is tied to actions/services in the LCAP and $59,254,890.81 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
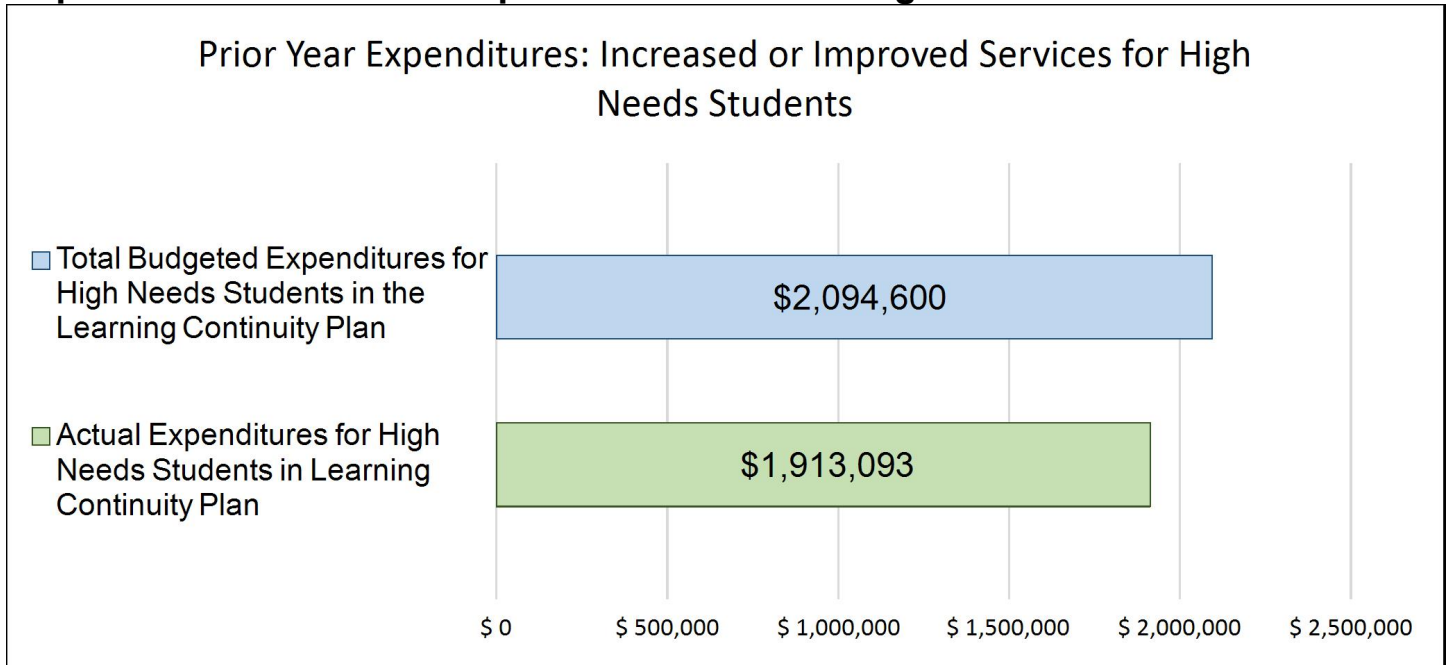
The total revenue projected for Sierra Sands Unified School District is $65,756,621.89, of which $50,507,924.00 is Local Control Funding Formula (LCFF), $5,604,155.00 is other state funds, $140,000.00 is local funds, and $9,321,576.00 is federal funds, and $3,441,116 is one time federal CARES funding. Of the $50,507,924.00 in LCFF Funds, $5,674,301.00 is generated based on the enrollment of High Needs Students (foster youth, English learner, and low-income students).

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

In 2021-22, Sierra Sands Unified School District is projecting it will receive $5,674,301.00 based on the enrollment of foster youth, English learner, and low-income students. Sierra Sands Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sierra Sands Unified School District plans to spend $5,674,301.00 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	$2,094,600
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$1,913,093

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

This chart compares what Sierra Sands Unified 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 Sierra Sands Unified 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, Sierra Sands Unified School District's Learning Continuity Plan budgeted $2,094,600.00 for planned actions to increase or improve services for high needs students. Sierra Sands Unified School District actually spent $1,913,093.00 for actions to increase or improve services for high needs students in 2020-21.

The 2020-21 Learning Continuity Plan total actual expenditures for actions and services to increase or improve services for high needs students, $2,094,600, is less than the total budgeted expenditures, $1,913,093, for planned actions and services. The difference had a minimal impact on the actions and services and the overall increased or improved services for high needs students in 2020-21 due to the use of multiple, one-time funding revenues including but not limited to CARES Act, ESSER, Learning Loss Mitigation, and In-Person Instruction. Other funding revenues allowed the district to support, increase, and improve services for high needs students.

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

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

LEA Name	Contact Name and Title	Email and Phone
Sierra Sands Unified School District	Dr. Dave Ostash Superintendent	superintendent@ssusd.org 760-499-1600

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

Provide a rigorous academic program which promises college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2 (a): Implemetation of CCSS **19-20** Increase Academic Program Survey Results by .25 in ELA/ELD and .25 in mathematics **Baseline** Academic Program Survey-Level 3.1 in ELA/ELD and 2.8 in mathematics	Priority 2 (a): Implementation of CCSS The Academic Program Survey was replaced in 2019-20 with the Local Indicator Implementation of State Academic Standards Reflection Tool. 2019-20 results are provided below. Rating Scale: Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability 1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 4 History-Social Science: 3 2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Expected	Actual
	English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 3 History-Social Science: 5 3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing) English Language Arts: 5 English Language Development: 5 Mathematics: 5 Next Generation Science Standards: 3 History-Social Science: 3
Metric/Indicator Priority 2 (b): Programs/services that enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency **19-20** Maintain TK-5th: 30 minute block scheduling of designated ELD instruction and integrated ELD instruction through all content areas 6th-12th: "Adequate" minutes of designated ELD instruction provided through ELA/ELD course and integrated ELD instruction through all content areas **Baseline** TK-5th: 30 minute block scheduling provides designated ELD instruction; integrated ELD instruction provided through all content areas	Priority 2 (b): Programs/services that enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency Maintained TK-5th: 30 minute block scheduling of designated ELD instruction and integrated ELD instruction through all content areas Maintained 6th-12th: "Adequate" minutes of designated ELD instruction provided through ELA/ELD course and integrated ELD instruction through all content areas

Expected	Actual
6th-12th: "Adequate" minutes of designated ELD instruction provided through ELA/ELD course; integrated ELD instruction provided through all content areas	
Metric/Indicator Priority 4: Student achievement **19-20** Increase SBAC performance in Levels 3 and 4 by 2% over baseline for all student groups. Increase CAST performance in Levels 3 and 4 by 2%. Increase percent of EL students attaining Eng. proficiency by 2%. Increase EL reclassification rate by 2%. Increase percent of students who passed AP exams with a score of 3 or higher by 2%. Increase or maintain Early Assessment Program (EAP) College Ready rates for ELA by 1%. Increase Early Assessment Program (EAP) College Ready rates for math by 2%. API: N/A **Baseline** SBAC (Levels 3 and 4) (*Preliminary 16-17 Data) ELA ALL 3-5: 47.7% 6-8: 46.7% 11: 68% Math ALL: 3-5: 37% 6-8: 31.3% 11: 29% Subgroup SBAC (Levels 3 and 4) (*Prelim. 16-17 Data): ELA SED 3-5: 36.1% 6-8: 33.7% 11: 18.7% EL 3-5: 10.8% 6-8: 2.2% 11: 0.0% SPED 3-5: 16.3% 6-8: 9.9% 11: 15.4% Math SED 3-5: 27.5% 6-8:18.7% 11: 13.4% EL 3-5: 19.3% 6-8: 2.2% 11: 0.0% SPED 3-5: 17.1% 6-8: 5.3% 11: 0.0% CAST: 16-17 pilot. No data available. Rate of 7th-12th students enrolled in CTE courses: 32%* (*Moved to Priority 7: Course Access.)	Priority 4: Student achievement SBAC performance in Levels 3 and 4 (2019-20). 2019-20 CAASPP Data: Unavailable due to suspension of testing during pandemic per Governor Newsom's Executive Order N-30-20. ELA ALL 3-5: Unavailable Math ALL 3-5: Unavailable Subgroup SBAC (Levels 3 and 4) ELA SED 3-5, 6-8, & 11: Unavailable EL 3-5: 3-5, 6-8, & 11: Unavailable SPED 3-5, 6-8, & 11: Unavailable Math SED 3-5, 6-8, & 11: Unavailable EL 3-5, 6-8, & 11: Unavailable SPED 3-5, 6-8, & 11: Unavailable CAST: 5, 8, & 11: Unavailable Rate of 7th-12th students enrolled in CTE courses: 20.45% (19-20) Number/rate of AP courses offered: 15 (19-20) Rate of students taking AP test: 9.9% (19-20) Percent of EL students attaining Eng. proficiency: 16.4% (18-19 latest data available) EL reclassification rate: 5.19% (19-20 data) Percent of students who passed AP exams with a score of 3 or higher: 90.9% (18-19 latest data available) Early Assessment Program (EAP) College Ready rates for ELA: unavailable Early Assessment Program (EAP) College Ready rates for math: unavailable

Expected	Actual
Number/rate of AP courses offered: 7* (*Moved to Priority 7: Course Access.) Rate of students taking AP test: 14.14% (15-16 data)* (*Moved to Priority 7: Course Access.) Percent of EL students attaining Eng. proficiency: 53.4% (14-15 latest data available) EL reclassification rate: 3.1% Percent of students who passed AP exams with a score of 3 or higher: 75.8% (15-16 latest data available) Early Assessment Program (EAP) College Ready rates for ELA: 74% (15-16 latest data available) Early Assessment Program (EAP) College Ready rates for math: 31% (15-16 latest data available) API: N/A	API: N/A
Metric/Indicator Priority 7: Course Access **19-20** Maintain rate of students having access to a broad course of study. Maintain or increase rate of 7th-12th students enrolled in CTE courses by 1%. Maintain or increase number/rate of AP courses offered by one. Increase rate of students taking AP test by 1%. Maintain or decrease rate of remedial course enrollment by 1%. Maintain number/rate of course offerings for students with exceptional needs (SDC classes). **Baseline** Rate of students having access to a broad course of study: 100% Rate of 7th-12th students enrolled in CTE courses: 32% Number/rate of AP courses offered: 7 Rate of students taking AP test: 14.14% (15-16 data) Rate of remedial course enrollment: 13.24%	Priority 7: Course Access Rate of students having access to a broad course of study: 100% (19-20) Rate of 7th-12th students enrolled in CTE courses: 20.45% (19-20) Rate of remedial course enrollment: 4.58% (19-20) Number/rate of course offerings for students with exceptional needs (SDC classes): TK-5 10, Grades 6-8 7, Grades 9-12 10 (19-20).

Expected	Actual
Number/rate of course offerings for students with exceptional needs (SDC classes): TK-5 11, Grades 6-8 6, Grades 9-12 5.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide home to school transportation services.	1. Provide home to school transportation services. 2000-2999: Classified Personnel Salaries LCFF S&C $493,994 1. Provide home to school transportation services. 3000-3999: Employee Benefits LCFF S&C $388,139 1. Provide home to school transportation services. 4000-4999: Books And Supplies LCFF S&C $200,000 1. Provide home to school transportation services. 5000-5999: Services And Other Operating Expenditures LCFF S&C $200,000 Not Applicable $0 Not Applicable N/A N/A Not Applicable N/A	1. Provide home to school transportation services. 2000-2999: Classified Personnel Salaries LCFF S&C $424,422 1. Provide home to school transportation services. 3000-3999: Employee Benefits LCFF S&C $403,204 1. Provide home to school transportation services. 4000-4999: Books And Supplies LCFF S&C $138,513 1. Provide home to school transportation services. 5000-5999: Services And Other Operating Expenditures LCFF S&C $224,040 Not Applicable $0 Not Applicable N/A N/A Not Applicable N/A
2. Maintain class size averages below Education Code maximums principally directed towards unduplicated pupils to increase teacher to student ratios to improve individualized education supports.	1000-1999: Certificated Personnel Salaries LCFF S&C $340,812 3000-3999: Employee Benefits LCFF S&C $155,924	1000-1999: Certificated Personnel Salaries LCFF S&C $340,812 3000-3999: Employee Benefits LCFF S&C $155,924

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3. Sustain AVID in grades 7-12.	1000-1999: Certificated Personnel Salaries LCFF S&C $105,632 3000-3999: Employee Benefits LCFF S&C $38,398 5000-5999: Services And Other Operating Expenditures LCFF S&C $30,000	1000-1999: Certificated Personnel Salaries LCFF S&C $93,678 3000-3999: Employee Benefits LCFF S&C $37,061 5000-5999: Services And Other Operating Expenditures LCFF S&C $39,588
4. Provide Career Readiness Courses and Pathways that can be articulated with community colleges.	1000-1999: Certificated Personnel Salaries LCFF S&C $313,000 3000-3999: Employee Benefits LCFF S&C $119,825 2000-2999: Classified Personnel Salaries LCFF S&C $13,420 3000-3999: Employee Benefits LCFF S&C $9,297 Not Applicable $0 Not Applicable $0	1000-1999: Certificated Personnel Salaries LCFF S&C $393,020 3000-3999: Employee Benefits LCFF S&C $159,459 2000-2999: Classified Personnel Salaries LCFF S&C $14,082 3000-3999: Employee Benefits LCFF S&C $11,579 Not Applicable $0 Not Applicable $0
5. Additional Secondary Math Teachers (3) to Increase Individualized Support and Instruction to Unduplicated Students	Three FTE EID# TBD 1000-1999: Certificated Personnel Salaries LCFF S&C $225,000 Three FTE EID# TBD 3000-3999: Employee Benefits LCFF S&C $88,473	Two FTE EID # 5765 EID# 5758 1000-1999: Certificated Personnel Salaries LCFF S&C $93,752 3000-3999: Employee Benefits LCFF S&C $40,819

Goal Analysis

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

Goal 1 funds budgeted for Actions/Services were implemented as planned.

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

Goal 1 successes include full implementation of Actions/Services 2-5, decreasing class sizes, sustainment of AVID programs in grades 7-12, provision of Career Readiness Courses, and additional secondary math teachers despite transitioning into a virtual, Distance Learning model in March 2020. There were challenges related to the implementation of Action/Service 1 due to the decreased need for home to school transportation as a result of the transition to the Distance Learning model in March 2020. Other challenges included preparation of students, teachers, and parents/guardians in navigating a virtual, distance education platform, especially for CTE courses.

Goal 2

Maximize student engagement and achievement.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 5: Student Engagement **19-20** Maintain/Increase Attendance Rate by 1% Maintain/Decrease Chronic Absenteeism by 1% Maintain Middle School Dropout Rate Maintain/Decrease High School Dropout Rate by .5% Maintain/Increase High School Graduation Rate by 1% **Baseline** Attendance Rate: 94.9% Chronic Absenteeism Rate: 10.21% Middle School Dropout Rate: 0.0% High School Dropout Rate: 3.9% (15-16 data) High School Graduation Rate: 91.4% (15-16 data)	Priority 5: Student Engagement Attendance Rate: 95.67% (18-19 data) Chronic Absenteeism Rate: 9.7% (18-19 data) Middle School Dropout Rate: 0% (18-19 data) High School Dropout Rate: 5.5% (18-19 data) High School Graduation Rate: 94.5% (18-19 "adjusted cohort" data from DataQuest)
Metric/Indicator Priority 6: School Climate **19-20** Decrease/maintain suspension and expulsion rates by 1%.	Priority 6: School Climate Suspension rate: 2019-20 5.7% (DataQuest) Expulsion rate: 2018-19 0.20% (DataQuest)

Expected	Actual
Increase California Healthy Kids Survey responses related to feeling connected and safe at school by 2%. **Baseline** Suspension rate: 2016-17 7.7% (estimated based on CALPADS 7.3 Discipline Action Count for 16-17) Expulsion rate: 2016-17 0.16% (estimated based on CALPADS 7.3 Discipline Action Count for 16-17) Other Local Measure: No tool used to measure safety/connectedness.	Fall 2019 California Healthy Kids Survey "Connectedness" and "Safety" results: 2019-20: "Felt Connected" 5th school connectedness 63% 7th school connectedness 58% 9th school connectedness 46% 11th school connectedness 43% Non Traditional school connectedness 56% 2019-20: "Felt Safe" 5th school safety 70% 7th school safety 57% 9th school safety 41% 11th school safety 45% Non Traditional school safety 60%
Metric/Indicator Priority 8: Other student outcomes **19-20** Maintain or decrease Middle School and High School D/F Rates in Core Courses at 15% or less. **Baseline** Middle School D/F Rates in Core Courses (1st/2nd Semester): All 2016-17 Targets Are At/Below 15%--English: 9.72%/15.11%, Social Science: 19.06%/17.38%, Science: 16.87%/16.23%, Math: 12.75%/11.34% High School D/F Rates in Core Courses (1st/2nd Semester): All 2016-17 Targets Are At/Below 15%--English: 13.82%/17.56%, Social Science: 21.34%/19.42% Science: 14.37%/18.23% Math: 26.99%/31.33%	Priority 8: Other student outcomes Middle School D/F Rates in Core Courses (1st/2nd Semester): 2018-19 English: 9.37% /9.56%, Social Science: 11.05% /13.67%, Science: 13.57% /13.0%, Math: 7.53% /9.74% High School D/F Rates in Core Courses (1st/2nd Semester): 2018-19 English: 15.89% /14.51%, Social Science: 23.77% /21.24% Science: 17.89%/20.24%, Math: 22.01%/27.51%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Maintain counseling services for Grades TK-8.	1000-1999: Certificated Personnel Salaries LCFF S&C $576,248 3000-3999: Employee Benefits LCFF S&C $231,352 Professional Development (per contract agreement) 5000-5999: Services And Other Operating Expenditures LCFF S&C $12,000	1000-1999: Certificated Personnel Salaries LCFF S&C $567,624 3000-3999: Employee Benefits LCFF S&C $231,113 5000-5999: Services And Other Operating Expenditures LCFF S&C $2,970
2. Support Youth Advisory Committee.	Transportation costs associated with student participants attending the YAC meetings. 5700-5799: Transfers Of Direct Costs LCFF S&C $0	5700-5799: Transfers Of Direct Costs LCFF S&C $0
3. Maintain software/programs that support data analysis of student performance.	Ren Place 5000-5999: Services And Other Operating Expenditures LCFF S&C $88,500 Not Applicable N/A	5000-5999: Services And Other Operating Expenditures LCFF S&C $77,971 Not Applicable N/A
4. Provide effective Before and After school interventions.	1000-1999: Certificated Personnel Salaries LCFF S&C $40,000 3000-3999: Employee Benefits LCFF S&C $7,700	1000-1999: Certificated Personnel Salaries LCFF S&C $13,899 3000-3999: Employee Benefits LCFF S&C $2,783
5. Maintain the Academic Learning Lounge (ALL) as a 9-12 intervention.	EID # 1000-1999: Certificated Personnel Salaries LCFF S&C $5,300 EID #5396 3000-3999: Employee Benefits LCFF S&C $1,200	EID # 1000-1999: Certificated Personnel Salaries LCFF S&C $5,300 EID #5396 3000-3999: Employee Benefits LCFF S&C $1,200
6. Provide transition course to at-risk 9th grade students, METS (Math, English, Technology Skills)	EID #1415 1000-1999: Certificated Personnel Salaries LCFF S&C $51,692	EID #1415 1000-1999: Certificated Personnel Salaries LCFF S&C $54,177

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits LCFF S&C $17,120	3000-3999: Employee Benefits LCFF S&C $18,671
7. Provide District EL Coordinating Services.	EID #3288 1000-1999: Certificated Personnel Salaries LCFF S&C $68,877	EID #3288 1000-1999: Certificated Personnel Salaries LCFF S&C $66,407
	EID #3288 3000-3999: Employee Benefits LCFF S&C $24,247	EID #3288 3000-3999: Employee Benefits LCFF S&C $19,487
8. Offer ALAS (ELA/ELD middle school intervention courses).	EID #0600; EID #0939; EID # 1000-1999: Certificated Personnel Salaries LCFF S&C $58,415	EID #0600; EID #0939; EID # 1000-1999: Certificated Personnel Salaries LCFF S&C $33,322
	EID #0600; EID #0939; EID # 3000-3999: Employee Benefits LCFF S&C $18,840	EID #0600; EID #0939; EID # 3000-3999: Employee Benefits LCFF S&C $12,414
9. Offer Supplemental, Tier II ELD 3-5 (in addition to integrated and designated Tier I) at the high school.	EID # EID #3753; EID #3288 1000-1999: Certificated Personnel Salaries LCFF S&C $15,345	EID # EID #3753; EID #3288 1000-1999: Certificated Personnel Salaries LCFF S&C $33,741
	EID # EID #3753; EID 3288 3000-3999: Employee Benefits LCFF S&C $4,968	EID # EID #3753; EID 3288 3000-3999: Employee Benefits LCFF S&C $10,700
10. Offer High School Summer School, Priority Enrollment for Unduplicated Students.	1000-1999: Certificated Personnel Salaries LCFF S&C $30,000	1000-1999: Certificated Personnel Salaries LCFF S&C $68,363.31
	3000-3999: Employee Benefits LCFF S&C $12,600	3000-3999: Employee Benefits LCFF S&C $13,655.48
	2000-2999: Classified Personnel Salaries LCFF S&C $30,000	2000-2999: Classified Personnel Salaries LCFF S&C $2,862
	4000-4999: Books And Supplies LCFF S&C $1,200	4000-4999: Books And Supplies LCFF S&C $157.60
	5700-5799: Transfers Of Direct Costs LCFF S&C $200	5700-5799: Transfers Of Direct Costs LCFF S&C $7,600.96

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
11. Provide an EL Support Teacher for Summer School.	1000-1999: Certificated Personnel Salaries LCFF S&C $3,900 3000-3999: Employee Benefits LCFF S&C $590	1000-1999: Certificated Personnel Salaries LCFF S&C $0 3000-3999: Employee Benefits LCFF S&C $0
12. Computer paraprofessionals at elementary sites to support academic intervention model and digital literacy.	2000-2999: Classified Personnel Salaries LCFF S&C $138,146 3000-3999: Employee Benefits LCFF S&C $84,662	2000-2999: Classified Personnel Salaries LCFF S&C $137,381 3000-3999: Employee Benefits LCFF S&C $98,396
13. Provide Coordinator of Student Services (75% S & C Funded) to support improved student engagement and school climate indicator outcomes for all students.	EID #4746 1000-1999: Certificated Personnel Salaries LCFF S&C $74,100 EID #4746 3000-3999: Employee Benefits LCFF S&C $25,554	EID #4746 1000-1999: Certificated Personnel Salaries LCFF S&C $79,120 EID #4746 3000-3999: Employee Benefits LCFF S&C $24,996
14. Provide Secondary Student Support Center Instructors (3 FTE) to support improved student engagement and school climate indicator outcomes for all students.	EID #4117; EID #3599; EID #5213 1000-1999: Certificated Personnel Salaries LCFF S&C $233,088 EID #4117; EID #3599; EID #5213 3000-3999: Employee Benefits LCFF S&C $90,030	EID #4117; EID #3599; EID #5213 1000-1999: Certificated Personnel Salaries LCFF S&C $215,904 EID #4117; EID #3599; EID #5213 3000-3999: Employee Benefits LCFF S&C $85,594
15. Provide Elementary PBIS Coaching stipends (6) to support improved student engagement and school climate indicator outcomes for all students.	EID #TBD *6 1000-1999: Certificated Personnel Salaries LCFF S&C $12,000 EID #TBD *6 3000-3999: Employee Benefits LCFF S&C $2,310	1000-1999: Certificated Personnel Salaries LCFF S&C 0 3000-3999: Employee Benefits LCFF S&C 0

Goal Analysis

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

Goal 2 funds budgeted for Actions/Services 11 (EL support teacher Summer School) and 15 (Elementary PBIS coaching stipends) were not implemented as planned. Funds were used to increase social-emotional supports for students and families with virtual counseling lessons and tiered supports. In addition, funds were utilized to increase the supports provided in virtual summer school credit recovery to ensure students completed virtual coursework and obtained needed credits.

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

Goal 2 successes include full implementation of Actions/Services 1-10 and 12-14 despite transitioning into a Distance Learning model in March 2020. There were challenges related to the implementation of Action/Service 11 due to the decreased need for an English Learner support teacher in a Distance Learning model Summer School. Challenges related to Action/Service 15 were the late advertisement of the stipend and subsequent late implementation of PBIS supports.

Goal 3

Grow family and community partnerships that benefit students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Parent Involvement **19-20** Maintain four LCAP meetings to be held each school year, monthly school site PS messages, and 100% of parents/guardians contributing input at IEP or 504 meetings. **Baseline** a) Hold four LCAP meetings. b) School sites provide one PS message per month. c) 100% of parents/guardians will contribute input at IEP or 504 meetings.	Priority 3: Parent Involvement a) LCAP meetings held: 1/24/19: Consultation with Bargaining Units 2/19/19: Consultation with Bargaining Units 4/15/19: Stakeholder Community Engagement Forum at Pierce Elementary 4/17/19: DELAC Meeting 4/17/19: Stakeholder Community Engagement Forum at Inyokern Elementary 4/22/19: Parent Advisory Committee 4/25/19: Stakeholder Community Engagement Forum at Burroughs High School b) School sites provided at a minimum, one Parent Square (PS) message per month. c) 100% of parents/guardians contributed input at IEP or 504 meetings

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Maintain media outlets to promote parent participation in programs of unduplicated pupils.	5800: Professional/Consulting Services And Operating Expenditures LCFF S&C $25,000	5800: Professional/Consulting Services And Operating Expenditures LCFF S&C $26,549
2. Provide District Translation/Interpreter Services.	Position #060007 Employe #3803 2000-2999: Classified Personnel Salaries LCFF S&C $20,475	2000-2999: Classified Personnel Salaries LCFF S&C $22,172
	Position #060007 Employee #3803 3000-3999: Employee Benefits LCFF S&C $18,300	3000-3999: Employee Benefits LCFF S&C $20,188
	Position #980209 Employee #4475 2000-2999: Classified Personnel Salaries LCFF S&C $33,600	2000-2999: Classified Personnel Salaries LCFF S&C $38,468
	Position #980209 Employee #4475 3000-3999: Employee Benefits LCFF S&C $27,100	3000-3999: Employee Benefits LCFF S&C $29,225
3. Continue to provide child care and translation services for ELAC/DELAC meetings.	2000-2999: Classified Personnel Salaries LCFF S&C $0	2000-2999: Classified Personnel Salaries LCFF S&C $0
	3000-3999: Employee Benefits LCFF S&C $0	3000-3999: Employee Benefits LCFF S&C $0
	4000-4999: Books And Supplies LCFF S&C $150	4000-4999: Books And Supplies LCFF S&C $150

Goal Analysis

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

Goal 3 funds budgeted for Actions/Services were implemented as planned with the exception of Action/Service 3 (child care for ELAC/DELAC meetings). Parents/guardians did not communicate a need for childcare August 2019-March 2020. Funds were used to increase translation services and navigation of educational technology (Chromebooks and mifis) supports to students, teachers, and parents/guardians through the implementation of the Distance Learning model in March-May 2020.

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

Goal 3 successes include full implementation of Actions/Services 1-2 despite transitioning into a Distance Learning model in March 2020. There were challenges related to the implementation of Action/Service 3 due to the decreased need for child care at ELAC/DELAC meetings which was further lessened as a result of the transition to the Distance Learning model in March 2020.

Goal 4

Guarantee safe and well-maintained facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Basic Services **19-20** Maintain/Increase: Facility Inspection Tool (FIT) Facility 2018-19 rating: 1 exemplary, 7 good, 2 fair **Baseline** Facility Inspection Tool (FIT) Facility rating: 6 exemplary, 4 good, 1 fair	Priority 1: Basic Services Facility Inspection Tool (FIT) Facility 2020-21 rating: 1 exemplary, 6 good, 3 fair

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Continue to support School Resource Officer services to improve student perceptions regarding safety and ensure a positive learning environment.	Vendor #092205 5800: Professional/Consulting Services And Operating Expenditures LCFF S&C $140,000	Vendor #092205 5800: Professional/Consulting Services And Operating Expenditures LCFF S&C $130,896

Goal Analysis

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

Goal 4 funds budgeted for Actions/Services were implemented as planned. The $9,104 is attributed to the overestimation of SRO expenditures and will be carried over into the 2019-20 LCAP budget.

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

Goal 4 successes include full implementation of Actions/Services despite transitioning into a Distance Learning model in March 2020. There were challenges related to the implementation of Action/Service 1 due to the decreased need for SROs in a Distance Learning model in March-May 2020. Another challenge which emerged was the decreased in student engagement in the virtual learning platform. To address the student engagement challenges, SROs were utilized to increase student engagement through home visits and deployment of DL resources such as Chromebooks and MiFis during the March-May 2020 Distance Learning model.

Goal 5

Develop, value, and retain a high-quality diverse educational team.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Basic Services **19-20** Maintain/Increase the number/rate of teachers fully credentialed to Baseline (2016-17 232/255, 91%). Maintain number/rate of students having access to standards-aligned materials. **Baseline** Number/rate of teachers fully credentialed: 2016-17 232/255, 91% Number/rate of students having access to standards-aligned materials: 2016-17 100%	Priority 1: Basic Services Number/rate of teachers fully credentialed: 2019-20 215/262, 82.1% Number/rate of students having access to standards-aligned materials: 2019-20 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide instructional coaching and support for uncredentialed teachers through Extended Day (10 Teachers Extended Day) to improve instruction for all students.	1000-1999: Certificated Personnel Salaries LCFF S&C $120,562 3000-3999: Employee Benefits LCFF S&C $48,297	1000-1999: Certificated Personnel Salaries LCFF S&C $0 3000-3999: Employee Benefits LCFF S&C $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2. Provide two full time instructional coaches for uncredentialed special education teachers to improve first instruction for all special education students.	EID #1351; EID #3775 1000-1999: Certificated Personnel Salaries LCFF S&C $182,000 EID #1351; EID #3775 3000-3999: Employee Benefits LCFF S&C $68,050	EID #1351; EID #3775 1000-1999: Certificated Personnel Salaries LCFF S&C $127,737 EID #1351; EID #3775 3000-3999: Employee Benefits LCFF S&C $46,334
3. Provide three certificated professional development days to increase/improve services to all students.	1000-1999: Certificated Personnel Salaries LCFF S&C $260,000 3000-3999: Employee Benefits LCFF S&C $50,050	1000-1999: Certificated Personnel Salaries LCFF S&C $260,000 3000-3999: Employee Benefits LCFF S&C $50,050

Goal Analysis

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

Goal 5 funds budgeted for Actions/Services were implemented as planned. Goal 5 funds budgeted for Actions/Services were implemented as planned with the exception of Action/Service 1 (instructional coaching/support for uncredentialled teachers) and Action/Service 2 (two full time instructional coaches for uncredentialled special education teachers). Funds were used to support students, families, teachers, and staff through the implementation of the Distance Learning model in March-May 2020.

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

Goal 5 successes include partial or full implementation of Actions/Services 2 and 3 despite transitioning into a Distance Learning model in March 2020. There were challenges related to the implementation of Action/Service 1 due to the late advertisement of the coaching positions. Another challenge related to the implementation of Action/Service 2 was due to the resignation of one of the FTEs in December 2019.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Custodial Lead to oversee non-custodians (staff roles and responsibilities adapted and modified as a result of COVID-19) to address health and safety concerns. Funding Source: Learning Loss Mitigation Funds	$75,000	$0	No
Purchase of Personal Protection Equipment (PPE) to address health and safety concerns. Funding Source: Learning Loss Mitigation Funds	$75,000	$127,783	No
Purchase of plexiglass and use of Sierra Sands USD maintenance department labor costs associated with manufacturing of sneeze/cough guards to address health and safety concerns. Funding Source: Learning Loss Mitigation Funds	$50,000	$132,208	No
Purchase of professional development system, Bridge, to address health and safety concerns. Funding Source: Learning Loss Mitigation Funds	$22,000	$22,438	No

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

Substantive differences between the planned actions and/or budgeted expenditures are identified in the Custodial Lead, purchase of PPE, and purchase of plexiglass. Due to the continuation of the Distance Learning model from August 2020-early April 2021, a lead custodian was not needed to oversee non-custodians. PPE purchase costs were higher than budgeted. Plexiglass purchase costs were higher than budgeted.

Analysis of In-Person Instructional Offerings

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

The challenges to the implementation of in-person instruction were related to the restrictions due to the county's COVID-19 infection rates and color designation of purple or deep purple for the majority of the school year. In March/April 2021, Kern County moved into the red tier which allowed for a return to in-person instruction in a limited capacity due to the social distancing requirements. Additional challenges emerged in acquiring PPE as budgeted. For example, plexiglass costs increased significantly due to the demand which resulted in triple the estimated cost ($50,000 estimated to $132,208 actual). Success includes the ability to offer acute special education day class cohorts at Richmond Elementary, Faller Elementary, and Burroughs High School and supervised student hubs at Richmond Elementary and Gateway Elementary in November/December through May and return to in-person instruction for general education TK-12th grade students in April-May 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of 1600 Chromebooks to provide additional academic services for pupils and to support Low Income students without access to instructional technology. Funding Source: Learning Loss Mitigation Funds	$450,000	$350,741	Yes
Purchase of MiFis and ongoing, monthly subscription costs to provide internet access to families and to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	$60,000	$190,713	No
Purchase of additional Distance Learning equipment (web cameras, microphones, headsets, etc.) for educators to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	$25,500	$64,155	No
Purchase of additional Distance Learning equipment (specialized instructional technology, microphones, headsets, etc.) for special education students to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	$130,000	$52,059	No
Purchase of learning management system, Canvas, to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	$27,240	$16,507	No
Purchase of Zoom Pro accounts for teachers and administrators to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	$12,000	$13,085	No
Purchase of supplemental, web-based online programs (Vernier/Pivot Interactive for high school science labs and MakeMusic for secondary music programs) to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	$15,000	$14,950	No
Provide Secondary Support Center Instructors (three) to provide the following: support improved student engagement of unduplicated students, integrated pupil supports through increased monitoring of unduplicated student attendance, participation, and engagement, and	$325,000	$313,932	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
professional development for both educators and parents/guardians to address pupil trauma and social-emotional learning. Funding Source: Local Control Funding Formula/Supplemental or Concentration			

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.

Substantive differences between the planned actions and/or budgeted expenditures are identified in the purchase of Chromebooks, purchase of MiFis, purchase of Distance Learning equipment for educators and special education students, and purchase of Canvas, and purchase of plexiglass. Due to the continuation of the Distance Learning model from August 2020-early April 2021, substantive differences are related to higher costs of goods with the exception of the Chromebook and Canvas purchases and instructional technology for special education 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.

Continuity of instruction was provided successfully through a Distance Learning Program comprised of the use of Zoom and the Learning Management System (LMS), Canvas. Access to devices and connectivity for all pupils to support distance learning was ensured through a successful one-to-one Chromebook distribution. In addition, MiFis were successfully distributed to family units based on identified needs. Replacing and repairing damaged Chromebooks and Mifis was a challenge during distance learning.

The district assessed pupil progress through live contacts and synchronous instructional minutes via Zoom and Canvas. Student participation was measured through Zoom and Canvas, online activities, completion of regular assignments, and contact with the teacher and other students. Student attendance/presence in the virtual learning environment was monitored through the Aeries Student Information System (SIS) which is utilized to track attendance for Distance Learning. Student engagement was a challenge while validating pupil participation and progress.

Ongoing professional development was provided through on-demand resources, webinars, and local virtual sessions. Ongoing teacher and administrator professional development was provided to support the design and implementation of Designated and Integrated ELD including purposeful integration of educational technology. Onboarding all stakeholders to the new learning management system in such a short period of time was a challenge.

Affected staff members' roles and responsibilities were successfully adapted and modified as a result of COVID-19. Tracking and supporting personnel from a work-from-home environment was a challenge.

Additional supports were provided successfully during Distance Learning for students with unique needs including English learners, pupils with exceptional needs, academically advanced pupils, pupils in foster care, and pupils experiencing homelessness. Providing additional supports for pupils with unique needs was a challenge during Distance Learning due to added safety protocols and not having access to the students directly.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Benchmark Booster (English Language Arts 1st-5th grades) to address learning loss or accelerate progress to close learning gaps. Funding Source: Learning Loss Mitigation Funds	$22,000	$21,206	No
Purchase of assessment software to identify service-eligible student needs and address learning loss to close learning gaps. Funding Resource: Learning Loss Mitigation Funds (Note: Presence Learning)	$20,000	$14,800	No
Provide before and/or after school academic interventions to address learning loss or accelerated progress to close learning gaps. Funding Resource: Local Control Funding Formula/Supplemental and/or Concentration	$50,000	$0.00	Yes
Provide English Learner Coordinator to increase instructional services to English Learners. Funding Resource: Local Control Funding Formula/Supplemental and/or Concentration	$95,000	$87,085	Yes
Provide Summer School for High School Students to address learning loss or accelerate progress to close learning gaps. Funding Resource: Local Control Funding Formula/Supplemental and/or Concentration	$45,000	$45,000	Yes

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.

Most actions related to Pupil Learning Loss were implemented and expended as planned. A substantive difference between the planned action and/or budgeted expenditures for before/after school academic interventions was identified. Teachers, students, and parents/guardians experienced virtual learning platform fatigue and did not participate in before or after school learning in the virtual environment. The $50,000 before/after school academic intervention expenditures will be carried over into the 2021-22 LCAP.

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.

The challenges related to addressing Pupil Learning Loss in the 2020-21 school year were related to valid and reliable assessment data and the provision of academic interventions in a Distance Learning environment. The successes were related to the continued implementation of the collaboration and intervention model in elementary schools to identify and respond to pupil learning loss. Efforts to address pupil learning loss were effective in the context of being able to identify and respond to learning loss in elementary.

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.

The successes related to monitoring and supporting mental health and social/emotional well-being in the 2020-21 school year were the continued implementation of elementary and middle school counseling curriculum and Tier 1 (whole group lessons), Tier 2 (small group), and Tier 3 (individual) supports. Mental health and social and emotional well-being of students were monitored and supported successfully by a tiered approach consistent with current practices. At the elementary level, Panorama was used as a screening tool to focus whole group lessons and to identify students in need of additional support. Elementary SEL support was provided in the following tiers: Tier 1-whole group/class SEL Second Step lessons were provided weekly for each grade level. Tier 2-small group SEL lessons were provided to identified students in a cohort of 6-8 week cycles. Tier 3-individual SEL support was provided to identified students. At the secondary level, Pearson 360 was used as a screening tool to focus whole group lessons and to identify students in need of additional support. Tier 1-whole group/class SEL Second Step (middle schools) and School Connect (high schools) lessons were provided as needed. Tier 2-small group SEL lessons were provided to identified students in a cohort of 6-8 week cycles. Tier 3-individual SEL support was provided to identified students. Student Outreach and Support: At the secondary level, Student Support Teachers on Special Assignment (TOSAs) and/or school counselors identified students in need of increased social-emotional support and outreach to the student and parent/guardian once per week. At the elementary level, school site counselors identified students in need of increased social-emotional support and outreach to the student and parent/guardian at least once per week. The challenges were the access to and engagement of students in the Distance Learning model. Students felt isolated and lacked social interaction opportunities.

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.

The successes related to implementing pupil and family engagement and outreach in the 2020-21 school year were the continued implementation of elementary Title I Family nights (virtual), virtual Back to School nights, virtual Open House, virtual ELAC/DELAC meetings, virtual School Site Council meetings, virtual parent/teacher conferences, and the use of counselors and SROs to engage with families and provide resources. The district provided Chromebooks to each individual student and MiFi devices for any family in need. This assisted families in removing barriers to engagement. Families were consistently surveyed regarding Distance Learning and return to In-Person instructional models to better serve stakeholders. The challenges were all related to the Distance Learning environment.

The following pupil engagement, outreach procedures, and tiered re-engagement strategies were implemented to support pupils absent from Distance Learning or not engaged in instruction and at risk of learning loss.

Tiered Re-Engagement Strategies: If a student missed more than three school days or 60 percent of the instructional days in a school week, the following tiered strategies were implemented.

Tier 1- The following strategies:
Verification of current student contact information in Student Information System, Aeries.
Documentation of daily attendance (in Aeries), participation, and engagement (in Canvas).
Automated Daily All Call from ParentSquare notifying Parent/Guardian of absence.
Tier 2- All Tier 1 strategies and the following strategies:
Attendance/absence letter mailed home.
Parent/Student contact through (email, phone call, ParentSquare, other means) by a Student Support Team Member (i.e. Counselor, TOSA,
Teacher, Other Support Staff)
Tier 3- All Tier 1 and 2 strategies and the following strategies:
Parent/Student conference.
Resource Officer home visit, if the student is not logging in and parent/student cannot be reached.
Referral to District Coordinator of Student Support Services for additional outreach and resources.

Outreach to Pupils/Parents/Guardians Who Speak Languages Other Than English: The District's communication tool, ParentSquare, allowed the parents/guardians to translate the information into the preferred language. In addition, District Translators were available to support communication in the preferred language.

Analysis of School Nutrition

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

Successes related to providing school nutrition in the 2020-21 school year were that nutrition in the form of grab-and-go breakfasts and lunches were provided at key school locations. The U.S. Department of Agriculture (USDA) waivers removed the financial barriers for obtaining school nutrition. Challenges were related to staffing and equipment for packaging grab-and-go meals. The Nutrition Services Department acquired packaging materials to individually wrap meals, delivery equipment, and training that allowed them to provide nutritious, safe, meals in individual, pre-packaged containers for distribution during Distance Learning. The department maintained familiarity with communication from the California Department of Education and the USDA to ensure that operations met applicable guidelines. During Distance Learning, staff deployed to selected school sites (Faller Elementary, Inyokern Elementary, Pierce Elementary, and James Monroe Middle School) to provide meals. Each selected site was provided with a computer, refrigerated containers, and heated containers to store prepackaged grab-and-go meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	Substantially different use of bus drivers/monitors to provide integrated pupil supports to access school food programs. Funding Source: Learning Loss Mitigation Funds	$465,000	$0	No
Distance Learning Program (Staff Roles and Responsibilities)	Substantially different use of two School Resource Officers to conduct home visits for the purpose of providing additional academic services for pupils through the distribution of Chromebooks and MiFis. Identified costs are estimated through December 30, 2020 as the funding source must be expended by this date. Funding Source: Learning Loss Mitigation Funds	$70,000	$56,665	No
Distance Learning Program (Staff Roles and Responsibilities)	Substantially different use of Sierra Sands Technology Department employee to distribute MiFis and to provide tech support to parents/guardians for the purpose of providing additional academic services for pupils. Identified costs are estimated through December 30, 2020 as the funding source must be expended by this date. Funding Source: Learning Loss Mitigation Funds	$30,000	$30,000	No
Distance Learning Program (Staff Roles and Responsibilities)	Substantially different use of Sierra Sands librarians to distribute Chromebooks to students and to provide technology support to parents for the purpose of providing additional academic services for pupils. Identified costs are estimated through December 30, 2020 as the funding source must be expended by this date. Funding Source: Learning Loss Mitigation Funds	$372,500	$372,500	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Provide elementary and middle school counselors (8 FTE) to address pupil trauma and social-emotional learning as a result of COVID-19. Funding Source: Local Control Funding Formula/Supplemental or Concentration	$819,600	$806,335	Yes
Distance Learning Program (Distance Learning Professional Development)	Provide three certificated professional development days to increase/improve services to unduplicated student groups in the Distance Learning model. Professional development focused on Distance Learning student engagement and instructional practices. Funding Source: Local Control Funding Formula/Supplemental or Concentration	$310,000	$310,000	Yes

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.

Substantive differences between the planned actions and/or budgeted expenditures are identified in the different use of bus drivers/monitors to provide integrated pupil supports to access school food programs. All other additional actions related to the implementation of the Learning Continuity Plan were implemented and/or expended as planned.

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.

Lessons learned from implementing in-person programs from April-May 2021 and distance learning programs from August 2020-March 2021 have informed the development of 2021-24 LCAP goals and actions related to mitigating learning loss through assessment platforms and data analysis and the provision of intervention supports. Further, lessons learned related to social-emotional well-being have informed goals and actions related to counseling support.

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

Learning loss continues to be assessed and addressed in the 2021-24 LCAP for all students and pupils with unique needs through the use of assessment programs, data analysis, and academic interventions.

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.

No substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services (elementary/middle school counselors and three certificated professional development days) are identified. All actions were implemented and/or expended as planned.

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.

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 are related to mitigating learning loss through assessment platforms and data analysis and the provision of intervention supports. Further, analysis has informed social-emotional well-being goals and actions related to counseling support.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

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

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

Actions Related to the Distance Learning Program

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

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	5,675,682.00	5,207,531.35
	0.00	0.00
LCFF S&C	5,675,682.00	5,207,531.35

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	5,675,682.00	5,207,531.35
1000-1999: Certificated Personnel Salaries	2,715,971.00	2,446,856.31
2000-2999: Classified Personnel Salaries	729,635.00	639,387.00
3000-3999: Employee Benefits	1,533,026.00	1,472,852.48
4000-4999: Books And Supplies	201,350.00	138,820.60
5000-5999: Services And Other Operating Expenditures	330,500.00	344,569.00
5700-5799: Transfers Of Direct Costs	200.00	7,600.96
5800: Professional/Consulting Services And Operating Expenditures	165,000.00	157,445.00
Not Applicable	0.00	0.00
	0.00	0.00

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

Total Expenditures by Object Type and Funding Source				
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	5,675,682.00	5,207,531.35
1000-1999: Certificated Personnel Salaries	LCFF S&C	2,715,971.00	2,446,856.31
2000-2999: Classified Personnel Salaries	LCFF S&C	729,635.00	639,387.00
3000-3999: Employee Benefits	LCFF S&C	1,533,026.00	1,472,852.48
4000-4999: Books And Supplies	LCFF S&C	201,350.00	138,820.60
5000-5999: Services And Other Operating Expenditures	LCFF S&C	330,500.00	344,569.00
5700-5799: Transfers Of Direct Costs	LCFF S&C	200.00	7,600.96
5800: Professional/Consulting Services And Operating Expenditures	LCFF S&C	165,000.00	157,445.00
Not Applicable		0.00	0.00
		0.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,721,914.00	2,569,953.00
Goal 2	1,960,184.00	1,885,809.35
Goal 3	124,625.00	136,752.00
Goal 4	140,000.00	130,896.00
Goal 5	728,959.00	484,121.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$222,000.00	$282,429.00
Distance Learning Program	$1,044,740.00	$1,016,142.00
Pupil Learning Loss	$232,000.00	$168,091.00
Additional Actions and Plan Requirements	$2,067,100.00	$1,575,500.00
All Expenditures in Learning Continuity and Attendance Plan	$3,565,840.00	$3,042,162.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$222,000.00	$282,429.00
Distance Learning Program	$269,740.00	$351,469.00
Pupil Learning Loss	$42,000.00	$36,006.00
Additional Actions and Plan Requirements	$937,500.00	$459,165.00
All Expenditures in Learning Continuity and Attendance Plan	$1,471,240.00	$1,129,069.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$775,000.00	$664,673.00
Pupil Learning Loss	$190,000.00	$132,085.00
Additional Actions and Plan Requirements	$1,129,600.00	$1,116,335.00
All Expenditures in Learning Continuity and Attendance Plan	$2,094,600.00	$1,913,093.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sierra Sands Unified School District	Dr. Dave Ostash Superintendent	superintendent@ssusd.org 760-499-1600

Plan Summary [2021-22]

General Information

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

Sierra Sands Unified School District serves a diverse population of students with the mission of "Engaging all learners." We serve approximately 4950 students TK-12th grade in school sites (6-elementary, 2-middle school, 1-comprehensive high school, 1-alternative education high school, and 1-adult school). In addition, the district offers three state preschool programs and after school programs on the Faller, Inyokern, and Pierce elementary campuses, a before school program at Pierce, and an Adult School. Student population is comprised of multiple racial and ethnic backgrounds with the majority of our students identifying as White, Non-Hispanic (54.24%), Hispanic Latino (30.44%), Black/African American (5.15%), Asian (2.51%), Filipino (1.82%), American Indian/Alaskan Native (1.17%), Native Hawaiian/Other Pacific Islander (0.65%) and Multiple Races (3.92%). The district's Local Control Funding Formula (LCFF) Unduplicated Pupil Percentage is 63.35%. 6.24% of students are English Learners (EL). 83.82% of our EL students' primary language is Spanish. 61.73% of students are Socioeconomically Disadvantaged. 0.46% of students are Foster Youth. Data for this section is derived from 2020-21 CALPADS Fall 1 Reports 1.4, 1.17, and 2.8.

Reflections: Successes

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

Based on a review of the Fall 2019 Data Dashboard, local data, progress towards 2018-2021 LCAP goals, and stakeholder input, Sierra Sands has identified Chronic Absenteeism, College/Career Readiness, and Graduation Rates as areas of success and/or progress.

The district progressed from the "Yellow" (Level: High) to the "Green" placement in Chronic Absenteeism for "All Students" as 9.7% (declined -1.8%) are chronically absent per the 2019 Fall Dashboard. Per the 2019-20 CALPADS 14.1 - Student Absenteeism Count report, Chronic Absenteeism for "All Students" is 7.4% (declined 2.3% as compared to 2019 Dashboard). The following student groups declined in Chronic Absenteeism rates and were in the "Green" (Level: Medium) placement: English Learners, American Indian or Alaska Native, and White. To maintain or decrease Chronic Absenteeism rate levels, the district will continue to provide access to transportation and provide social-emotional supports.

The district progressed from the "Yellow" to the "Green" placement in College/Career Readiness for "All Students" as 50.0% (increased +2.7%) are college and career ready per the 2019 Fall Dashboard. The following student groups increased in College/Career Readiness rates and were in the "Green" placement: Socioeconomically Disadvantaged (Level: Medium), Hispanic (Level: Medium), and White (Level: High). To maintain or increase college/career readiness rates, the district will continue to monitor secondary D and F rates, offer high school credit recovery throughout the year and Summer School, provide supplemental support in Summer School for our English Learners, and offer intervention/academic support at secondary schools.

The district continues to perform in the "High" level for graduation rates for "All Students" (Level: High 93.8%, Increased + 3.3%) as well as student groups Socioeconomically Disadvantaged (Level: High 92.5%, Increased +6.1%) and Hispanic (Level: High 93.7%, Increased +4.5%). Student group Students with Disabilities progressed to the "Medium" level as 90.3% graduated, an increase of 18.9%. To maintain "High" graduation rate levels, the district will continue to monitor secondary D and F rates, offer credit recovery throughout the year, offer Summer School for secondary students, provide supplemental support in Summer School for our English Learners, offer intervention/academic support at secondary schools, and continue the METS course for high school freshman to further support at risk, unduplicated pupils.

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.

Based on a review of the Fall 2019 Data Dashboard, progress towards 2018-2021 LCAP goals, and stakeholder input, Sierra Sands has identified suspension rates and gaps in student performance in ELA, and Chronic Absenteeism as areas of need or significant improvement, including areas of low performance and significant performance gaps among student groups on Dashboard indicators.

Per the 2019 Fall Dashboard, suspension rates for "All Students" status is "High" at 7.0% and nearly all student groups are in the yellow, orange, and red ranges indicating "High" or "Very High" status (EL: 6.7%, Maintained, Filipino: 4.7%, Increased +2.8%, White: 7.2%,

Increased 1.3%, Native Hawaiian/Pacific Islander: 13.9%, +7.2%, SED: 8.5%, Maintained, FY: 10.7%, Declined -5.3%, Students With Disabilities: 10.9%, Declined 1%, African American: 10.1%, Declined -1.3%).

Per the 2019 Fall Dashboard, the Academic Indicator-English Language Arts (ELA) (Grades 3-8, & 11) identifies a significant performance gap among "All Students" and "Students with Disabilities". The "All Students" status is "Green" (Level: Medium, -2.2 points below standard) and the student group Students with Disabilities status is "Orange" (Level: Very Low, -84.5 points below standard).

Per the 2019 Fall Dashboard, chronic absenteeism rates for "All Students" staus is in the green range with an average of 9.7% CA rate. A signifcant performance gap among "African American" and "Homeless" student groups with AA at 19.8% (organge range) and Homeless 32.7% (orange range).

To increase progress in the identified areas of need, the district will:

Suspension rates: Implement effective PBIS systems of support and strategies at the secondary level, increase support of behavior systems through the Coordinator of Student Services, and increase secondary behavior systems of support through the "Secondary Student Support Center" model and personnel.
ELA Academic Indicator/Students with Disabilities: Utilize common formative assessments to identify and intervene in areas of need, provide access to intervention, and provide instructional coaching for ELA RSP and SDC teachers.
Chronic Absenteeism for AA and Homeless Student Groups: Integrate systems of support and a tiered intervention approach to identify and support reduced chronic absenteeism.

LCAP Highlights

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

The 2021-2024 Goals were developed in 2020-21 school year to align with the Sierra Sands Unified School District Board Goals and eight state priorities. Goals and actions are described in detail in each respective section. The 2021-2024 Goals are as follows:

Goal 1: Provide a rigorous academic program which promises college and career readiness. This goal includes actions and services related to how a rigorous academic program may be accessed as well as actions and services that improve college and career readiness.
Goal 2: Maximize student engagement and achievement. This goal includes actions and services that support student engagement (attendance, reduced suspension and expulsion rates) and student achievement (supplemental intervention services and programs).
Goal 3: Grow family and community partnerships that benefit students. This goal includes a communication action that seeks to provide opportunities for family and community partnerships.
Goal 4: Develop, value, and retain a high-quality diverse educational team. This goal includes an action related to ensuring highly-qualified educators through professional development.

The goals and actions are designed to create progress towards the eight state priorities at the classroom, school site, and district levels.

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.

Mesquite Continuation High School

Support for Identified Schools

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

A district representative met with the school principal to begin developing a CSI plan for the school to improve student outcomes in November 2019.
The principal and school stakeholders including teachers and parents developed the CSI Plan in February 2020 using the Continuous Improvement Process (CIP).
The CSI plan includes: 1) data protocol to review the 2019 CA School Dashboard, 2) schoolwide comprehensive needs assessment: School Plan for Student Achievement annual evaluation, 3) problem of practice with root causes identified, 4) feedback from stakeholders related to the problem of practice and root causes, 5) theory of action, 6) action plan aligned with the requirements for CSI, and 7) ongoing progress/implementation monitoring with the school site and LEA.
The action plan will inform the School Plan for Student Achievement (SPSA) and will be implemented and updated regularly through progress monitoring by the school and district.
Based on the outcomes of the CIP process, research-based interventions were reviewed by the school and adopted to change the student outcomes. Research-based interventions were selected primarily from resources previously used by the district and recommended by Kern County Superintendent of Schools office. The CSI plan includes partnerships and contracts with Affecting Behavior Change Inc. and Community Matters. The 2020-21 Affecting Behavior Change Inc. partnership includes teacher and staff professional development on Positive Behavior Intervention and Support and Multi-tiered Systems of Support. The 2020-21 Community Matters partnership includes professional development interactive modules for teachers centered around restorative practices including restorative circles, school safety, school climate, discipline and suspensions. Students will be trained on how to lead restorative circles and alcohol, tobacco, and other drug (ATOD) peer to peer prevention training. All interventions adopted will be reviewed for effectiveness through an analysis of referral and suspension data and frequency and content of Restorative Circles.
The LEA will continue to provide assistance to the school qualified for CSI by supporting the CIP process, assisting with evidence-based intervention research and adoption, and allocating appropriate funding (CSI and other) as the CIP action plan requires.
Stakeholders will provide information and feedback to the drafted problem of practice and root causes via surveys, interviews, and focus groups. Stakeholder feedback will come from a variety of stakeholder groups who are familiar with the problem of practice. Potential groups could include students, parents, teachers, administrators, classified staff, district staff, and community members. Feedback collected will be used to validate and refine the problem of practice and root causes which will help identify resource inequities. The schoolwide needs assessment utilized will be the School Plan for Student Achievement annual evaluation.

Monitoring and Evaluating Effectiveness

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

Through the Continuous Improvement Process, the school developed an action plan with timelines for implementation and to monitor outcomes with interim measures. Progress will be monitored by the school site and district through monthly strategic planning meetings with the principal and the district coordinator of state and federal programs.

This plan also includes actions and resources that will be provided by the LEA to support the implementation of the plan. This includes additional instructional resources, professional learning, and funding based on the action plan to increase capacity of both staff and students. The LEA will look at demographic factors, student outcomes, perceptions, and process data in order to determine the effectiveness of these actions and make adjustments to the plan as needed.

Ongoing communication with stakeholders will occur to inform them of progress towards implementation and effectiveness. Feedback from teachers and parents will be gathered via surveys throughout the year. This will create a two-way dialogue to not only inform but also solicit feedback allowing the LEA to continue to revisit and refine the plan to support students and school improvement.

Student behavior data will be monitored including suspensions and office referrals to ensure improved student behavior results. The SPSA annual evaluation will also validate student and school improvement.

Stakeholder Engagement

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

Sierra Sands Unified School District maintains a comprehensive stakeholder engagement process to facilitate systematic and meaningful consultation in strategic planning. District Committees and Councils include: Cabinet (Superintendent, Assistant Superintendents, Director/Chief(s)), K-12 Counselors, K-12 Principals, Leadership Team (Cabinet, Certificated Management, Classified Management, Coordinator of State and Federal Education Programs, Principals, and Assistant Principals), Safety, Career Technical Education, Gifted and Talented Education, Superintendent's Council, School Site Council(s), ELAC/DELAC, District Textbook Selection and Instructional Materials Review Committees, and Calendar. Membership in the various committees may include parents, community members, unit members (teachers, classified staff, and counseling guidance association), board members, staff, and students depending upon the purpose of the committee. School sites have various stakeholder engagement opportunities such as PTO, Parent Coffees, and Boosters.

A summary of the stakeholder engagement process is provided below:

August 2020-May 2021, Cabinet including SELPA Director, reviewed both LCP and LCAP goals and actions for revision and input into the development of the 2021-2024 LCAP.

August 2020-May 2021, Leadership Team review LCAP goals and actions and provided input into the development of the 2021-2024 LCAP.

In Fall 2020, Learning Continuity and Attendance Plan (LCP) engagement surveys were administered to teachers, principals, administrators, other school personnel, parents, and students (5th-12th grades) for consideration and input into the LCP and eventual 2021-2024 LCAP development.

In Fall 2020 and Spring 2021, District English Language Advisory Committee (DELAC) and Parent Advisory Committee (PAC) meetings were held to solicit input into the LCP and 2021-2014 LCAP development.

In Spring 2021, three consultation meetings were held to solicit input from all bargaining units.

In Spring 2021, School Site Council meetings were held at each school site to solicit input from teachers, other school personnel, principals, and parents.

On June 17, 2021 public hearing was held to receive feedback from stakeholders.

On June 24, 2021 the board approved the 2021-22 LCAP.

On August 11, 2021 an additional public hearing was held to receive feedback from stakeholders.

On August 12, 2021 the board approved the revisions to the 2021-22 LCAP.

No written questions were received from DELAC or PAC, therefore no written responses were required from the superintendent.

The superintendency has reviewed all School Plan for Student Achievement (SPSA) plans and they are in alignment with the LCAP.

The SSUSD Special Education Local Plan Agency (SELPA) Exectuvie Director has been consulted regarding the LCAP and the specific supports for students with disabilities.

A summary of the feedback provided by specific stakeholder groups.

Parent, student, teacher, principal, administrator, and other school personnel identified the continued and increased need to provide social-emotional supports through counseling and social-emotional learning instruction/curriculum and academic support/intervention due to the impact of the trauma experienced by the community in the earthquakes of 2019 and the Global Pandemic/Distance Learning of 2020-2021. The teacher bargaining unit provided feedback regarding a reduction in class sizes and increased student to teacher ratios.

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

The aspects of the LCAP that were influenced by specific stakeholder input were mainly identified in Goal 2: Maximize student engagement and achievement. Action 1 was modified with the addition of two secondary counselors at the middle schools to provide increased social-emotional supports.

Goals and Actions

Goal

Goal #	Description
1	Provide a rigorous academic program which promises college and career readiness.

An explanation of why the LEA has developed this goal.

The District plans to achieve the goal of providing a rigorous academic program which promises college and career readiness through actions related to transportation services, secondary AVID programs, high school Career Technical Education (CTE) courses, lower class size averages, and lower secondary math class size averages to increase individualized educational supports to students. As a result of the broad goal and related actions, the district will improve the number of students meeting and exceeding math, ELA, and science standards annually and student access to a broad course of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(c): School facilities are maintained and in good repair. Maintain annual site FIT reports at good or exemplary.	Facility Inspection Tool (FIT) Facility 2020-21 rating: 1 exemplary, 7 good, 2 fair				Maintain annual site FIT reports at good or exemplary.
Priority 2(a): Implementation of CCSS Increase Butte County Office of Education CCSS Implementation Metric Level to 3, 4, or 5.	2020-21 Metric: Level 2 Developing Awareness.				Increase to Level 3 Full Awareness, Level 4 Student Awareness, or Level 5 Full Implementation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2(b): Programs/services that enable ELs to access CCSS and ELD standards Retain TK-5th: 30 minute block scheduling of designated ELD instruction and integrated ELD instruction through all content areas 6th-12th: "Adequate" minutes of designated ELD instruction provided through ELD course and integrated ELD instruction through all content areas	TK-5th: 30 minute block scheduling provides designated ELD instruction; integrated ELD instruction provided through all content areas 6th-12th: "Adequate" minutes of designated ELD instruction provided through ELD course; integrated ELD instruction provided through all content areas				Maintain as follows: TK-5th: 30 minute block scheduling provides designated ELD instruction; integrated ELD instruction provided through all content areas 6th-12th: "Adequate" minutes of designated ELD instruction provided through ELD course; integrated ELD instruction provided through all content areas
Priority 4(a): CAASPP ELA - DFS results from CA School Dashboard DFS point gain of 10 for all students and targeted student groups.	2018/19 CA Dashboard reports the following baseline DFS results: All Students -2.2 African American -43 American Indian or Alaska Native 1.1 Asian 83.5 Filipino 36.9				Anticipated 2023-24 CA Dashboard results DFS for ELA will improve by at least 10 points for All Students and student groups, with the exception of student groups 40 or more points below. Those student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic -25.3 Native Hawaiian or Pacific Islander 3.1 White 9 Two or More Races -5 English Learners -48.3 Foster Youth -51.3 Homeless -58.3 Low-Income -23.5 SWD -84.5				will improve by 15 points: All Students 7.8 African American -28 American Indian or Alaska Native 11.1 Asian 93.5 Filipino 46.9 Hispanic -15.3 Native Hawaiian or Pacific Islander 13.1 White 19 Two or More Races 5 English Learners -33.3 Foster Youth -36.3 Homeless -69.3 Low-Income -13.5 SWD -74.5
Priority 4(a): CAASPP Math - DFS results from CA School Dashboard DFS point gain of 20 for all students and targeted student groups.	2018/19 CA Dashboard reports the following baseline DFS results: All Students -37.8 African American -84.8 American Indian or Alaska Native -46.1 Asian 66.5 Filipino -21.7 Hispanic -60.1 Native Hawaiian or Pacific Islander -58.1				Anticipated 2023-24 CA Dashboard results DFS for ELA will improve by at least 20 points for All Students and student groups, with the exception of student groups -70 DFS or more points below those student groups will improve by 25 points: All Students -17.8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White -26.7 Two or More Races - 24.7 English Learners - 74.9 Foster Youth -95.4 Homeless -84.9 Low-Income -58.8 SWD -116.8				African American - 59.8 American Indian or Alaska Native -26.1 Asian 86.5 Filipino -1.7 Hispanic -40.1 Native Hawaiian or Pacific Islander -38.1 White -6.7 Two or More Races - 4.7 English Learners - 49.9 Foster Youth -70.4 Homeless -59.9 Low-Income -38.9 SWD -91.8
Priority 4(a): CAST Increase 2% annually.	CAST 18-19 test results for met or exceeded standards: All Students - 35.66%				CAST 18-19 test results for met or exceeded standards: All Students - 42%%
Priority 4(b): Students who have successfully completed A-G requirements. (College/Career Measures Reports & Data)	2018-19 CA Dashboard reports the following baseline A-G results: All Students - 39% African American - 50% Asian - 42.9% Hispanic - 33.3%				Anticipated 2023-24 CA Dashboard results for A-G Completion: All Students - 45% African American - 56% Asian - 48.9% Hispanic - 39.3% White - 44.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the A-G completion rate by 2% annually.	White - 38.3% English Learners - 40% Low-Income - 33% SWD - 20%				English Learners - 46% Low-Income - 39% SWD - 26%
Priority 4(c): Students Successfully Completed CTE Pathways (College/Career Measures Reports & Data) Increase or maintain CTE Pathway Completion by 1% annually.	2018-19 CA Dashboard reports the following baseline CTE Pathway Completion results: All Students - 59.9% African American - 25% Asian - 71.4% Hispanic - 71.8% White - 56.5% English Learners - 100% Low-Income - 70% SWD - 80%				Anticipated 2023-24 CA Dashboard results for CTE Pathway Completion: All Students - 62.9% African American - 28% Asian - 74.4% Hispanic - 74.8% White - 59.5% English Learners - 100% Low-Income - 73% SWD - 83%
Priority 4(d): Students Successfully completed CTE Pathways and A-G Requirements. CALPADS Increase the percentage of students successfully completing CTE	2020-21 CALPADS reports the following baseline results: All Students - 0%				Anticipated 2023-24 CA Dashboard results for both A-G and CTE Pathway Completion: All - 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pathways and A-G Requirements by 5% annually.					
Priority 4(e): EL Progress toward English Proficiency Increase percent of EL students attaining Eng. proficiency by 2% annually on the ELPAC.	Percent of EL students attaining Eng. proficiency on the ELPAC: 16.4% (18-19 latest data available)				Progress for EL Progress toward English Proficiency on the ELPAC will increase 6% to 22.4%.
Priority 4(f): EL Reclassification Rate Increase EL reclassification rate by 2% annually.	EL reclassification rate: 5.19% (19-20 data)				Progress for EL Classification Rate will increase 6% to 11.9%.
Priority 4(g): Percentage of Students Passing Advanced Placement Exam with a Score of 3+ Maintain a rate of 90% or higher for students passing with a 3+.	Percent of students who passed AP exams with a score of 3 or higher: 90.9% (18-19 AP Score Report)				Maintained rate of 90% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(h); Students reporting prepared on the EAP in ELA CAASPP performance results Increase or maintain Early Assessment Program (EAP) College Ready rates for ELA by 1%.	Reported prepared in EAP ELA on 2018-19 CAASPP = 51.0%				Progress for prepared in ELA on EAP will increase 3% to 54%.
Priority 4(h): Students reporting prepared on the EAP in Math CAASPP performance results Increase Early Assessment Program (EAP) College Ready rates for math by 2%.	Reported prepared in EAP Math on 2018-19 CAASPP = 39.73%				Progress for prepared in Math on EAP will increase 6% to 45.73%.
Priority 7(a): Student access to and enrollment in a broad course of study. Review of master schedules to ensure all students have access to a broad course of study.	Rate of students having access to a broad course of study: 100% (19-20)				Maintain 100% access.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7(b): Programs and services for low income, English Learners, and Foster Youth. Review of master schedules to ensure Foster Youth, EL, and Low Income Students have access to a Broad Course of Study.	Rate of students having access to a broad course of study: 100% (19-20)				Maintain 100% access.
Priority 7(c): Programs and services developed and provided to students with disabilities. Review of IEPs and 504 Plans to ensure SWDs and students with a 504 Plan are properly enrolled in a broad course of study as per IEP or 504 requirements.	Rate of students having access to a broad course of study: 100% (19-20)				Maintain 100% access.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide home to school transportation services.	SSUSD is a large rural desert high poverty community that serves 970 square miles and is largely unincorporated. This landscape creates many barriers for families to ensure students are in attendance every day. Stakeholder feedback has shown a consistent support of district transportation would eliminate many of these barriers. Data pre-pandemic has shown a steady increase in attendance once this support was in place. Therefore, SSUSD will provide home-to-school transportation for all students throughout the school calendar year to support school attendance by ensuring continued high daily attendance.	$2,225,000.00	Yes
2	Maintain class size averages below Education Code maximums to increase individualized education supports.	SSUSD will continue to fund staffing to support reduced teacher-to-student ratios at elementary sites to provide small group, targeted instruction. Student outcome data shows that the ongoing support for reduced teacher-to-student ratios improved student ELA and math CAASPP. Ongoing implementation of the reduced teacher-to-student ratios at elementary sites will support the maintenance of our student achievement of exceeding or meeting standards rates as measured by the CAASPP ELA and math summative assessments in the future.	$627,247.00	Yes
3	Sustain AVID in grades 7-12.	SSUSD will continue to fund staffing to support the research-based Achievement Via Individual Determination (AVID) program and related courses in grades 7-12. The College and Career Readiness indicator data and graduation rate data show the ongoing support for AVID has assisted in improved student outcomes in both indicators. Ongoing implementation of AVID programs will support the maintenance of College and Career Readiness and high school graduation rates.	$155,132.00	Yes
4	Provide Career Readiness Courses and Pathways that can be articulated with community colleges.	SSUSD will continue to fund teachers (eight) to support Career Technical Education (CTE) pathways and courses for comprehensive high school students. Ongoing implementation of CTE pathways and courses will support the maintenance or increase in College and Career Readiness and Graduation Rate indicator data.	$648,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Additional Secondary Math Teachers to Increase Individualized Support and Instruction.	Lowering secondary math class sizes will provide our students more access to staff and individualized support. Therefore, SSUSD will continue to fund additional secondary math teachers (three) to support improved secondary CAASPP math achievement student outcomes. Ongoing implementation of additional secondary math instructors will support the maintenance of or increased student achievement of exceeding or meeting standards rates as measured by secondary CAASPP math summative assessments in the future.	$283,974.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Maximize student engagement and achievement.

An explanation of why the LEA has developed this goal.

By providing the supports in the actions section, student outcomes will continue to improve, resulting in prepared graduates from SSUSD. The District plans to achieve the goal of maximizing student engagement and achievement through actions related to social-emotional and academic tiered supports. Supports will include TK-8 counseling services, data analysis programs, academic intervention, high school transition support course, additional coordinating services for English Learners, secondary English Learner academic support courses, credit recovery, and additional administrative and certificated support. The combined actions and metrics will increase engagement and improve overall student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5A: School Attendance Rates Maintain/Increase Attendance Rate by 1%.	Attendance Rate: 96.69% (19-20 data)				Maintain or increase Attendance Rate at/above 95%.
Priority 5B: Chronic Absenteeism Rates CA School Dashboard Maintain/Decrease Chronic Absenteeism by 1% annually.	Chronic Absenteeism Rate (CA School Dashboard 2019): All Students 9.7% English Learners 9.8% Foster Youth 13% Homeless 32.7%				Anticipated 2023-24 CA Dashboard Chronic Absenteeism: Anticipated 2023-24 CA Dashboard Chronic Absenteeis will improve by 1% annually for All Students and student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low Income 16.3% SWD 16.3% American Indian or Alaska Native 7.1% African American 19.8% Asian 1.4% Filipino 7.1% Hispanic 10.7% Native American or Pacific Islander 5.9% White 8.5% Two or More Races 10.6%				groups, with the exception of African American and Homeless student groups which will improve by 3% annually. All Students 6.7% English Learners 6.8% Foster Youth 10% Homeless 23.7% Low Income 13.3% SWD 13.3% American Indian or Alaska Native 4.1% African American 10.8% Asian at or below 1.4% Filipino 4.1% Hispanic 7.7% Native American or Pacific Islander 2.9% White 3.5% Two or More Races 7.6%
Priority 5C: Middle School Dropout Rates Maintain Middle School Dropout Rate.	Middle School Dropout Rate: 0% (18-19 data)				Maintain 0% Dropout Rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5D: High School Dropout Rates Maintain/Decrease High School Dropout Rate by .5%	High School Dropout Rate: 5.5% (18-19 data)				Maintain/Decrease High School Decrease Dropout Rate at 5.0%.
Priority 5E: High School Graduation Rates CA School Dashboard Maintain/Increase High School Graduation Rate by 1%.	Graduation Rate (CA School Dashboard 2019): All Students 93.8% English Learners 91.7% Low Income 92.5% SWD 90.3% African American 90.9% Asian 84.6% Hispanic 93.7% White 95%				Anticipated 2023-24 CA Dashboard Graduation Rate: All Students 94.8% English Learners 92.7% Low Income 93.5% SWD 91.3% African American 91.9% Asian 85.6% Hispanic 94.7% White 96%
Priority 6A: Pupil Suspension Rates Decrease suspension rates by 1%.	Suspension Rate (CA School Dashboard 2019): All Students 7% English Learners 6.7% Foster Youth 10.7% Homeless 6% Low Income 8.5% SWD 10.9% American Indian or Alaska Native 7.8%				Anticipated 2023-24 CA Dashboard Suspension Rate: All Students 6% English Learners 5.7% Foster Youth 9.7% Homeless 5% Low Income 7.5% SWD 9.9% American Indian or Alaska Native 6.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American 10.1% Asian 2.3% Filipino 4.7% Hispanic 6.9% Native American or Pacific Islander 13.9% White 7.2% Two or More Races 4.2%				African American 9.1% Asian 1.3% Filipino 3.7% Hispanic 5.9% Native American or Pacific Islander 12.9% White 6.2% Two or More Races 3.2%
Priority 6B: Pupil Expulsion Rates Decrease/maintain low expulsion rates below 0.1%	Expulsion rate: 2019-20 DataQuest All Students 0.13% African American 0.66% American Indian or Alaska Native 0.0% Asian 0.0% Filipino 0.0% Hispanic 0.25% Pacific Islander 0.0% White 0.03% Two or More races 0.0%				Decrease/maintain low expulsions rates below 0.1% for: All Students African American American Indian or Alaska Native Asian Filipino Hispanic Pacific Islander White Two or More races
Priority 6C: Other Local Measures Annual California Healthy Kids Survey "Connectedness" and "Safety" results.	Fall 2019 California Healthy Kids Survey "Connectedness" and "Safety" results: 2019-20: "Felt Connected"				Increase rates of school connectedness by 2% annually. Anticipated California Healthy Kids Survey "Connectedness" and "Safety" results:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase rates of school connectedness and safety by 2% annually.	5th school connectedness 63% 7th school connectedness 58% 9th school connectedness 46% 11th school connectedness 43% Non Traditional school connectedness 56% 2019-20: "Felt Safe" 5th school safety 70% 7th school safety 57% 9th school safety 41% 11th school safety 45% Non Traditional school safety 60%				2023-24: "Felt Connected" 5th school connectedness 69% 7th school connectedness 64% 9th school connectedness 52% 11th school connectedness 49% Non Traditional school connectedness 62% 2023-24: "Felt Safe" 5th school safety 76% 7th school safety 63% 9th school safety 47% 11th school safety 51% Non Traditional school safety 66%
Priority 8: Other Pupil Outcomes Maintain or decrease Middle School and High School D/F Rates in Core Courses at 15% or less.	Middle School D/F Rates in Core Courses 2020/21: 1st/2nd Semester English 27.82%/32.97% Math 27.17%/27.52% Science 27.84%/36.92% Social Science 36.20%/36.73%				Maintain or decrease Middle School and High School D/F Rates in Core Courses at 15% or less. MS 2023/24: 1st/2nd Semester English 15% or less Math 15% or less Science 15% or less Social Science 15% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	High School D/F Rates in Core Courses 2020/21: 1st/2nd Semester English 28.52%/28.03% Math 28.96%/34.88% Science 27.84%/26.68% Social Science 27.09%/28.33%				HS 2023/24: 1st/2nd Semester English 15% or less Math 15% or less Science 15% or less Social Science 15% or less

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain counseling services for Grades TK-8.	Data shows ensuring the social-emotional needs of students being met will increase their ability to focus on academics. Therefore, SSUSD will continue to fund staffing to support counseling services in grades TK-8. Ongoing implementation of TK-8 counseling services will support the reduction of suspension rates in the future.	$1,144,142.01	Yes
2	Maintain student achievement data analysis programs.	There is a need to have a platform that will allow teachers the ability to quickly analyze formative and summative data in order to provide intervention. Therefore, SSUSD will continue to fund student achievement data analysis programs (eg. Illuminate and Kern Integrated Data Systems) to support targeted academic intervention. This action will result in higher student achievement.	$84,000.00	Yes
3	Provide academic intervention support for middle school and	Due to the lack of embedded intervention time within the secondary school day and transportation barriers, many of our students are unable to access intervention after school hours. Providing	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	comprehensive high school students.	intervention embedded within the school day will result in higher attendance in intervention. Therefore, SSUSD will continue to fund academic intervention support for middle school and comprehensive high school students. Ongoing implementation of the academic intervention will support the reduction of D/F rates in ELA and math in the future.		
4	Provide transition course to at-risk 9th grade students, METS (Math, English, Technology Skills).	Many of our students leaving the middle school struggle with the academic transition to high school, especially in the core subjects. Therefore, SSUSD will continue to provide a transitional METS (Math, English, Technology Skills) course for at-risk 9th grade students who were identified as at-risk second semester 8th grade students with D/Fs in core courses (ELA, math, science, history). This class has been implemented multiple years and has not had the desired impact in decreasing the D/F rates of incoming freshman. To address this, the district will improve instructional strategies. If data continues to show ineffective results, this action will be discontinued.	$67,211.00	Yes
5	Provide District EL Coordinating Services.	Our data for English Learners shows a need for additional support and increased stakeholder engagement. SSUSD will continue to fund staffing to support the coordination and provision of additional academic support services for English Learners and professional development/instructional coaching for teachers of ELs. Ongoing implementation of the EL coordinating services will support decreased D/F rates (ELA, math, science, history), improved academic outcomes, and higher involvement from stakeholders.	$92,633.18	Yes
6	Offer ALAS (ELA/ELD middle school intervention courses).	After the support given by our base program, our English Learners continue to show a need for RFEP support specific to English language development. Therefore, SSUSD will continue to fund staffing to support the Academic Language Acquisition Support (ALAS) course for middle school English Learners to increase academic support and small group intervention. Ongoing	$77,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implementation of the ALAS course will support decreased middle school ELA D/F rates in the future.		
7	Offer Supplemental, Tier II High School ELD Intervention Course (in addition to integrated and designated Tier I).	After the support given by our base program, our English Learners continue to show a need for RFEP support specific to English language development. SSUSD will continue to fund staffing to support the Tier II ELD course for high school English Learners to increase academic support and small group intervention. 8th-11th grade English Learner D/F rates in the English subject area data shows that the ongoing support for ALAS Tier II ELD has assisted in improved student outcomes in D/F rates in ELA for at-risk ELs. Ongoing implementation of the Tier II ELD course will support decreased D/F rates in ELA for at-risk ELs in the future.	$68,385.00	Yes
8	Offer High School Credit Recovery Programs Including Summer School.	Sierra Sands survived a traumatic earthquake in 2019 followed by the global pandemic which has caused many of our high school students to fall behind in credits to achieve a diploma. SSUSD will continue to fund staffing to support credit recovery programs including High School Summer School and related courses to provide credit recovery for students who have failed core content courses. Ongoing implementation of High School Summer School will support increased graduation rates in the future.	$126,051.81	Yes
9	Provide an EL Support Teacher for High School Credit Recovery Programs Including Summer School.	Our English Learners completed credit recovery at a significantly lower rate than other student groups due to language barriers. There was a need for additional support. Therefore, SSUSD will continue to fund staffing to support High School Summer School English Learners through an EL support teacher. Ongoing implementation of the EL support teacher contributes to increased graduation rates in the future.	$6,175.00	Yes
10	Provide Coordinator of Student Services (75% Contributing	Our data shows many of our students struggling with academics, attendance, social-emotional needs, and suspension. There is a need to have systems in place to support the coordination and provision of	$112,634.00	No

Action #	Title	Description	Total Funds	Contributing
	Funds) to support improved student engagement and school climate indicator outcomes for all students.	additional student support services. Therefore, SSUSD will continue to fund staffing to support the coordination and provision of additional student support services and professional development in the areas of student engagement (Chronic Absenteeism) and school climate (Suspensions). The desired result is a system that will support the social-emotional needs of all students.		
11	Provide Secondary Student Support Center Instructors (3 FTE) to support improved student engagement and school climate indicator outcomes for all students.	Some student groups continue to experience higher rates of suspension. This may be due to not meeting their social-emotional needs or previous trauma. Providing staff on campus with intensive training to address these concerns all while ensuing academics continue to be supported is a priority. Therefore, SSUSD will continue to fund staffing to support the secondary student centers and professional development in the areas of student engagement (Chronic Absenteeism) and school climate (Suspensions) as a means to provide Tier 1 (schoolwide) and Tier 2 (some students in need of academic or social-emotional intervention and support) supports. Ongoing implementation of the secondary student services will support decreased Chronic Absenteeism and suspension rates in the future.	$478,032.00	No
12	Provide Elementary PBIS Coaching stipends (6) to support improved student engagement and school climate indicator outcomes for all students.	Many of our students continue to struggle with suspension and the social-emotional supports needed to be successful. Supporting our teachers in understanding behaviors and how to build a positive school culture/climate is a foundation for success. Therefore, SSUSD will continue to fund staffing to support the implementation of Positive Behavior and Intervention Supports (PBIS) and related professional development in the areas of student engagement (Chronic Absenteeism) and school climate (Suspensions) as a means to provide Tier 1 (schoolwide), Tier 2 (some students in need of social-emotional intervention and support), and Tier 3 (individualized) supports. Ongoing implementation of PBIS tiers will support decreased Chronic Absenteeism and suspension rates in the future.	$14,817.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Grow family and community partnerships that benefit students.

An explanation of why the LEA has developed this goal.

The District plans to achieve the goal of grow family and community partnerships that benefit students through the action of providing platforms that allow for school-to-home communication for all stakeholders. The combined action and metrics will maintain high levels of communication between all stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A: Parent Involvement in District and School Decisions Hold a minimum of three stakeholder engagement meetings for LCAP development and for community input. Maintain active School Site Councils at every school site to provide parent involvement in school and district decisions.	Held a minimum of three stakeholder engagement meetings annually. School Site Councils active at every school site.				Maintain holding a minimum of three stakeholder engagement meetings annually. Maintain active School Site Councils at every school site.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3B: Promote Parent Participation for Unduplicated Students Weekly school site PS messages to all families that include participation opportunities.	20-21 All sites provided one weekly PS message.				Maintain weekly school site PS messages to all families that included participation opportunities.
Priority 3C: Promote Parent Participation for Students with Disabilities 100% of parents/guardians contributing input at IEP or 504 meetings.	100% of parents/guardians will contribute input at IEP or 504 meetings.				Maintain 100% of parents/guardians contribution of input at IEP or 504 meetings.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain two-way school-to-home communication programs to promote parent participation.	Many of our stakeholders have indicated that they lack awareness of school information and participation opportunities. Providing multiple platforms (phone, email, etc.) and having the ability to translate communication into other languages allows for an increased level of information and communication. Therefore, SSUSD will continue to fund two-way school-to-home communication programs to promote parent participation.	$39,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Develop, value, and retain a high-quality diverse educational team.

An explanation of why the LEA has developed this goal.

The District plans to achieve the goal of develop, value, and retain a high-quality diverse educational team through the action of providing high-quality professional development to educators to increase and improve support for all learners. The combined action and metrics will maintain or increase the number of appropriately assigned and credentialed teachers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(a): Appropriately assigned and fully credentialed teachers. Maintain the number/rate of teachers fully credentialed at 80% or higher.	Number/rate of teachers fully credentialed: 2019-20 215/262, 82.1%				Maintain the number/rate of teachers fully credentialed at 80% or higher.
Priority 1(b): Standards-aligned instructional materials for all students Annual audit with administrators and department chairs to certify adequate	Number/rate of students having access to standards-aligned materials: 2020-21 100%.				Maintain 100% of students having access to standards-aligned materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards-based classroom instructional materials and appropriate lab supplies are available for all students. Discrepancies are reported to the district office and immediately rectified.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain three professional development days to prepare teachers to meet the needs of students.	SSUSD will continue to fund three certificated professional development days to improve academic and student engagement outcomes and to ensure a positive climate, appropriate academic strategies, and increased engagement.	$492,233.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.74%	$5,674,301.00

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.

All actions identified as contributing to increased or improved services for unduplicated student groups, based on improved student outcomes as shown on the California School Dashboard and the 2020-21 annual review of LCAP and LCP, will be continued into the 2021-22 LCAP.

Goal 1, Action 1: Provide home to school transportation services. How the needs of foster youth, English learners, and low-income students were considered first and how the action is effective in meeting the goals for these students.
Chronic Absenteeism rates for EL and FY were Orange and Yellow for SED students on the 2018 Dashboard. Efforts were focused to address this trend. Through stakeholder feedback, we learned that due to the location of the families SSUSD serves (rural desert with inclement weather and poor roads in rural areas) and the trend for many SED families living in the remote areas of the district, that transportation needed to be provided as one aspect of improving student outcomes for Chronic Absenteeism. Our SED students are less likely to have access to transportation. Chronic Absenteeism for the 19-20 school year improved to Green for all students and EL with SED and FY increasing to yellow.

Goal 1, Action 2: Maintain class size averages below Education Code maximums to increase individualized education supports. How the needs of foster youth, English learners, and low-income students were considered first and how the action is effective in meeting the goals for these students.
On the 2019 Dashboard, SED students scored red and EL and FY scored orange in the area of suspension rates. In an effort to improve these results, SSUSD will hold class sizes lower than the state requirement to allow more time for staff to address the individual academic and SEL needs of students. The addition of this contact time will allow for stronger adult-student relationships and more opportunities to teach appropriate behavior, de-escalate situations, and reduce the suspension rate.

Goal 1, Action 3: Sustain AVID in grades 7-12. How the needs of foster youth, English learners, and low-income students were considered first and how the action is effective in meeting the goals for these students.
SED students have increased from yellow to green on the 2018 to 2019 Dashboard. In that same period, SED students have maintained Green for CCI. SED students who are potentially first generation college students are targeted for enrollment in AVID as is the program design. AVID will continue to be supported as part of the structures to maintain positive outcomes in Graduation Rate and CCI for students.

Goal 1, Action 4: Provide Career Readiness Courses and Pathways that can be articulated with community colleges. How the needs of foster youth, English learners, and low-income students were considered first and how the action is effective in meeting the goals for these students.
SED students have increased from yellow to green on 2018 to 2019 Dashboard. In that same period, SED students have maintained Green for CCI. Pathways and articulated courses are a significant piece of this success. Pathways and Articulated courses will continue to be supported as part of the structures to maintain positive outcomes in Graduation Rate and CCI for students.

Goal 1, Action 5: Additional Secondary Math Teachers to Increase Individualized Support and Instruction. How the needs of foster youth, English learners, and low-income students were considered first and how the action is effective in meeting the goals for these students.
From 2018 to 2019 Dashboards, FY have improved in Mathematics from Red to Yellow. SED and EL have improved from orange to yellow. SED and EL are now achieving in math at the same rate as All Students. These improving outcomes are supported by lower class sizes in Mathematics to allow teachers more time to address individual needs. Additional staff will continue to be supported in mathematics to support the improved and improving outcomes.

Goal 2, Action 1: Maintain counseling services for Grades TK-8. How the needs of foster youth, English learners, and low-income students were considered first and how the action is effective in meeting the goals for these students.
2018 Dashboard Data shows that SED and FY students suspension rates were red while EL and all students were orange. 2019 data shows the beginning of better student outcomes with FY moving to Orange. Part of this success is due to increased access and participation in support services provided by these additional counselors. SSUSD will continue this action with the expectation that, as part of a broad support for students, outcomes will continue to improve for all students.

Goal 2, Action 3: Provide academic intervention support for middle school and comprehensive high school students. How the needs of foster youth, English learners, and low-income students were considered first and how the action is effective in meeting the goals for these students.
EL, FY, and SED students, like the overall average of student outcomes for course passage rates, are high. As part of a broader support plan, SSUSD will provide additional academic intervention and support during and after school to improve outcomes and increase the rate of students passing classes and earning credit toward graduation.

Goal 2, Action 4: Provide transition courses to at-risk 9th grade students, METS (Math, English, Technology Skills). How the needs of foster youth, English learners, and low-income students were considered first and how the action is effective in meeting the goals for these students.

Data analysis of middle school course passage rates, graduation rates, and high school passage rates show that SED, EL, and FY students struggle passing courses in middle school and early in high school. METS is a sheltered course to support the transition to high school and remediate learning loss in Math, English, and Technology Skills. It is expected that the long-term addition of this support will first improve passage rates and then increase student outcomes in Graduation Rates over time.

Goal 2, Action 8: Offer High School Credit Recovery Programs Including Summer School. How the needs of foster youth, English learners, and low-income students were considered first and how the action is effective in meeting the goals for these students.
Data analysis of middle school course passage rates, graduation rates, and high school passage rates show that SED, EL, and FY students struggle passing courses. The high course failure rates in middle school for SED, EL, and FY equate to underprepared high school students and a continuance of low student results in Graduation Rate and CCI for SED, EL, and FY. As part of a broad support plan, SSUSD expanded summer school to improve student outcomes in Graduation Rates over time for all students.

Goal 3, Action 1: Maintain two-way school-to-home communication programs to promote parent participation. How the needs of foster youth, English learners, and low-income students were considered first and how the action is effective in meeting the goals for these students.
Stakeholder feedback from ELAC, DELAC indicates that the increased communication through the implementation of ParentSquare and monthly PS messages is effective to inform parents of school events and information. Feedback also revealed that frequency of messaging was desired to assist in raising parent involvement. SSUSD will continue to support Parent Square. It is expected that the stakeholder feedback will improve regarding informed and involved parents.

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

Goal 2, Action 5: Provide District EL Coordinating Services.
2018 Dashboard data shows that EL students have a significant performance gap in ELA (-114 below all students) and Math (-111 below all students). As part of a broad intervention program, additional coordination services (beyond the program requirements), in 2019 results improved for EL students in both ELA (+27 points to -87) and in Math (+14 points to -96). SSUSD will continue to narrow the achievement gap for EL students in ELA and Math with the continuance of these additional services.

Goal 2, Action 6: Offer ALAS (ELA/ELD middle school intervention courses).
2018 Dashboard data shows that EL students have a significant performance gap in ELA (-114 below all students). As part of a broad intervention program, ALAS is used to support EL students in middle school (beyond the core supports), in 2019 results improved for EL students in both ELA (+27 points to -87). SSUSD will continue to narrow the achievement gap for EL students in ELA with ALAS.

Goal 2, Action 7: Offer Supplemental, Tier II ELD 3-5 (in addition to integrated and designated Tier I) at the high school.
2018 Dashboard data shows that EL students have a significant performance gap in ELA (-114 below all students). As part of a broad intervention program, Tier II ELD 3-5 is used to support EL students in high school (in addition to integrated and designated Tier I), in 2019

results improved for EL students in both ELA (+27 points to -87). SSUSD will continue to narrow the achievement gap for EL students in ELA with Tier II ELD 3-5.

Goal 2, Action 9: Provide an EL Support Teacher for High School Credit Recovery Programs Including Summer School.
Dashboard detailed data report shows that in 2018 EL student Graduation Rate decreased 14.7% in one year. One of the factors in this alarming trend was credit deficiency. In 2019, after adding EL support for credit recovery in the school year and in the summer, the EL Graduation rate increased 6%. SSUSD will continue to support EL students with additional services and support to eliminate credit deficiency.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$6,772,017.00				$6,772,017.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$5,807,517.00	$964,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Provide home to school transportation services.	$2,225,000.00				$2,225,000.00
1	2	English Learners Foster Youth Low Income	Maintain class size averages below Education Code maximums to increase individualized education supports.	$627,247.00				$627,247.00
1	3	English Learners Foster Youth Low Income	Sustain AVID in grades 7-12.	$155,132.00				$155,132.00
1	4	English Learners Foster Youth Low Income	Provide Career Readiness Courses and Pathways that can be articulated with community colleges.	$648,000.00				$648,000.00
1	5	English Learners Foster Youth Low Income	Additional Secondary Math Teachers to Increase Individualized Support and Instruction.	$283,974.00				$283,974.00
2	1	English Learners Foster Youth Low Income	Maintain counseling services for Grades TK-8.	$1,144,142.01				$1,144,142.01
2	2	English Learners Foster Youth Low Income	Maintain student achievement data analysis programs.	$84,000.00				$84,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Provide academic intervention support for middle school and comprehensive high school students.	$30,000.00				$30,000.00
2	4	English Learners Foster Youth Low Income	Provide transition course to at-risk 9th grade students, METS (Math, English, Technology Skills).	$67,211.00				$67,211.00
2	5	English Learners	Provide District EL Coordinating Services.	$92,633.18				$92,633.18
2	6	English Learners	Offer ALAS (ELA/ELD middle school intervention courses).	$77,350.00				$77,350.00
2	7	English Learners	Offer Supplemental, Tier II High School ELD Intervention Course (in addition to integrated and designated Tier I).	$68,385.00				$68,385.00
2	8	English Learners Foster Youth Low Income	Offer High School Credit Recovery Programs Including Summer School.	$126,051.81				$126,051.81
2	9	English Learners	Provide an EL Support Teacher for High School Credit Recovery Programs Including Summer School.	$6,175.00				$6,175.00
2	10	All	Provide Coordinator of Student Services (75% Contributing Funds) to support improved student engagement and school climate indicator outcomes for all students.	$112,634.00				$112,634.00
2	11	All	Provide Secondary Student Support Center Instructors (3 FTE) to support improved student engagement and school climate indicator outcomes for all students.	$478,032.00				$478,032.00
2	12	All	Provide Elementary PBIS Coaching stipends (6) to support improved student engagement and school climate indicator outcomes for all students.	$14,817.00				$14,817.00
3	1	English Learners Foster Youth Low Income	Maintain two-way school-to-home communication programs to promote parent participation.	$39,000.00				$39,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	**1**	All	Maintain three professional development days to prepare teachers to meet the needs of students.	$492,233.00				$492,233.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$5,674,301.00	$5,674,301.00
LEA-wide Total:	$2,348,000.00	$2,348,000.00
Limited Total:	$244,543.18	$244,543.18
Schoolwide Total:	$3,081,757.82	$3,081,757.82

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Provide home to school transportation services.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,225,000.00	$2,225,000.00
1	2	Maintain class size averages below Education Code maximums to increase individualized education supports.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Faller Elementary, Gateway Elementary, Inyokern Elementary, Las Flores Elementary, Pierce Elementary, Richmond Elementary K-3rd grades	$627,247.00	$627,247.00
1	3	Sustain AVID in grades 7-12.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: James Monroe Middle School, Murray Middle School, and Sherman E. Burroughs High School 7-12	$155,132.00	$155,132.00
1	4	Provide Career Readiness Courses and Pathways that	Schoolwide	English Learners Foster Youth	Specific Schools: Burroughs High School	$648,000.00	$648,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		can be articulated with community colleges.		Low Income	9-12		
1	5	Additional Secondary Math Teachers to Increase Individualized Support and Instruction.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: James Monroe Middle School, Murray Middle School, Burroughs High School 6-12	$283,974.00	$283,974.00
2	1	Maintain counseling services for Grades TK-8.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: James Monroe M.S., Murray M.S., Sherman E. Burroughs H.S., Mesquite H.S. 6th-12th	$1,144,142.01	$1,144,142.01
2	2	Maintain student achievement data analysis programs.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$84,000.00	$84,000.00
2	3	Provide academic intervention support for middle school and comprehensive high school students.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: James Monroe M.S., Murray M.S., Burroughs H.S. 6th-12th	$30,000.00	$30,000.00
2	4	Provide transition course to at-risk 9th grade students, METS (Math, English, Technology Skills).	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman E. Burroughs High School 9th	$67,211.00	$67,211.00
2	5	Provide District EL Coordinating Services.	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$92,633.18	$92,633.18
2	6	Offer ALAS (ELA/ELD middle school intervention courses).	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: James Monroe Middle School and Murray Middle School	$77,350.00	$77,350.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					6th-8th		
2	7	Offer Supplemental, Tier II High School ELD Intervention Course (in addition to integrated and designated Tier I).	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sherman E. Burroughs H.S.	$68,385.00	$68,385.00
2	8	Offer High School Credit Recovery Programs Including Summer School.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mesquite High School and Sherman E. Burroughs High School 9th-12th	$126,051.81	$126,051.81
2	9	Provide an EL Support Teacher for High School Credit Recovery Programs Including Summer School.	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Mesquite High School and Sherman E. Burroughs High School 9th-12th	$6,175.00	$6,175.00
3	1	Maintain two-way school-to-home communication programs to promote parent participation.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,000.00	$39,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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:

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- 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.