



Putting
Children
First

Amended

BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

Christina Pritchett, President (Trustee Area 3)
Lisa Murawski, Vice President (Trustee Area 1)
Darrel Woo, Second Vice President (Trustee Area 6)
Leticia Garcia, (Trustee Area 2)
Jamee Villa, (Trustee Area 4)
Chinua Rhodes, (Trustee Area 5)
Lavinia Grace Phillips, (Trustee Area 7)
Isa Sheikh, Student Member

Thursday, June 10, 2021

4:30 p.m. Closed Session

6:00 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824
(See Notice to the Public Below)

AGENDA

2020/21-41

Allotted Time

4:30 p.m. **1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL**

NOTICE OF PUBLIC ATTENDANCE BY LIVESTREAM

Members of the public who wish to attend the meeting may do so by livestream at:
<https://www.scusd.edu/post/watch-meeting-live>

No physical location of the meeting will be provided to the public.

2.0 ANNOUNCEMENT AND PUBLIC COMMENT REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

NOTICE OF PUBLIC COMMENT AND DEADLINE FOR SUBMISSION:

Public comment may be (1) emailed to publiccomment@scusd.edu; (2) submitted in writing, identifying the matter number and the name of the public member at the URL <https://tinyurl.com/BoardMeetingJune10>; or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, including a request for oral comment, the submission deadline for closed and open session items shall be no later than noon, June 10. Individual public comment shall be presented to the Board orally for no more than two minutes, or other time determined by the Board on each agenda item. Public comments submitted in writing will not be read aloud, but will be provided to the Board in advance of the meeting and posted on the District's website. The Board shall limit the total time for public comment presented on each agenda item, including communications and organizational reports, to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the agenda item and the number of public comments.

3.0 CLOSED SESSION

While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.

- 3.1 Government Code 54956.9 - Conference with Legal Counsel:
 - a) Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (San Joaquin County Superior Court Case No. STK-CV-UBC-2019-0007274 and San Francisco County Superior Court Case No. CPF-15-514477)
 - b) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (Two Potential Cases)
- 3.2 Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (District Representative Pam Manwiller)
- 3.3 Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment

6:00 p.m. **4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

- 4.1 The Pledge of Allegiance
- 4.2 Broadcast Statement
- 4.3 Stellar Student – Destinee Griffin an 8th grade student from Fern Bacon Middle School

6:05 p.m. **5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

6:10 p.m. **6.0 AGENDA ADOPTION**

6:15 p.m. **7.0 PUBLIC COMMENT** 15 minutes

Public comment may be (1) emailed to publiccomment@scusd.edu; (2) submitted in writing, identifying the matter number and the name of the public member at the URL <https://tinyurl.com/BoardMeetingJune10>; or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, including a request for oral comment, the submission deadline shall be no later than noon, June 10 for any agenda item. Individual public comment shall be presented to the Board orally for no more than two minutes or other time determined by the Board, on each agenda item. Public comments submitted in writing will not be read aloud, but will be provided to the Board in advance of the meeting and posted on the District's website. The Board shall limit the total time for public comment presented on each agenda item, including communications and organizational reports, to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the agenda item and the number of public comments.

8.0 SPECIAL PRESENTATION

- 6:30 p.m. 8.1 Approve Resolutions:
- Approve Resolution No. 3208 Recognizing Pride Month, June 2021 (Vice President Murawski)
- Action**
5 minute presentation
5 minute discussion
Roll Call Vote

9.0 PUBLIC HEARING

- 6:40 p.m. 9.1 Public Hearing: Proposed Fiscal Year 2021-2022 Budget for All Funds (Rose Ramos)
- First Reading**
20 minute presentation
20 minute discussion

- 7:20 p.m. 9.2 Public Hearing: Local Control and Accountability Plan 3-Year (Vincent Harris and Steven Ramirez-Fong)
- First Reading**
30 minute presentation
15 minute discussion

- 8:05 p.m. 9.3 Public Hearing: Second Reading of Revised Board Policy 5146, Married/Pregnant/Parenting Students (Raoul Bozio and Victoria Flores)
- Action**
5 minute presentation
5 minute discussion
Roll Call Vote

8:15 p.m. 10.0 COMMUNICATIONS

10.1 Employee Organization Reports:

- SCTA
- SEIU
- TCS
- Teamsters
- UPE

Information
SCTA – 15 minutes
SEIU – 3 minutes
TCS – 3 minutes
Teamsters – 3 minutes
UPE – 3 minutes

8:42 p.m. 10.2 District Advisory Committees:

- Community Advisory Committee
- District English Learner Advisory Committee
- Local Control Accountability Plan/Parent Advisory Committee
- Student Advisory Council
- African American Advisory Board

Information
3 minutes each

8:57 p.m. 10.3 Superintendent's Report (Jorge A. Aguilar)

Information
5 minutes

9:02 p.m. 10.4 President's Report (Christina Pritchett)

Information
5 minutes

- 9:07 p.m. 10.5 Student Member Report (Isa Sheikh) **Information**
5 minutes
- 9:12 p.m. 10.6 Information Sharing By Board Members **Information**
10 minutes

- 9:22 p.m. **11.0 CONSENT AGENDA** **Action**
2 minutes
(Roll Call Vote)

Generally routine items are approved by one motion without discussion. The Superintendent or a Board member may request an item be pulled from the consent agenda and voted upon separately.

11.1 Items Subject or Not Subject to Closed Session:

11.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Rose F. Ramos)

11.1b Approve Personnel Transactions 6/10/21 (Cancy McArn)

11.1c Approve 2021-2022 Adult Education Calendar (Cancy McArn)

11.1d Approve 2021-2022 Traditional School Attendance Calendar (Cancy McArn)

11.1e Approve Resolution No. 3209: Resolution of Intention to Convey Public Utilities and Public Facilities to the County of Sacramento at Fern Bacon Middle School (Rose Ramos and Nathaniel Browning)

11.1f Approve Exclusive Negotiating Agreement – Extension, 2718 G Street, Old Marshall (Rose Ramos and Nathaniel Browning)

- 9:24 p.m. **12.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS** **Receive Information**

12.1 Business and Financial Information:

- Enrollment and Attendance Report Month 8 Ending Friday, April 23, 2021 (Rose Ramos)

- 9:26 p.m. **13.0 FUTURE BOARD MEETING DATES / LOCATIONS**

✓ June 24, 2021 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting

- 9:28 p.m. **14.0 ADJOURNMENT**

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)] Any public records distributed to the Board of Education less than 72 hours in advance of the meeting and relating to an open session item will be available on the District's website at www.scusd.edu



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1

Meeting Date: June 10, 2021

Subject: Approve Resolution No. 3208: Recognizing Pride Month, June 2021

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Board Office

Recommendation: Approve Resolution No. 3208: Recognizing Pride Month, June 2021.

Background/Rationale: June 2021 has been designated as LGBTQ+ Pride Month. The District is committed to providing a Safe Haven for all students including the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+) community or those that may be perceived as such. The month of June is an opportunity to highlight the identities and contributions of the LGBTQ+ community as well as work to combat bullying and harassment based on sexual orientation and gender expression in order better promote and foster a safe and respectful culture within the District.

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment; Safe, Emotionally Healthy and Engaged Students

Documents Attached:

1. Resolution No. 3208

Estimated Time of Presentation: 5 minutes

Submitted by: Lisa Murawski, Vice President

Approved by: Jorge A. Aguilar, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

RESOLUTION NO. 3208

RECOGNITION OF LGBTQ+ PRIDE MONTH, JUNE 2021

Whereas, the Sacramento City Unified School District advocates and promotes the safe, inclusive and respectful treatment of all our students as part of the District's Safe Haven efforts;

Whereas, the District is committed to providing a Safe Haven for all students including the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+) community or those that may be perceived as such;

Whereas, the California Education Code, Section 200 ensures that all students receive equal access and rights to educational opportunities in public schools;

Whereas, the Sacramento City Unified School Districts commits to the implementation of the FAIR (Fair Accurate Inclusive and Respectful) Education Act into the K-12 grade history and social studies curriculum;

Whereas, sexual orientation and gender expression biased bullying is among the most common form of harassment in schools;

Whereas, peer harassment and bullying contribute to significantly higher rates of school dropout, academic failure and school disengagement among LGBTQ+ youth;

Whereas, LGBTQ+ youth are more likely to experience a mental health condition and are at greater risk of suicide, and deserve our vocal acceptance and support, as well as special attention to the unique challenges they may face at school and in their communities;

Whereas, the Connect Center is a critical District program for student, staff and community resources. The Connect Center provides trainings, activities, and lessons for and about LGBTQ+ identities and is committed to fostering a safe and respectful District, school and community culture;

Whereas, the Board of Education approved the updated Board Policy on Transgender and Gender Non-Conforming Youth during the June 7, 2018, Board Meeting which further outlines the services, supports and protections provided to such students and families;

Whereas, the Board of Education recognizes and rejects the shameful history and present-day manifestations of bias against and oppression of LGBTQ+ individuals, and heartily celebrates each LGBTQ+ student and staff as valued members of the SCUSD community; and

Whereas, the COVID-19 pandemic and related stay-at home orders have put extreme stress on many LGBTQ+ youth, only one in three who have expressed that their homes are LGBTQ-affirming, according to a recent survey of LGBTQ+ youth by the Trevor Project. The survey also found that more than 80% of LGBTQ youth stated that COVID-19 made their living situation more stressful, 70% of LGBTQ youth stated that their mental health was "poor" most of the time or always during COVID-19 and that 42% of LGBTQ youth seriously considered attempting suicide in the past year, including more than half of transgender and nonbinary youth.

Whereas, by recognizing Pride Month, we support other policies, practices and curricula that honor and respect LGBTQ+ students, staff and their families, and recognize the need to address the specific COVID-19 recovery, support and mental health needs of LGBTQ+ youth;

Now, Therefore, be it Resolved, that the Sacramento City Unified Board of Education declares June 2021 as LGBTQ+ Pride Month and directs the Superintendent and all District staff to:

1. Include plans to meet the unique needs of LGBTQ+ students, families and staff in COVID-19 recovery planning and implementation
2. Continue supporting lessons, activities, and conversations that engage students in meaningful learning, research and writing about our LGBTQ+ students and families.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 10th day of June, 2021, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

Christina Pritchett
President of the Board of Education

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date: June 10, 2021

Subject: **Public Hearing: Proposed Fiscal Year 2021-22 Budget for All Funds**
(The proposed Budget is available beginning Monday, June 7, 2021, from 9:00 a.m. to 5:00 p.m. at the Serna Center Front Lobby and on the District's website at www.scusd.edu.)

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: June 24, 2021)
- Conference/Action
- Action
- Public Hearing

Division: Business Services

Recommendation: Conduct a public hearing on the Proposed 2021-2022 Budget of All Funds.

Background/Rationale: By June 30th of each year, the school district must adopt a budget for all funds for the ensuing fiscal year. Prior to adoption of the budget, the Board must conduct a public hearing. This is in accordance with state prescribed procedures for single budget adoption, which require that the budget be adopted and submitted to the County Office of Education on state required forms by June 30th. The 2021-2022 Budget establishes expenditure authority for the District to conduct business in the coming year.

The proposed 2021-2022 budget is based on the Governor's May Budget Revision that was released on May 14, 2021. Staff attended the School Services of California virtual workshop on the May Budget Revision on May 20, 2021 and incorporates recommendations from the Sacramento County Office of Education. While the Governor's May Budget Revision is a very significant event in the process, the final impact to the District will not be known until the State budget is signed. School districts have 45 days after the final State budget is signed to amend and resubmit their budget.

The District continues to work closely with the Fiscal Advisor and meets weekly with the Sacramento County Office of Education (SCOE) on developing the budget.

Financial Considerations: The proposed budget establishes expenditure authority for all funds.

LCAP Goal(s): Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Public Hearing Notice
2. Executive Summary
3. Proposed Fiscal Year 2021-22 Budget of All Funds

Estimated Time of Presentation: 20 minutes

Submitted by: Rose Ramos, Chief Business Officer

Approved by: Jorge Aguilar, Superintendent

Sacramento City Unified School District
Business Services Office

NOTICE OF PUBLIC HEARING

Public Hearing of Proposed Fiscal Year 2021-22 Budget for All Funds

Copies of the plan may be inspected at:

**Serna Education Center
5735 47th Avenue
Sacramento, CA 95824**

The Sacramento City Unified School District Governing Board will adopt the Proposed Fiscal Year 2021-22 Budget for All Funds at the June 24, 2021 Governing Board Meeting

HEARING DATE:

Thursday, June 10, 2021

TIME:

6:30 P.M.

LOCATION:

Serna Center
5735 47th Avenue
Sacramento, CA 95824

FOR ADDITIONAL INFORMATION CONTACT:

Budget Services (916) 643-9402

Board of Education Executive Summary

Business Services

Fiscal Year 2021-2022 Proposed Budget for All Funds & Education Protection Account
June 10, 2021

I. OVERVIEW/HISTORY:

Local Educational Agencies (LEAs) are required to adopt a budget prior to July 1 of each year in order to authorize the expenditure of funds. The proposed budget is only an initial blueprint for revenues and expenditures since the preparation of the adopted budget occurs before the State has enacted its budget, and before actual revenues and expenditures are known for the current year. In the event that material revisions are necessary, a revised budget will be presented to the Board no less than 45 days after the enacted State budget.

The District's 2021-22 Proposed Budget is based on the Governor's May Budget Revision that was released on May 14, 2021. The 2021-22 Proposed Budget general fund revenues are projected at \$559M and general fund expenditures projected at \$588M. The 2021-22 Proposed Budget incorporates recommendations from the Sacramento County Office of Education (SCOE), the Superintendent, School Services of CA and input from stakeholders. The 2021-22 Proposed Budget for ALL Funds being presented is aligned to existing LCAP goals, actions, and services which have been developed and refined through ongoing consultation with stakeholder groups.

Budget Updates:

- On December 10, 2020 – Staff presented a budget timeline and process for preparing the 2020-21 Budget that aligns with the LCAP. The process of developing a school district budget is an ongoing function that must be addressed by the Board and administration throughout the school year.
- Budget Development Process - During the months of January and February, the Academic, Budget and Human Resources teams met with each school and central department to develop the budget for 2021-22. During these meetings, the budget for the current year was reviewed as well as projected enrollments and proposed staffing levels for the upcoming 2021-22 school year.
- February/March/April - Reduction in Force resolutions were approved by the board that included adjustments for certificated and classified positions based on staffing and expiring funding.
- February/April/May – Budget updates were presented to the Board on the Governor's January Proposed Budget for 2021-22, the fiscal impact of COVID-19 on the State's Economy and funding for K12, and the Governor's May Revise Budget for 2021-22.
- Ongoing Weekly Meetings between the District, SCOE, and the SCOE Fiscal Advisor continue to be held to collaborate and discuss the expectations of the budget for 2021-2022 and beyond.

Board of Education Executive Summary

Business Services

Fiscal Year 2021-2022 Proposed Budget for All Funds & Education Protection Account
June 10, 2021

II. Driving Governance:

- Education Code section 42127 requires the Governing Board of each school district to adopt a budget on or before July 1st and the proposed expenditures for the Education Protection Account. The budget to be adopted shall be prepared in accordance with Education Code section 42126. The adopted budget shall be submitted to the County Office of Education. The County Office of Education will determine if the district will be able to meet its financial obligations during the fiscal year and ensure a financial plan that will enable the district to satisfy its multi-year financial commitments.
- The SCUSD Board of Trustees has revised Board Policy 3100 to establish and maintain a general reserve for economic uncertainty that meets or exceeds the requirements of CCR 15443. The reserve for economic uncertainty for the District will be established at no less than 5% of total general fund expenditures. Under BP 3100 it is acknowledged that one-time funding should be used for one-time expenditures and shall only be used for an on-going expenditure as a last resort. As part of the approval of the annual budget, the Board shall consider any proposed use of one-time funding and shall take separate action to approve such uses

III. Budget:

Following is a summary of the proposed State budget and budget guidelines as provided by California Association of School Business Officials, County Office of Education and School Services of California. The Proposed Budget Report also contains financial summaries, multi-year projections and detailed financial state reports relating to the projected financial activity for 2021-22 through 2023-24 specific to the Sacramento City Unified School District.

IV. Goals, Objectives and Measures:

Present a 2021-22 Proposed Budget to the Board for approval by June 24, 2021.

V. Major Initiatives:

- Continued analysis of information from the State and its impact on the District's budget
- Budget Revision within 45 days from signing of State Budget

VI. Results:

Budget development for 2021-22 has followed the timeline approved by the Board. With the approval of the 2021-22 Proposed Budget, the expenditure authority for 2021-22 will be in place and the June 30, 2021 timeline will be met.

VII. Lessons Learned/Next Steps:

- Continue to monitor the State budget and its impact on District finances.
- Continue to obtain stakeholders' input, follow the LCAP process and meet with

Board of Education Executive Summary

Business Services

Fiscal Year 2021-2022 Proposed Budget for All Funds & Education Protection Account
June 10, 2021

- bargaining units to seek cost reductions and long-term budget savings.
- The district will discuss and adopt the 2021-22 final Proposed Budget at the June 24, 2021 Board meeting.

Governor's Revised State Budget Proposal "May Revision"

Governor Newsom released his proposed Revised State budget on May 14th for the upcoming 2021-22 fiscal year. The state's General Fund budget has recovered significantly reflecting a \$75.7 billion surplus. As a result, the May Revision estimates that the Gann Limit could be exceeded for the 2020-21 and 2021-22 fiscal years by \$16.2 billion. Since the Gann Limit limits the allowable growth in state and local government spending (including school districts), any amounts over the threshold limit must be evenly distributed between education and refunds. The May Revision allocates the whole \$16.2 billion estimate by providing tax refunds through the Golden State Stimulus program, and allocating the balance of \$8.1 billion to K-14 schools in 2022-23 as a supplement to Proposition 98 funds.

Proposition 98 funding is estimated to be \$93.7 billion, which is an increase of \$17.7 billion over January estimates. Additionally, Proposition 98 funding level for 2020-21 is estimated to increase from \$82.8 billion to \$92.8 billion.

LCFF Cost-of-Living-Adjustment (COLA): The Governor proposes an increase to the Local Control Funding Formula (LCFF) by 5.07% in the following manner:

- Increase the LCFF by the 2020-21 COLA of 2.31%
- Increase the LCFF by 2.76% (statutory 2021-22 COLA of 1.70% plus an additional 1% to address ongoing fiscal pressures, and compounding the sum by the 2020-21 2.31% COLA)
 - $(1.70\% + 1.00\%) \times 1.0231 = 2.76\%$

Other Program Cost-of-Living-Adjustment (COLA): The COLA relating to special education is proposed to increase by the 2020-21 COLA of 2.31% and 2021-22 COLA of 1.70%, resulting in a COLA of 4.05% after compounding. Other programs (i.e. mandated block grant, nutrition, state preschool) are projected to only receive the 2021-22 statutory COLA of 1.70%.

Deferrals: Due to the improved economy above January projections, the Governor proposes to further reduce the deferrals by an additional \$1.1 billion over January's proposal of \$9.2 billion resulting in a 2021-22 fiscal year ending balance of \$2.61 billion deferred.

Additional May Revision Proposals: Additional components of the Governor's May Revision for 2021-22 provide for the following items. Please note that the items below are not in the District's 2021-22 budget, due to their uncertainty, timing, and/or the need to increase additional expenditures. Once amounts are known and measurable, they will be added to the budget.

Board of Education Executive Summary

Business Services

Fiscal Year 2021-2022 Proposed Budget for All Funds & Education Protection Account
June 10, 2021

Budget Component	Description
After School & Summer Programs	<ul style="list-style-type: none"> \$1B for 2021-22 growing to \$5B for 2025-26 for providing afterschool and summer programs to LEAs with the greatest amount of low income, English learners and foster care students at no cost.
Behavioral Health Initiative	<ul style="list-style-type: none"> \$4B over five years to identify and treat behavioral health needs early
Broadband	<ul style="list-style-type: none"> \$35M of one-time funds in tandem with E-Rate funds to expand internet access to isolated and underserved communities
Child Care, Preschool, & Transitional Kindergarten (TK)	<ul style="list-style-type: none"> 106,500 new subsidized child care slots By 2024-25, provide universal access to TK for all children 4 yrs. old at a total cost of \$2.7B \$740M for TK classroom ratio reduction Repurpose the one-time \$250M TK incentive grant to a TK expansion & facilities proposal beginning 2022-23
Community Schools	<ul style="list-style-type: none"> \$3B in one-time funding to convert schools in order for schools to service the community (i.e. health/social services)
Educator Workforce	<ul style="list-style-type: none"> \$3.3B for various programs relating to teacher recruitment, retention, and professional development
Proposition 98 Concentration Grant Funding Augmentation	<ul style="list-style-type: none"> \$1.1 billion augmentation to the LCFF in order to increase the number of personnel providing direct services to students Funding factor would go from 50% to 65%, and the additional funds will need to be included in the LEA's LCAP
Student Learning	<ul style="list-style-type: none"> Additional \$2B of one-time funds for health and safety operations related to reopening schools Additional \$2.6B of federal flexible funding to provide interventions relating to accelerated learning
Student Nutrition	<ul style="list-style-type: none"> \$150M increase in the state reimbursement rate for schools participating in a federal universal meal provision \$100M of one-time funding for training and infrastructure upgrades

Federal Funds

Due to the passage of the \$1.9 trillion America Recue Plan approved in March 2021, K-12 LEAs are expected to receive approximately \$15.3 billion of Elementary and Secondary School Emergency Relief (ESSER III) funds. Initial estimates for the Sacramento City School District is approximately \$154M.

The Governor's May Revision also contains an increase of approximately \$278 million of one-time funding relating to the Individuals with Disabilities Act (IDEA). In addition, \$15 million of one-time funds are proposed to assist LEAs to develop and administer a comprehensive individualized education program; \$2.3 million to address complaints and better monitoring

Board of Education Executive Summary

Business Services

Fiscal Year 2021-2022 Proposed Budget for All Funds & Education Protection Account
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procedures; and \$1.2 million to improve coordination between various agencies to support the transition from infant to preschool programs.

Routine Restricted Maintenance Account:

Per Education Code Section 17070.75, school districts are required to deposit into the account a minimum amount equal to or greater than three percent (3%) of the total General Fund expenditures and other financing uses for that fiscal year. Illustrated below are the primary compliance components:

- The 3% contribution is calculated on total General Fund expenditures, including other financing uses (i.e. transfers out, debt issuances relating to the General Fund)
- The final 3% contribution is based on year-end actual data; therefore, while it is developed based on budget, it must be trued up using actual expenditures
- The actual contribution will be audited as part of the School Facility Program Bond Audit
- Currently, LEAs are allowed to exclude the following programs from its calculation of required contributions to routine restricted maintenance:
 - State pension on-behalf payments
 - ESSER I, GEER I, Coronavirus Relief, & State LLM
 - State supplemental meal reimbursements
- The most recent funds relating to coronavirus impacts (i.e. ESSER II, In-Person, & Extended Learning) currently remain included in the calculation. Please note that the status of whether these funding sources remain included may change based on the enacted state budget; additionally, whether ESSER III is included has not yet been determined.

Therefore, in order to ensure the Sacramento City Unified District is in compliance with the above provisions, the District has budgeted an additional \$375,000 over the 3% contribution minimum in order to plan for the following:

- Likelihood of budgeting additional expenditures relating to unspent 2020-21 funds that are budgeted after the 2021-22 budget adoption
- Possible increases in expenditures (i.e. salary increases, pension and other benefit adjustments)
- Possibility of one-time expenditures (i.e. textbook adoption, capital costs, etc...)

Reserves

District Reserve Requirements: The 2014 State Budget Act and the passage of Proposition 2 in November 2014 established a hard cap on district reserves, if all the following conditions are met:

1. Proposition 98 must be funded based on Test 1
2. Full repayment of the maintenance factor prior to 2014-15
3. Proposition 98 provides sufficient funds to support pupil attendance growth and the statutory COLA
4. Capital gains exceed 8% of General Fund revenues

Board of Education Executive Summary

Business Services

Fiscal Year 2021-2022 Proposed Budget for All Funds & Education Protection Account

June 10, 2021

Prior law specified that in any fiscal year immediately following a year in which a transfer of any amount is made to the Public School System Stabilization Account, a district's assigned or unassigned fund balance (including Fund 01 and Fund 17) may not exceed two times the reserve for economic uncertainty (three times the reserve for economic uncertainty for districts with more than 400,000 ADA).

However, Senate Bill (SB) 751 which became effective January 1, 2018 made changes to the school district reserve cap law in the following manner:

- It requires that the reserve cap is triggered in a fiscal year immediately after a fiscal year in which the amount of moneys in the Public School System Stabilization Account is equal to or exceeds three percent of the combined total of General Fund revenues appropriated for school districts and allocated local proceeds of taxes (Proposition 98 funding), as specified, for that fiscal year
- Adjusts the reserve cap from a combined assigned and unassigned ending fund balance based on the size of the district to a combined assigned or unassigned ending balance, in the General Fund (01) and the Special Reserve Fund for Other Than Capital Outlay (17), of 10% of those Funds for all districts
- Reserves would be capped at 10% as long as the amount in the Public School System Stabilization Account remained at 3% or greater of the Proposition 98 amount in each preceding year
 - The State must notify local educational agencies when the conditions are and are no longer applicable
- Basic aid school districts and districts with fewer than 2,501 average daily attendance are exempt from the reserve cap requirement

Based on the May Revision, the Public School System Stabilization Account (PSSSA) is projected to have a reserve of \$4.6 billion. Since the reserve exceeds 3% of the Proposition 98 amount, LEAs will have the statutory reserve cap described above beginning 2022-23.

2021-22 Sacramento City Unified School District Primary Budget Components

- ❖ Average Daily Attendance (ADA) is estimated at 37,547.13 (excludes COE ADA of 104.87).
 - Because the District is still in declining enrollment, the funded ADA will be based on the prior year ADA of 38,325. Below is a table comparing LCFF funding for the 2021-22 Proposed Budget to the 2020-21 Budget.

Board of Education Executive Summary

Business Services

Fiscal Year 2021-2022 Proposed Budget for All Funds & Education Protection Account
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2021-22 LCFF Target per May Revise Compared to 2020-2021 LCFF Funding			
	2020-21	2021-22	Difference
Base Grant	\$ 315,902,896.00	\$ 331,909,203.00	\$ 16,006,307.00
Supplemental Grant	\$ 47,419,482.00	\$ 49,712,059.00	\$ 2,292,577.00
Concentration Grant	\$ 28,304,016.00	\$ 29,462,446.00	\$ 1,158,430.00
K-3 CSR	\$ 9,659,011.00	\$ 10,153,417.00	\$ 494,406.00
9-12 CTE	\$ 2,600,600.00	\$ 2,729,025.00	\$ 128,425.00
Targeted Instructional Improvement Block Grant	\$ 2,428,078.00	\$ 2,428,078.00	\$ -
Transportation	\$ 4,115,457.00	\$ 4,115,457.00	\$ -
Total	\$410,429,540.00	\$430,509,685.00	\$20,080,145.00

- ❖ The District's estimated unduplicated pupil percentage for supplemental and concentration funding is estimated to be 72.33%. The percentage will be revised based on actual data.
- ❖ Lottery revenue is estimated by SSC to be \$150 per ADA for unrestricted purposes and \$49 per ADA for restricted purposes.
- ❖ Mandated Cost Block Grant is \$32.79 for K-8 ADA and \$63.17 for 9-12 ADA.
- ❖ Except as illustrated under Contributions to Restricted Programs, all federal and state restricted categorical programs are self-funded.

General Fund Revenue Components

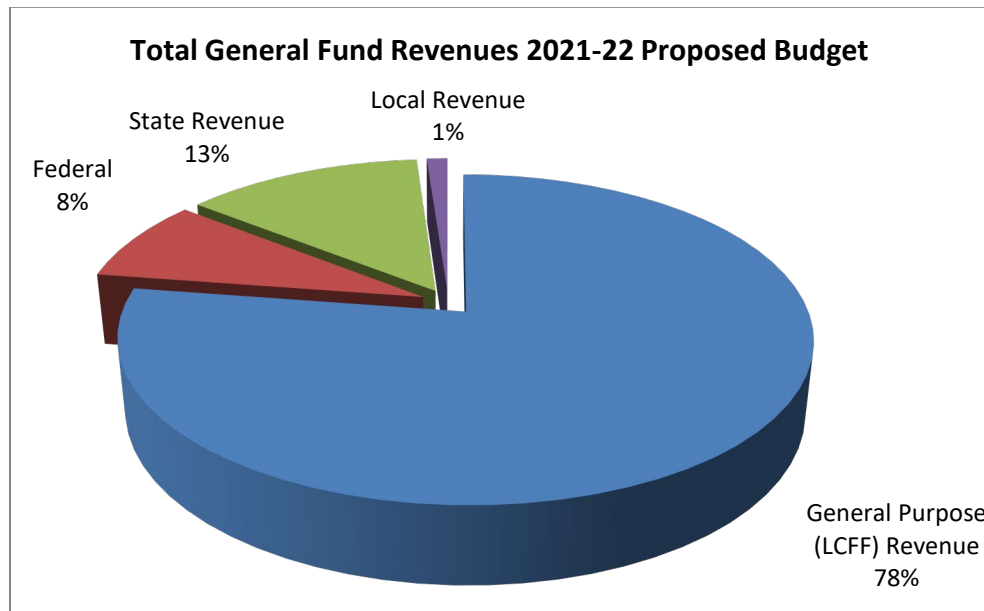
The District receives funding for its general operations from various sources. A summary of the major funding sources is illustrated below:

DESCRIPTION	UNRESTRICTED	COMBINED AMOUNT
General Purpose (LCFF) Revenue	\$430,509,685	\$432,750,059
Federal	\$156,000	\$46,193,654
State Revenue	\$7,370,623	\$73,939,718
Local Revenue	\$5,769,589	\$6,385,645
TOTAL	\$443,805,897	\$559,269,075

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Education Protection Account

As approved by the voters on November 6, 2012, The Schools and Local Public Safety Protection Act of 2012 (Proposition 30) temporarily increased the State's sales tax rate and the personal income tax rates for taxpayers in high tax brackets.

Proposition 30 provides that a portion of K-14 general purpose funds must be utilized for instructional purposes. Revenues generated from Proposition 30 are deposited into an account called the Education Protection Account (EPA). The District receives funds from the EPA based on its proportionate share of statewide general purpose funds. A corresponding reduction is made to its state aid funds.

Subsequently, on November 8, 2016, the voters approved the California Children's Education and Health Care Protection Act (Proposition 55) that maintains increased personal income tax rates for taxpayers in high tax brackets through 2030. Proposition 55 did not extend the sales tax increase; therefore, the temporary sales tax increase expired at the end of calendar year 2016.

K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs (as determined through the account code structure)
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended

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Further, the annual financial audit includes verification that the EPA funds were used as specified by Proposition 30. If EPA funds are not expended in accordance with the requirements of Proposition 30, civil or criminal penalties could be incurred.

Illustrated below is how the District's EPA funds are appropriated for 2021-22. The amounts will be revised throughout the year based on information received from the State.

Education Protection Account (EPA)	
Fiscal Year Ending June 30, 2022	
Estimated EPA Revenues:	
Estimated EPA Funds	\$ 76,782,060
Budgeted EPA Expenditures:	
Certificated Instructional Salaries	\$ 76,782,060
Balance	\$ -

Operating Expenditure Components

The General Fund is used for the majority of the functions within the District. As illustrated below, salaries and benefits comprise approximately 90% of the District's unrestricted budget, and approximately 81% of the total General Fund budget.

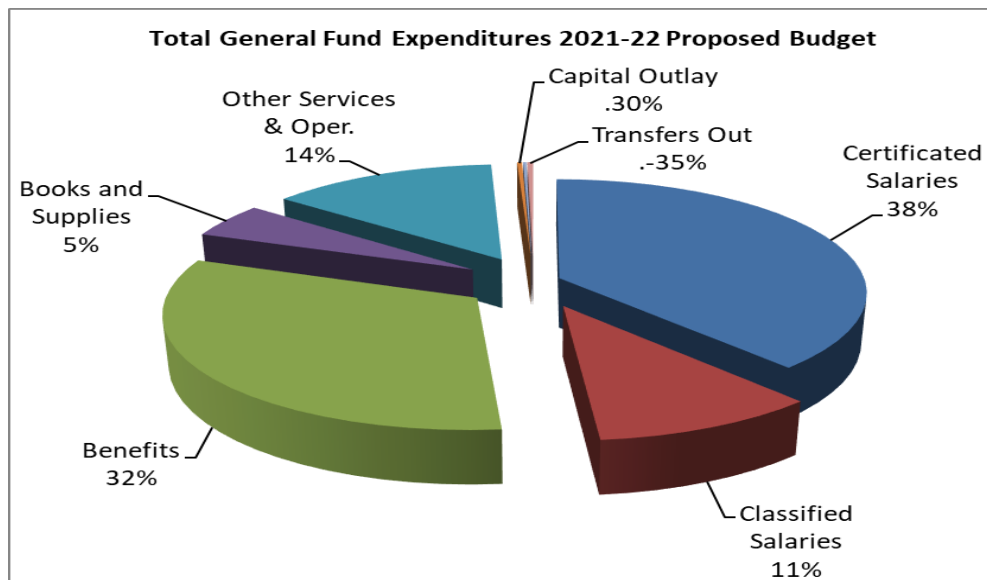
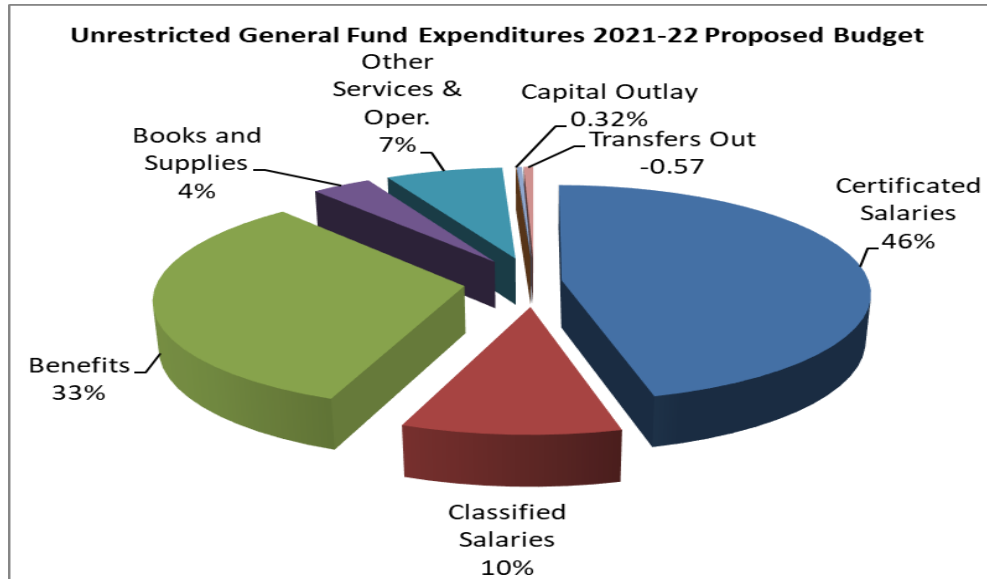
DESCRIPTION	UNRESTRICTED	RESTRICTED	COMBINED
Certificated Salaries	166,630,869	59,174,983	\$225,805,852
Classified Salaries	36,428,673	24,961,643	\$61,390,315
Benefits	118,719,397	70,375,748	\$189,095,145
Books and Supplies	13,001,548	16,442,651	\$29,444,199
Other Services & Oper.	25,422,455	55,653,918	\$81,076,373
Capital Outlay	72,200	1,709,322	\$1,781,522
Other Outgo/Transfer	1,150,000	0	\$1,150,000
Transfers Out	(2,050,301)	0	(2,050,301)
TOTAL	359,374,840	228,318,264	\$587,693,104

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Following is a graphical representation of expenditures by percentage:



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General Fund Contributions to Restricted Programs

The following contributions of unrestricted resources to restricted programs are necessary to cover restricted program expenditures in excess of revenue:

Program	2020-21 Estimated Actuals	2021-22 Adopted Budget
Special Education	\$ 72,428,863	\$ 81,112,863
Routine Restricted Maintenance Account	\$ 17,081,000	\$ 17,081,000
Total	\$ 89,509,863	\$ 98,193,863

General Fund Summary

The District's 2021-22 General Fund projects a total operating deficit of \$27 million resulting in an estimated ending fund balance of \$173 million. The components of the District's fund balance are as follows: revolving cash & other nonspendables - \$329,000; restricted programs - \$84,099,526; economic uncertainty - \$11,727,858; assigned - \$43,143,965; unassigned - \$33,732,470. In accordance with SB 858 a detail description of assigned & unassigned balances is illustrated below.

Use of One Time Funds

At the March 4, 2021 Board Meeting, the Board of Trustees revised BP 3100 to establish and maintain a reserve for economic uncertainty at no less than 5% of total general fund expenditures. In order to meet the 5% reserve level outlined in BP 3100, the District will have to continue to implement budget realignments to reduce the ongoing structural deficit. Under BP 3100 it is acknowledged that one-time funding should be used for one-time expenditures and shall only be used for an on-going expenditure as a last resort. As part of the approval of the annual budget, the Board shall consider any proposed use of one-time funding and shall take separate action to approve such uses. Below is a table of one time resources within the 2021-22 Proposed Budget:

Program	2021-22 Budgeted Amount
Title I	\$3,000,000
Title III	\$39,586
Title IV	\$1,688,249
American Indian Education	\$18,500
Federal Special Education - Early Intervention Services	\$1,432,376
GEER	\$2,950,972
Expanded Learning Opportunities Grant	\$7,895,885
Expanded Learning Opportunities Grant - Paraprofessional Set Aside	\$2,821,288
Sacramento STEM Power	\$61,114
Local Grants	\$554,943
ESSER II	\$6,415,137
Learning Communities for Schools	\$345,703
TOTAL	\$27,223,753

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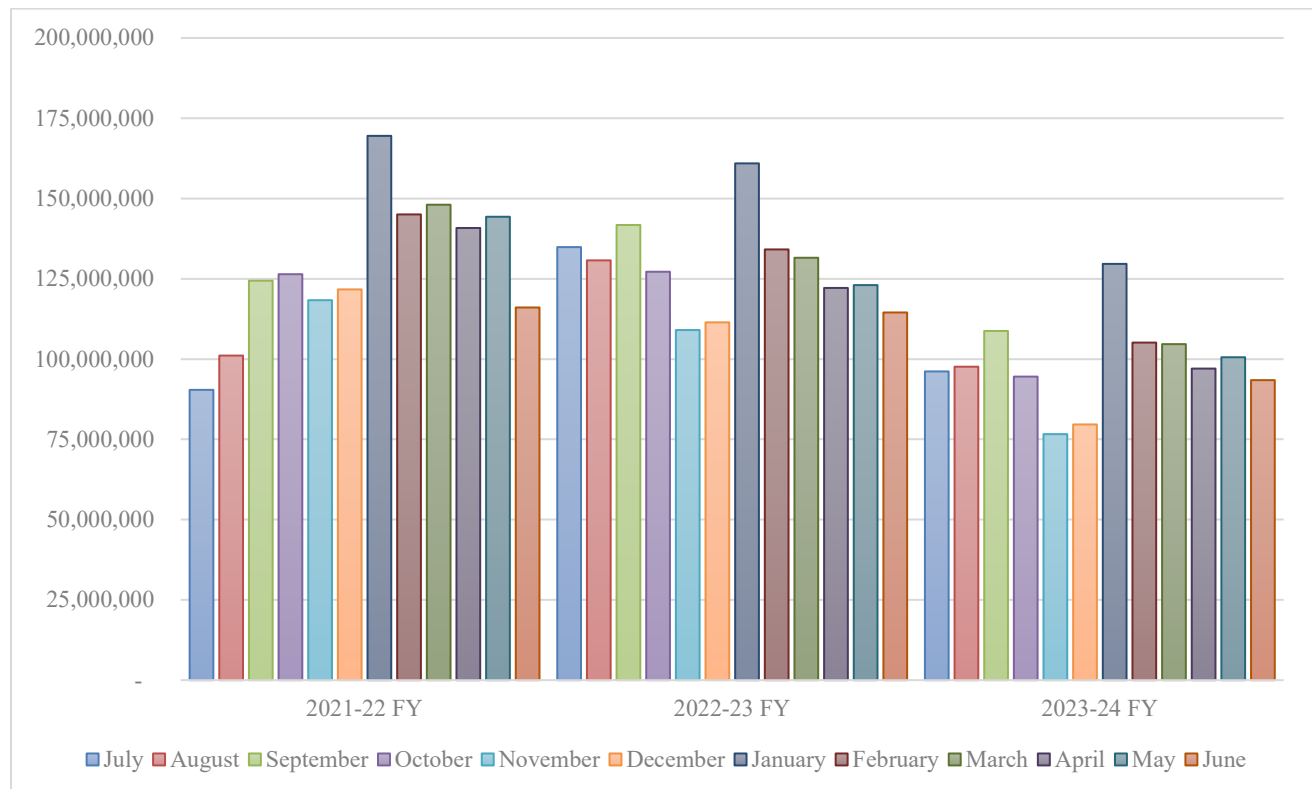
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School Staffing and Budget Allocations

The District provides school sites with staffing and budget allocations in preparation for budget development. District budget staff meet (budget development meetings) with school site administrators to review projected enrollment, staffing allocations and revenue allocations to develop school site budgets. The allocations for the 2021-22 fiscal year are attached to the Executive Summary as attachment A.

Cash Flow

The District prepared cash flows based on the multi-year projections report. For the 2021-22 Proposed Budget and multi-year projections the District projects having a positive cash balance through June 2024. The projected cash balance has improved from what was projected at the 2020-21 Third Interim report due to one-time COVID related funding sources. Cash will continue to be closely monitored in order to ensure the District is liquid to satisfy its obligations.



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Fund Summaries

Illustrated below is a summary of each Fund's fund balance and corresponding change.

Fund	Beginning Fund Balance	Budgeted Net Change	2021-22 Proposed Budget Fund Balance
01 General (Unrestricted and Restricted)	\$200,117,035	(\$27,123,849)	172,993,186.16
09 Charter Schools	\$2,492,718	\$119,943	2,612,660.17
11 Adult	\$353,245	\$0	353,245.00
12 Child Development	\$15,285	\$0	15,284.83
13 Cafeteria	\$12,807,058	(\$167,783)	12,639,275.67
21 Building Fund	\$14,582,504	(\$14,443,008)	139,495.70
25 Capital Facilities	\$16,576,158	(\$63,702)	16,512,455.73
49 Capital Projects for Blended Components	\$1,058,510	(\$167,702)	890,807.62
51 Bond Interest and Redemption	\$28,138,958	(\$3,809,576)	24,329,382.35
67 Self-Insurance Fund	\$12,935,257	\$22,476	12,957,732.83

Other Post Employment Benefits (OPEB)

The District provides post-employment benefits for employees meeting the age and years of service requirements and currently has a total OPEB liability of \$654 million. The District participates in the CalPERS California Employers' Retiree Benefit Trust Fund. Based the 2019-20 OPEB report, it is estimated that \$99M million of the liability will be funded as of June 30, 2021 and the majority of these funds were contributed by the District. For the 2021-22 year, health costs for retirees are approximately \$19.3 million.

Multivyear Projection

General Planning Factors:

Illustrated below are the latest factors that districts are expected to utilize as planning factors:

Planning Factor	2020-21	2021-22	2022-23	2023-24
Dept. of Finance Statutory COLA	2.31%	1.70%	2.48%	3.11%
Local Control Funding Formula COLA	0.00%	5.07%	2.48%	3.11%
STRS Employer Rates	16.15%	16.92%	19.10%	19.10%
PERS Employer Rates	20.70%	22.91%	26.10%	27.10%
SUI Employer Rates	0.05%	1.23%	0.20%	0.20%
Lottery – Unrestricted per ADA	\$150	\$150	\$150	\$150
Lottery – Prop. 20 per ADA	\$49	\$49	\$49	\$49
Mandate Block Grant for Districts: K-8 per ADA	\$32.18	\$32.79	\$33.60	\$34.64



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Mandate Block Grant for Districts: 9-12 per ADA	\$61.94	\$63.17	\$64.74	\$66.75
Mandate Block Grant for Charters: K-8 per ADA	\$16.86	\$17.21	\$17.64	\$18.19
Mandate Block Grant for Charters: 9-12 per ADA	\$46.87	\$47.84	\$49.03	\$50.55
State Preschool Full-Day Reimbursement Rate	\$49.85	\$50.70	\$51.96	\$53.57
State Preschool Part-Day Reimbursement Rate	\$30.87	\$31.39	\$32.17	\$33.17
General Child Care Daily Reimbursement Rate	\$49.54	\$50.38	\$51.63	\$53.23
Routine Restricted Maintenance Account (refer to the provisions discussed above)	3% of total GF expend & outgo	3% of total GF expend & outgo	3% of total GF expend & outgo	3% of total GF expend & outgo

Various aspects of the planning factors illustrated above will be further discussed below with the District’s specific revenue and expenditure assumptions.

Revenue Assumptions:

The District’s 2020-21 CBEDS enrollment was 39,003, significantly lower by about 1,400 students than what was projected with the 2020-21 Adopted Budget. This greater decline may be due to the impact of the COVID-19 pandemic and school closures. The District anticipates to recover about 700 students for 2021-22 enrollment with a projection of 39,703 based on external enrollment projections and pre-registration numbers. The two subsequent years are being calculated with a 1% enrollment decline. For 2022-23 that is 39,295 and 38,901 for 2023-24. Due to the hold harmless provisions of SB98, the District will be funded based on the 2019-20 funded ADA, so for funding purposes ADA is deemed flat for 2021-22.

However, the “hold harmless” provision does not apply to the unduplicated pupil percentage (UPP) which determines the amount of supplemental and concentration funding. The District’s UPP is based on a three year rolling average and the UPP is projected to be 72%. The District is projecting \$79.2 million in supplemental and concentration funding for the 2021-22 budget year. The District’s multi-year projections have been revised to reflect a decline in enrollment for the 2022-23 and 2023-24 budget years.

Unrestricted federal, state and local revenues are estimated to remain constant for the subsequent years. Restricted federal and local revenue decreases are associated with the removal of carryover and/or expiring funds being removed in 2022-23. State revenue is estimated to remain relatively constant for the subsequent years.

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Unrestricted Multi-Year Revenue Projections:

Fiscal Year 2021-22

- LCFF Statutory COLA of 5.07%
- Federal and State Revenues projected to remain constant
- Local Revenues include projected revenues based off 2020-21 trends
- Contributions to Special Ed were increased by \$8.7M to restore 2020-21 one-time savings and increased Special Education expenditures per historical trends, contribution is net of 4% COLA increase to AB 602 funding

Fiscal Year 2022-23

- LCFF COLA of 2.48%
- Federal and State Revenues projected to remain constant
- Local Revenue is projected to remain constant
- Contributions to Special Ed were increased by approximately \$6.4M for increased Special Education expenditures per historical trends

Fiscal Year 2023-24

- LCFF COLA of 3.11%
- Federal and State Revenues projected to remain constant
- Local Revenue is projected to remain constant
- Contributions to Special Ed were increased by approximately \$6.8M for increased Special Education expenditures per historical trends

Restricted Multi-Year Revenue Projections:

Fiscal Year 2021-22

- Federal Revenue includes projected ongoing awards plus \$6.2M in carryover funds and the removal funds related to one time and expiring grants like CARES, ESSER I, SIG and CSI
- State Revenue includes projected ongoing awards
- Local Revenue includes carryover funds for local grants
- Contributions to Special Ed were increased by \$8.7M to restore 2020-21 one-time savings and increased Special Education expenditures per historical trends, contribution is net of restoring AB 602 funding

Fiscal Year 2022-23 & 2023-24

- Federal Revenue was reduced by \$6.2M in 22-23 to remove carryover of \$3M – Title I, \$1.8M – Title II/III, Federal Special Education - \$1.4M
- State Revenue is projected to remain unchanged
- Local Revenue is projected to decline with the removal of one time funds

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- Contributions to Special Ed were increased by approximately \$6.4M in 22-23 and \$6.8M in 23-24 for increased Special Education expenditures per historical trends

Expenditure Assumptions:

Unrestricted Multi-Year Expenditure Projections:

Fiscal Year 2021-22

- Certificated step and column costs are included at actual increased amounts
- Other certificated salary adjustments include restoring expenditures for one-time vacancy savings, positions for summer school and aligning FTE to enrollment with a reduction of 13.5 FTE
- Classified step costs are reflected at actual amounts.
- Adjustments to benefits reflect the effects of salary changes noted above, program adjustments, expected increases to employer pension costs for STRS and PERS and the additional increase for health benefits and Unemployment Insurance
- Books and Supplies have been adjusted to account for one-time expenditures (carryover, one-time funds, textbooks)
- Services have been adjusted to apply appropriate operational increases (rate changes) and to remove one-time expenditures
- Transfers outs are projected to decrease due the Fiscal Recover plan of removing contribution to the Child Development program and the George Washington Carver Charter school only needing a contribution of \$266k
- Indirect costs from restricted programs are expected to decrease due to program adjustments noted above

Fiscal Year 2022-23

- Certificated step and column costs are expected to increase by 1.5% each year
- Other certificated salary adjustments include aligning FTE to enrollment decline with a reduction of 13 FTE
- Classified step costs are expected to increase by .80% each year
- Adjustments to benefits of \$7.1M reflect the effects of salary changes noted above, program adjustments, expected increases to employer pension costs and the additional increase for health benefits offset by a decrease in unemployment insurance
- Books and Supplies have been adjusted by \$392k to account for increased supplemental and concentration funding
- Services have been adjusted by \$392k to account for increased supplemental and concentration funding
- Transfers out remains constant
- Indirect costs from restricted programs are expected to decrease due to program

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adjustments

Fiscal Year 2022-2023

- Certificated step and column costs are expected to increase by 1.5% each year
- Classified step costs are expected to increase by .80% each year
- Adjustments to benefits of \$5.2M reflect the effects of salary changes noted above, expected increases to employer pension costs, decrease in unemployment insurance and the additional increase for health benefits
- Books and Supplies have been adjusted by \$812k to account for increased supplemental and concentration funding
- Services have been adjusted by \$812k to account for increased supplemental and concentration funding
- Transfers out remains constant
- Indirect costs from restricted programs are expected to remain constant

Restricted Multi-Year Expenditure Projections:

Fiscal Year 2021-22

- Certificated step and column costs are included at actual increased amounts
- Other certificated salary adjustments include restoring expenditures for one-time savings, additional positions for special education services
- Classified step costs are reflected at actual amounts and adjustments have been made for additional special education services
- Adjustments to benefits of \$1.6M reflect the effects of salary changes noted above, program adjustments, expected increases to employer pension costs for STRS and PERS and the additional increase for health benefits
- Books and Supplies have been adjusted to account for one-time expenditures including CARES/COVID, restore one-time savings and additional special education expenditures.
- Services have been adjusted to account for one-time expenditures including CARES/COVID funds and additional special education services
- Other outgo are projected to increase slightly
- Indirect costs are expected to decrease due to program adjustments

Fiscal Year 2022-23

- Certificated step and column costs are expected to increase by 1.5% each year
- Other certificated salary adjustments include removing expenditures for one-time expenses, budgeting the remainder of the ELO grant funds and additional positions for special education services

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- Classified step costs are expected to increase by .80% each year and adjustments have been made for additional special education services and ELO grant funds
- Adjustments to benefits of \$4.9M reflect the effects of salary changes noted above, program adjustments, expected increases to employer pension costs, the additional increase for health benefits, and removal of one-time expenditures
- Books and Supplies have been adjusted by to account for one-time expenditures, CARES carryover and additional special education services and ELO grant funds
- Services have been adjusted by to account one-time expenditures, CARES, carryover and additional special education services and ELO grant funds
- Indirect costs are expected to decrease due to program adjustments

Fiscal Year 2023-24

- Certificated step and column costs are expected to increase by 1.5% each year
- Other certificated salary adjustments include the removal ELO grant expenditures and additional positions for special education services
- Classified step costs are expected to increase by .80% each year and adjustments have been made for the removal of ELO grant expenditures and additional special education services
- Adjustments to benefits of \$3M reflect the effects of salary changes noted above, program adjustments, and expected increases to employer pension costs and the additional increase for health benefits
- Books and Supplies have been adjusted down by \$616K to account ELO grant expenditures and additional special education services
- Services have been adjusted down by \$3.1M to account for ELO grant expenditures, and additional special education services
- Indirect costs remains constant

2020-2021 Estimated Ending Fund Balances:

In preparation of the 2021-22 Proposed Budget, estimated actual unrestricted fund balance slightly increased by \$33K and the restricted ending fund balance increased by \$98.3M from the Third Interim report. The major change in the restricted fund balance is due to budgeting the revenues for the following programs:

- \$68M – ESSER II
- \$3M – GEER
- \$27M – AB86 ELO

During 2020-21, the District estimates that the General Fund is projected to have an unrestricted surplus of approximately \$10.9 million resulting in an unrestricted ending General Fund balance



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of approximately \$95.6 million and a surplus of \$96.2M for restricted resources resulting in a restricted ending fund balance of \$104.5M.

During 2021-22, the District estimates that the unrestricted General Fund is projected to deficit spend by approximately \$6.7 million resulting in an unrestricted ending General Fund balance of \$88.9 million. The multi-year projections provided in the following table includes ESSER II and ELO as part of the \$104.5M beginning restricted fund balance and budgeted expenditures in all three fiscal years.

2021-22 Proposed Budget and Multi-Year Projections

	Proposed Budget 2021-22			Projection 2022-23			Projection 2023-24		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
Revenue									
General Purpose	430,509,685	2,240,374	432,750,059	435,348,673	2,240,374	437,589,047	443,945,578	2,240,374	446,185,952
Federal Revenue	156,000	46,037,654	46,193,654	156,000	39,858,943	40,014,943	156,000	39,858,943	40,014,943
State Revenue	7,370,623	66,569,095	73,939,718	7,370,623	66,569,095	73,939,718	7,370,623	66,569,095	73,939,718
Local Revenue	5,769,589	616,056	6,385,645	5,769,589	(0)	5,769,589	5,769,589	(0)	5,769,589
Total Revenue	443,805,897	115,463,179	559,269,075	448,644,885	108,668,411	557,313,296	457,241,790	108,668,411	565,910,201
Expenditures									
Certificated Salaries	166,630,869	59,174,983	225,805,852	168,021,725	67,940,578	235,962,303	169,474,504	61,341,388	230,815,892
Classified Salaries	36,428,673	24,961,643	61,390,315	36,720,102	25,474,408	62,194,510	37,013,863	24,841,108	61,854,971
Benefits	118,719,397	70,375,748	189,095,145	125,855,124	75,310,382	201,165,506	131,010,030	78,275,159	209,285,189
Books and Supplies	13,001,548	16,442,651	29,444,199	13,393,806	12,768,580	26,162,386	14,205,467	12,152,461	26,357,928
Other Services & Oper. Expenses	25,422,455	55,653,918	81,076,373	25,814,712	57,241,172	83,055,885	26,626,372	54,119,127	80,745,500
Capital Outlay	72,200	1,709,322	1,781,522	72,200	1,709,322	1,781,522	72,200	1,709,322	1,781,522
Other Outgo 7xxx	1,150,000	0	1,150,000	1,150,000	0	1,150,000	1,150,000	-	1,150,000
Transfer of Indirect 73xx	(7,067,842)	5,767,662	(1,300,180)	(6,683,723)	5,383,543	(1,300,180)	(6,683,723)	5,383,543	(1,300,180)
Budget Reductions	0	0	0	0	(1,627,447)	(1,627,447)	-	(3,724,914)	(3,724,914)
Total Expenditures	354,357,299	234,085,926	588,443,225	364,343,947	244,200,538	608,544,485	372,868,713	234,097,195	606,965,908
Deficit/Suprhus	89,448,598	(118,622,748)	(29,174,150)	84,300,938	(135,532,127)	(51,231,188)	84,373,077	(125,428,783)	(41,055,706)
Transfers in/(out)	2,050,301	0	2,050,301	2,050,301	0	2,050,301	2,050,301	-	2,050,301
Contributions to Restricted	(98,193,763)	98,193,763	0	(104,568,451)	104,568,451	0	(111,350,131)	111,350,131	-
Net increase (decrease) in Fund Balance	(6,694,864)	(20,428,985)	(27,123,849)	(18,217,212)	(30,963,676)	(49,180,887)	(24,926,753)	(14,078,652)	(39,005,405)
Beginning Balance	95,627,953	104,528,511	200,156,464	88,933,089	84,099,526	173,032,616	70,715,877	53,135,851	123,851,728
Ending Balance	88,933,089	84,099,526	173,032,616	70,715,877	53,135,851	123,851,728	45,789,124	39,057,199	84,846,323
Revolving/Stores/Prepays	328,796		328,796	328,796		328,796	328,796		328,796
Reserve for Econ Uncertainty (2%)	11,727,858		11,727,858	12,129,884		12,129,884	12,098,312		12,098,312
Restricted Programs	0	84,099,526	84,099,526	0	53,135,851	53,135,851	-	39,057,199	39,057,199
Assigned Textbooks	0		0	0		0	5,000,000		5,000,000
Other Assignments	48,078,584		48,078,584	29,861,372		29,861,372	4,934,619		4,934,619
Unappropriated Fund Balance	28,797,851	0	28,797,851	28,395,825	0	28,395,825	23,427,397	-	23,427,397
<i>Unappropriated Percent</i>			4.9%			4.7%			3.9%



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2021-22 Proposed Budget and Multi-Year Projections With NO ESSER & ELO Funds

The multi-year projections provided in the following table includes NO ESSER and ELO resources; therefore, restricted beginning fund balance goes down by \$97.9M in 2021-22 and restricted expenditures go down by \$65.5M over the three year period.

	Proposed Budget 2021-22			Projection 2022-23			Projection 2023-24		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
Revenue									
General Purpose	430,509,685	2,240,374	432,750,059	435,348,673	2,240,374	437,589,047	443,945,578	2,240,374	446,185,952
Federal Revenue	156,000	46,037,654	46,193,654	156,000	39,858,943	40,014,943	156,000	39,858,943	40,014,943
State Revenue	7,370,623	66,569,095	73,939,718	7,370,623	66,569,095	73,939,718	7,370,623	66,569,095	73,939,718
Local Revenue	5,769,589	616,056	6,385,645	5,769,589	(0)	5,769,589	5,769,589	(0)	5,769,589
Total Revenue	443,805,897	115,463,179	559,269,075	448,644,885	108,668,411	557,313,296	457,241,790	108,668,411	565,910,201
Expenditures									
Certificated Salaries	166,630,869	50,962,905	217,593,774	168,021,725	52,168,086	220,189,811	169,474,504	53,449,793	222,924,298
Classified Salaries	36,428,673	21,650,220	58,078,892	36,720,102	22,327,696	59,047,798	37,013,863	23,445,586	60,459,449
Benefits	118,719,397	65,959,760	184,679,157	125,855,124	69,991,430	195,846,554	131,010,030	75,082,235	206,092,265
Books and Supplies	13,001,548	15,367,544	28,369,092	13,393,806	11,416,214	24,810,020	14,205,467	11,716,214	25,921,681
Other Services & Oper. Expenses	25,422,455	52,934,197	78,356,652	25,814,712	51,780,676	77,595,388	26,626,372	52,380,676	79,007,048
Capital Outlay	72,200	1,709,322	1,781,522	72,200	1,709,322	1,781,522	72,200	1,709,322	1,781,522
Other Outgo 7xxx	1,150,000	0	1,150,000	1,150,000	0	1,150,000	1,150,000	-	1,150,000
Transfer of Indirect 73xx	(6,718,878)	5,418,698	(1,300,180)	(6,444,706)	5,144,526	(1,300,180)	(6,444,706)	5,144,526	(1,300,180)
Budget Reductions	0	0	0	0	(1,450,046)	(1,450,046)	-	(3,128,451)	(3,128,451)
Total Expenditures	354,706,263	214,002,645	568,708,908	364,582,963	213,087,904	577,670,867	373,107,729	219,799,902	592,907,631
Deficit/Surplus	89,099,634	(98,539,467)	(9,439,833)	84,061,922	(104,419,493)	(20,357,571)	84,134,061	(111,131,490)	(26,997,430)
Transfers in/(out)	2,050,301	0	2,050,301	2,050,301	0	2,050,301	2,050,301	-	2,050,301
Contributions to Restricted	(98,193,763)	98,193,763	0	(104,419,492)	104,419,492	0	(111,131,489)	111,131,489	-
Net increase (decrease) in Fund Balance	(7,043,828)	(345,704)	(7,389,532)	(18,307,269)	(1)	(18,307,270)	(24,947,128)	(1)	(24,947,129)
Beginning Balance	95,627,953	6,575,530	102,203,483	88,584,125	6,229,826	94,813,952	70,276,856	6,229,826	76,506,682
Ending Balance	88,584,125	6,229,826	94,813,952	70,276,856	6,229,826	76,506,682	45,329,728	6,229,825	51,559,553
Revolving/Stores/Prepays	328,796		328,796	328,796		328,796	328,796		328,796
Reserve for Econ Uncertainty (2%)	11,333,172		11,333,172	11,512,411		11,512,411	11,817,147		11,817,147
Restricted Programs	0	6,229,826	6,229,826	0	6,229,826	6,229,826	-	6,229,825	6,229,825
Assigned Textbooks	0		0	0		0	5,000,000		5,000,000
Other Assignments	48,189,016		48,189,016	29,881,747		29,881,747	4,934,619		4,934,619
Unappropriated Fund Balance	28,733,141	0	28,733,141	28,553,902	0	28,553,902	23,249,166	-	23,249,166
<i>Unappropriated Percent</i>			<i>5.1%</i>			<i>4.9%</i>			<i>3.9%</i>



Board of Education Executive Summary

Business Services

Fiscal Year 2021-2022 Proposed Budget for All Funds & Education Protection Account
June 10, 2021

Conclusion:

The District is projected to satisfy the 2% required reserve for economic uncertainties in 2021-2022, 2022-2023 and in 2023-2024. However, the District's projected unrestricted deficit spending is projected to persist as follows:

-\$ 6.7M in 2021-22
-\$18.2M in 2022-23
-\$24.9M in 2023-24

At the February 4, 2021 Board Meeting, the Board of Trustees approved a Fiscal Recovery Plan in the amount of \$4.5M approximately. Based on the multi-year projections, the District projects an ongoing needed solution of \$24.9M. Therefore, an ongoing budget solution is still required in order for the District to achieve fiscal solvency and avoid a State Loan.

Additional Considerations:

The District's projections indicate that the deficit has not been eliminated and continues through the multi-year projections and although cash flow projections indicate cash balance ends with a positive balance, it continues to deteriorate along with the structural deficit. These fiscal issues must be resolved in order for the District to achieve fiscal solvency.

The District's budget has been disapproved for three years (2018-2019, 2019-2020 and 2020-2021) by the Sacramento County Office of Education.

Risks:

Uncertainty regarding on-going State funding for K12 Districts, additional unfunded COVID-19 related expenses such as health benefits, unemployment insurance and a significant decline in enrollment.

Opportunities:

Improved State Budget and funding for K12 Districts, increased enrollment and a Fiscal Recovery Plan sufficient to restore the District's fiscal stability.

Continuation of County Oversight

County superintendents are required by statute to continually monitor districts for fiscal distress. If the district has a negative certification, a disapproved budget, or the county superintendent determines that the district may be unable to meet its financial obligations, the county superintendent can:



Board of Education Executive Summary

Business Services

Fiscal Year 2021-2022 Proposed Budget for All Funds & Education Protection Account
June 10, 2021

- Stay or rescind any action that is determined to be inconsistent with the ability of the district to meet its obligations for the current or subsequent fiscal year, and
- Assist in developing a budget for the subsequent fiscal year.

The Sacramento County superintendent continues to work with the district until the budget for the subsequent year is approved and may stay or rescind any actions up to the point. The county superintendent can only approve the budget if it is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments and resolves problems identified in the evaluations and audits which determined that the school district is in fiscal distress.

SCOE was not able to approve SCUSD's 2020-21 Budget because of the district's significant ongoing structural deficit and inability to meet its minimum reserve requirement and the district certified negative at its 1st Interim Report for the same reasons. As a result, SCOE must continue its current level of oversight and support of the district through the end of this fiscal year and into the next until the district determines all its potential expenditures going forward and adopts a budget which eliminates its structural deficit and allows it to meet its multiyear financial commitments.

Elementary School Staffing/Budget Allocations 2021-22

General Fund

Position	No. of Students	No. of FTEs or Hours per Formula	Other Information
Principal		1.0 FTE	
Assistant Principal	700 - 800	.50 FTE	
	≥ 801	1.0 FTE	
Teacher, K-3	24	1.0 FTE	Based on CBA
Teacher, 4-6	33		
Office Manager/Secretary		1.0 FTE	
Clerk/Other Clerical	≤ 450	3.5 hours	
	451 - 650	6 hours	
	≥ 651	8 hours	
School Plant Operation Manager		1.0 FTE	
Custodian		1.0 FTE	
Breakfast Duty			Based on Nutrition Services allocations.
Noon Duty		2.0 hours +1.0 hour per 110 students	
Stipends:			
- Assessment Coordinators	≤ 399	\$615	
	≥ 400	\$1,400	
- Head teachers		\$113.33/month	
Teacher Substitutes		5.0 days per teacher	
Classified Clerical Substitutes		5 days total	
School Plant Operation Manager/Custodial Substitutes		5 days total	
Classroom Supplies/ Small Equipment/Other		\$51 per student	Textbooks and Custodial Supplies funded centrally.

K-8 School Staffing/Budget Allocations 2021-22

General Fund

Position	No. of Students	No. of FTEs or Hours per Formula	Other Information
Principal		1.0 FTE	
Assistant Principal	≥ 751	1.0 FTE	Consideration given for number of students in 7-8 grades.
Teacher, K-3	24	1.0 FTE	Based on CBA
Teacher, 4-6	33		
Teacher, 7-8	31		
Office Manager/Secretary		1.0 FTE	
Clerk/Other Clerical	≤ 450	3.5 hours	
	451 - 650	6.0 hours	
	≥ 651	8 hours	
School Plant Operation Manager		1.0 FTE	
Custodian			Maintain current staffing.
Breakfast Duty			Based on Nutrition Services allocations.
Noon Duty		2.0 hours +1.0 hour per 110 students	
Stipends: - Assessment Coordinators	≤ 399	\$615	
	≥ 400	\$1,400	
- Head teachers		\$113.33/month	
Librarians			Maintain Current Staffing. (Based on SCTA Agreement)
Counselor			Maintain Staffing based on SCTA CBA
Campus Monitor		Maintain current staffing	
Teacher Substitutes		5.0 days per teacher	
Classified Clerical/Campus Monitor Substitutes		5 days total	
School Plant Operation Manager/Custodial Substitutes		5 days total	
Classroom Supplies/ Small Equipment/Other		\$51 per K-6 student \$56 per 7-8 student	Textbooks and Custodial Supplies funded centrally.

Middle School Staffing/Budget Allocations 2021-22

General Fund

Position	No. of Students	No. of FTEs or Hours per Formula	Other Information
Principal		1.0 FTE	
Assistant Principal		1.0 FTE	Formula revised in 2015-16.
Teacher, 7-8	31	1.0 FTE	Based on CBA
Office Manager/Secretary		1.0 FTE	
Clerk/Other Clerical	≤ 800	3.0 FTE	
	801 - 1,000	3.5 FTE	
	$\geq 1,001$	4.0 FTE	
School Plant Operation Manager		1.0 FTE	
Custodian			Maintain current staffing.
Campus Monitor		1.0 FTE + 1 hour per 133 students	
Librarian			Maintain current staffing. (Based on SCTA Agreement)
Counselor			Maintain staffing based on SCTA CBA
Teacher Substitute		5.0 days per teacher	
Classified Clerical/Campus Monitor Substitute		5 days total	
School Plant Operation Manager/Custodial Substitute		5 days total	
Classroom Supplies/ Small Equipment/Other		\$56 per student	Textbooks and Custodian Supplies funded centrally.

Grade 7-12 School Staffing/Budget Allocations 2021-22

General Fund

Position	No. of Students	No. of FTEs or Hours per Formula	Other Information
Principal		1.0 FTE	
Assistant Principal		1.0 FTE	
Office Manager/Secretary		1.0 FTE	
Teacher, 7-8	31	1.0 FTE	Based on CBA
Teacher, 9-12	32		
Clerk/Other Clerical	501-1099	3.0 FTE	Site determines combination of Controller/Bookkeeper/Attendance Tech/Registrar/Other Clerical.
Custodian			Maintain current staffing.
School Plant Operation Manager		1.0 FTE	
Campus Monitor	≤ 500	1.0 FTE +1 hr per 133 students	
Librarian or Media Technician	301 – 600 601 – 1099	.5 FTE 1.0 FTE	Maintain current staffing. (Based on SCTA Agreement)
Counselor			Maintain staffing based on SCTA CBA
Teacher Substitute		5.0 days per teacher	
Classified Clerical/Campus Monitor Substitute		5 days total	
School Plant Operation Manager/Custodial Substitute		5 days total	
Classroom Supplies/ Small Equipment/Other		\$86 per HS student \$56 per MS student	Textbooks and Custodial Supplies funded centrally.

*Allocated per enrollment

High School Staffing/Budget Allocations 2021-22

General Fund

Position	No. of Students	No. of FTEs or Hours per Formula	Other Information
Principal		1.0 FTE	
Assistant Principal	$\leq 1,000$	1.0 FTE	
	$\geq 1,001 - 1,999$	2.0 FTE	
	$\geq 2,000$	3.0 FTE	
Teacher, 9-12	32	1.0 FTE	Based on CBA
Office Manager/Secretary		1.0 FTE	
Clerk/Other Clerical	$\leq 1,099$	3.5 FTE	Reduced due to Enrollment Center in 2012-13.
	1,100 - 1,999	7.0 FTE	
	2,000 - 2,299	8.0 FTE	
	$\geq 2,300$	10.0 FTE	
School Plant Operation Manager		1.0 FTE	
Custodian			Maintain current staffing.
Campus Monitor	≤ 850	1.0 FTE	
	≥ 851	3.0 FTE + 1 hour per 133 students	
Librarian			Maintain current staffing. (Based on SCTA Agreement)
Counselor			Maintain staffing based on SCTA CBA
Teacher Substitute		5.0 days per teacher	
Classified Clerical/Campus Monitor Substitute		5 days	Per Classified Clerical/Campus Monitor FTE.
School Plant Operation Manager/Custodial Substitute		5 days	Per School Plant Operation Manager/Custodial FTE.
Classroom Supplies/ Small Equipment/Other		\$86 per student	Textbooks and Custodial Supplies funded centrally.
Lead SLC Teacher		\$10,000 (per large comprehensive high school)	

Small High School Staffing/Budget Allocations 2021-22

General Fund

Position	No. of Students	No. of FTEs or Hours per Formula	Other Information
Principal		1.0 FTE	
Teacher, 9-12	32	1.0 FTE	Based on CBA
Office Manager/Secretary	≤ 300	1.0 FTE	Site determines combination of Office Manager/Controller/ Bookkeeper/Attendance Tech/Registrar.
Clerk/Other Clerical	301 - 500	1.5 FTE	
School Plant Operation Manager		1.0 FTE	
Custodian			Maintain current staffing.
Campus Monitor	≤ 500	1.0 FTE	
Librarian or Media Technician	301 - 500	.5 FTE	Maintain current staffing. (Based on SCTA Agreement)
Counselor			Maintain staffing based on SCTA CBA
Teacher Substitute		5.0 days per teacher	
Classified Clerical/Campus Monitor Substitute		5 days	Per Classified Clerical/Campus Monitor FTE.
School Plant Operation Manager/Custodial Substitute		5 days	Per School Plant Operation Manager/Custodial FTE.
Classroom Supplies/ Small Equipment/Other		\$86 per student	Textbooks and Custodial Supplies funded centrally.

Proposed Fiscal Year 2021-2022 Budget of All Funds



Guiding Principle

All students graduate with the greatest number of postsecondary choices from the widest array of options.

Board of Education
June 10, 2021

Sacramento City Unified School District

Board of Education

Christina Pritchett, President, Area 3
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Darrel Woo, 2nd Vice President, Area 6
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Jamee Villa, Area 4
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Isa Sheikh, Student Board Member

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Jorge A. Aguilar, J.D., Superintendent
Lisa Allen, Deputy Superintendent
Christine Baeta, Chief Academic Officer
Rose F. Ramos, Chief Business Officer
Tara Gallegos, Chief Communications Officer
Vincent Harris, Chief Continuous Improvement and Accountability Officer
Cancy McArn, Chief Human Resource Officer
Bob Lyons, Chief Information Officer

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ANNUAL BUDGET REPORT:
July 1, 2021 Budget Adoption

Insert "X" in applicable boxes:

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: Serna Center - 5735 4th Avenue
Date: June 07, 2021

Place: Serna Center - 5735 47th Avenue
Date: June 10, 2021
Time: _____

Adoption Date: June 24, 2021

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Rose Ramos

Telephone: 916-643-9055

Title: Chief Business & Operations Officer

E-mail: Rose-F-Ramos@scusd.edu

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2020-21) annual payment?		X
			X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
				X
				X
			X	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?		X
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X
				X
				X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X
			Jun 24, 2021	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?		X
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).		X
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

() Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$ _____
Less: Amount of total liabilities reserved in budget:	\$ _____
Estimated accrued but unfunded liabilities:	\$ _____ 0.00

() This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

The District participates in the Schools Insurance Authority JPA

() This school district is not self-insured for workers' compensation claims.

Signed _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: _____

For additional information on this certification, please contact:

Name: Rose Ramos

Title: Chief Business & Operations Officer

Telephone: 916-643-9055

E-mail: Rose-F-Ramos@scusd.edu

GENERAL FUND

General Fund Definition

The General Fund is the general operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund. The General Fund also contains categorical programs such as Every Student Succeeds Act (ESSA), Title I, After School Education and Safety (ASES), and others.

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	430,509,685.00	1.12%	435,348,673.00	1.97%	443,945,578.00
2. Federal Revenues	8100-8299	156,000.00	0.00%	156,000.00	0.00%	156,000.00
3. Other State Revenues	8300-8599	7,370,623.00	0.00%	7,370,623.00	0.00%	7,370,623.00
4. Other Local Revenues	8600-8799	5,769,588.89	0.00%	5,769,589.00	0.00%	5,769,589.00
5. Other Financing Sources						
a. Transfers In	8900-8929	2,316,301.00	0.00%	2,316,301.00	0.00%	2,316,301.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(98,193,763.00)	6.49%	(104,568,451.00)	6.49%	(111,350,131.00)
6. Total (Sum lines A1 thru A5c)		347,928,434.89	-0.44%	346,392,735.00	0.52%	348,207,960.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				166,630,868.73		168,021,725.00
b. Step & Column Adjustment				2,499,463.27		2,520,326.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(1,108,607.00)		(1,067,547.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	166,630,868.73	0.83%	168,021,725.00	0.86%	169,474,504.00
2. Classified Salaries						
a. Base Salaries				36,428,672.59		36,720,102.00
b. Step & Column Adjustment				291,429.41		293,761.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	36,428,672.59	0.80%	36,720,102.00	0.80%	37,013,863.00
3. Employee Benefits	3000-3999	118,719,396.79	6.01%	125,855,124.00	4.10%	131,010,030.00
4. Books and Supplies	4000-4999	13,001,548.29	3.02%	13,393,806.00	6.06%	14,205,467.00
5. Services and Other Operating Expenditures	5000-5999	25,422,454.75	1.54%	25,814,712.00	3.14%	26,626,372.00
6. Capital Outlay	6000-6999	72,200.00	0.00%	72,200.00	0.00%	72,200.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,150,000.00	0.00%	1,150,000.00	0.00%	1,150,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(7,067,842.24)	-5.43%	(6,683,723.00)	0.00%	(6,683,723.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	266,000.00	0.00%	266,000.00	0.00%	266,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				1.00		0.00
11. Total (Sum lines B1 thru B10)		354,623,298.91	2.82%	364,609,947.00	2.34%	373,134,713.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(6,694,864.02)		(18,217,212.00)		(24,926,753.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		95,627,953.27		88,933,089.25		70,715,877.25
2. Ending Fund Balance (Sum lines C and D1)		88,933,089.25		70,715,877.25		45,789,124.25
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	328,796.00		328,796.00		328,796.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	48,078,584.00		29,861,372.00		9,934,619.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	11,727,858.00		12,129,884.00		12,098,312.00
2. Unassigned/Unappropriated	9790	28,797,851.25		28,395,825.25		23,427,397.25
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		88,933,089.25		70,715,877.25		45,789,124.25

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	11,727,858.00		12,129,884.00		12,098,312.00
c. Unassigned/Unappropriated	9790	28,797,851.25		28,395,825.25		23,427,397.25
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E 1a thru E2c)						
		40,525,709.25		40,525,709.25		35,525,709.25
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
The adjustments in B.1.d are related to FTE decreases aligned with enrollment decline in each subsequent year.						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	2,240,374.00	0.00%	2,240,374.00	0.00%	2,240,374.00
2. Federal Revenues	8100-8299	46,037,653.61	-13.42%	39,858,943.00	0.00%	39,858,943.00
3. Other State Revenues	8300-8599	66,569,094.55	0.00%	66,569,095.00	0.00%	66,569,095.00
4. Other Local Revenues	8600-8799	616,056.43	-100.00%	0.00	0.00%	0.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	98,193,763.00	6.49%	104,568,451.00	6.49%	111,350,131.00
6. Total (Sum lines A1 thru A5c)		213,656,941.59	-0.20%	213,236,863.00	3.18%	220,018,543.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				59,174,982.87		67,940,578.00
b. Step & Column Adjustment				319,545.13		366,879.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				8,446,050.00		(6,966,069.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	59,174,982.87	14.81%	67,940,578.00	-9.71%	61,341,388.00
2. Classified Salaries						
a. Base Salaries				24,961,642.64		25,474,408.00
b. Step & Column Adjustment				131,797.36		134,505.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				380,968.00		(767,805.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	24,961,642.64	2.05%	25,474,408.00	-2.49%	24,841,108.00
3. Employee Benefits	3000-3999	70,375,747.90	7.01%	75,310,382.00	3.94%	78,275,159.00
4. Books and Supplies	4000-4999	16,442,650.64	-22.34%	12,768,580.00	-4.83%	12,152,461.00
5. Services and Other Operating Expenditures	5000-5999	55,653,918.16	2.85%	57,241,172.00	-5.45%	54,119,127.00
6. Capital Outlay	6000-6999	1,709,321.79	0.00%	1,709,322.00	0.00%	1,709,322.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	5,767,662.24	-6.66%	5,383,543.00	0.00%	5,383,543.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				(1,627,446.00)		(3,724,914.00)
11. Total (Sum lines B1 thru B10)		234,085,926.24	4.32%	244,200,539.00	-4.14%	234,097,194.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(20,428,984.65)		(30,963,676.00)		(14,078,651.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		104,528,511.09		84,099,526.44		53,135,850.44
2. Ending Fund Balance (Sum lines C and D1)		84,099,526.44		53,135,850.44		39,057,199.44
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	84,099,526.44		53,135,850.44		39,057,199.44
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance		84,099,526.44		53,135,850.44		39,057,199.44
(Line D3f must agree with line D2)						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
B1.d/b2.d - net adjustments made for removing expenditures related to expiring grants and offset by adjustments for ELO grant and special education programs. B.10 - adjustments needed to be made to self sustaining grants for increased costs related to STRS, PERS and health/welfare increases for each subsequent year.						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	432,750,059.00	1.12%	437,589,047.00	1.96%	446,185,952.00
2. Federal Revenues	8100-8299	46,193,653.61	-13.38%	40,014,943.00	0.00%	40,014,943.00
3. Other State Revenues	8300-8599	73,939,717.55	0.00%	73,939,718.00	0.00%	73,939,718.00
4. Other Local Revenues	8600-8799	6,385,645.32	-9.65%	5,769,589.00	0.00%	5,769,589.00
5. Other Financing Sources						
a. Transfers In	8900-8929	2,316,301.00	0.00%	2,316,301.00	0.00%	2,316,301.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		561,585,376.48	-0.35%	559,629,598.00	1.54%	568,226,503.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				225,805,851.60		235,962,303.00
b. Step & Column Adjustment				2,819,008.40		2,887,205.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				7,337,443.00		(8,033,616.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	225,805,851.60	4.50%	235,962,303.00	-2.18%	230,815,892.00
2. Classified Salaries						
a. Base Salaries				61,390,315.23		62,194,510.00
b. Step & Column Adjustment				423,226.77		428,266.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				380,968.00		(767,805.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	61,390,315.23	1.31%	62,194,510.00	-0.55%	61,854,971.00
3. Employee Benefits	3000-3999	189,095,144.69	6.38%	201,165,506.00	4.04%	209,285,189.00
4. Books and Supplies	4000-4999	29,444,198.93	-11.15%	26,162,386.00	0.75%	26,357,928.00
5. Services and Other Operating Expenditures	5000-5999	81,076,372.91	2.44%	83,055,884.00	-2.78%	80,745,499.00
6. Capital Outlay	6000-6999	1,781,521.79	0.00%	1,781,522.00	0.00%	1,781,522.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,150,000.00	0.00%	1,150,000.00	0.00%	1,150,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,300,180.00)	0.00%	(1,300,180.00)	0.00%	(1,300,180.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	266,000.00	0.00%	266,000.00	0.00%	266,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				(1,627,445.00)		(3,724,914.00)
11. Total (Sum lines B1 thru B10)		588,709,225.15	3.41%	608,810,486.00	-0.26%	607,231,907.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(27,123,848.67)		(49,180,888.00)		(39,005,404.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		200,156,464.36		173,032,615.69		123,851,727.69
2. Ending Fund Balance (Sum lines C and D1)		173,032,615.69		123,851,727.69		84,846,323.69
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	328,796.00		328,796.00		328,796.00
b. Restricted	9740	84,099,526.44		53,135,850.44		39,057,199.44
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	48,078,584.00		29,861,372.00		9,934,619.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	11,727,858.00		12,129,884.00		12,098,312.00
2. Unassigned/Unappropriated	9790	28,797,851.25		28,395,825.25		23,427,397.25
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		173,032,615.69		123,851,727.69		84,846,323.69

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	11,727,858.00		12,129,884.00		12,098,312.00
c. Unassigned/Unappropriated	9790	28,797,851.25		28,395,825.25		23,427,397.25
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		40,525,709.25		40,525,709.25		35,525,709.25
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		6.88%		6.66%		5.85%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		37,547.13		37,161.27		36,788.68
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		588,709,225.15		608,810,486.00		607,231,907.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		588,709,225.15		608,810,486.00		607,231,907.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		2%		2%		2%
e. Reserve Standard - By Percent (Line F3c times F3d)		11,774,184.50		12,176,209.72		12,144,638.14
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		11,774,184.50		12,176,209.72		12,144,638.14
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	410,429,540.00	2,240,374.00	412,669,914.00	430,509,685.00	2,240,374.00	432,750,059.00	4.9%
2) Federal Revenue		8100-8299	155,908.00	181,217,391.26	181,373,299.26	156,000.00	46,037,653.61	46,193,653.61	-74.5%
3) Other State Revenue		8300-8599	6,588,341.00	107,525,971.33	114,114,312.33	7,370,623.00	66,569,094.55	73,939,717.55	-35.2%
4) Other Local Revenue		8600-8799	7,348,398.31	1,877,970.89	9,226,369.20	5,769,588.89	616,056.43	6,385,645.32	-30.8%
5) TOTAL, REVENUES			424,522,187.31	292,861,707.48	717,383,894.79	443,805,896.89	115,463,178.59	559,269,075.48	-22.0%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	155,308,927.22	59,296,185.31	214,605,112.53	166,630,868.73	59,174,982.87	225,805,851.60	5.2%
2) Classified Salaries		2000-2999	35,558,058.47	28,129,397.97	63,687,456.44	36,428,672.59	24,961,642.64	61,390,315.23	-3.6%
3) Employee Benefits		3000-3999	107,318,625.05	68,767,380.92	176,086,005.97	118,719,396.79	70,375,747.90	189,095,144.69	7.4%
4) Books and Supplies		4000-4999	9,679,985.28	53,721,379.85	63,401,365.13	13,001,548.29	16,442,650.64	29,444,198.93	-53.6%
5) Services and Other Operating Expenditures		5000-5999	23,453,893.22	65,537,081.66	88,990,974.88	25,422,454.75	55,653,918.16	81,076,372.91	-8.9%
6) Capital Outlay		6000-6999	188,004.38	4,423,509.69	4,611,514.07	72,200.00	1,709,321.79	1,781,521.79	-61.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,110,300.00	0.00	1,110,300.00	1,150,000.00	0.00	1,150,000.00	3.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(7,426,074.41)	6,323,889.33	(1,102,185.08)	(7,067,842.24)	5,767,662.24	(1,300,180.00)	18.0%
9) TOTAL, EXPENDITURES			325,191,719.21	286,198,824.73	611,390,543.94	354,357,298.91	234,085,926.24	588,443,225.15	-3.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			99,330,468.10	6,662,882.75	105,993,350.85	89,448,597.98	(118,622,747.65)	(29,174,149.67)	-127.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	2,653,428.54	0.00	2,653,428.54	2,316,301.00	0.00	2,316,301.00	-12.7%
b) Transfers Out		7600-7629	1,538,925.84	0.00	1,538,925.84	266,000.00	0.00	266,000.00	-82.7%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(89,516,120.45)	89,516,120.45	0.00	(98,193,763.00)	98,193,763.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(88,401,617.75)	89,516,120.45	1,114,502.70	(96,143,462.00)	98,193,763.00	2,050,301.00	84.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			10,928,850.35	96,179,003.20	107,107,853.55	(6,694,864.02)	(20,428,984.65)	(27,123,848.67)	-125.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	84,699,102.92	8,349,507.89	93,048,610.81	95,627,953.27	104,528,511.09	200,156,464.36	115.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			84,699,102.92	8,349,507.89	93,048,610.81	95,627,953.27	104,528,511.09	200,156,464.36	115.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			84,699,102.92	8,349,507.89	93,048,610.81	95,627,953.27	104,528,511.09	200,156,464.36	115.1%
2) Ending Balance, June 30 (E + F1e)			95,627,953.27	104,528,511.09	200,156,464.36	88,933,089.25	84,099,526.44	173,032,615.69	-13.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	225,000.00	0.00	225,000.00	225,000.00	0.00	225,000.00	0.0%
Stores		9712	103,796.11	0.00	103,796.11	103,796.00	0.00	103,796.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	104,528,511.09	104,528,511.09	0.00	84,099,526.44	84,099,526.44	-19.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	49,838,829.00	0.00	49,838,829.00	48,078,584.00	0.00	48,078,584.00	-3.5%
2022-23 Projected Deficit	0000	9780				18,217,212.00		18,217,212.00	
2023-24 Projected Deficit	0000	9780				24,926,753.00		24,926,753.00	
2021-22 LCAP Supplemental/Concentrat	0000	9780				4,934,619.00		4,934,619.00	
2021-22 Projected Deficit	0000	9780	6,694,864.00		6,694,864.00				
2022-23 Projected Deficit	0000	9780	18,217,212.00		18,217,212.00				
2023-24 Projected Deficit	0000	9780	24,926,753.00		24,926,753.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	12,250,101.00	0.00	12,250,101.00	11,727,858.00	0.00	11,727,858.00	-4.3%
Unassigned/Unappropriated Amount		9790	33,210,227.16	0.00	33,210,227.16	28,797,851.25	0.00	28,797,851.25	-13.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	128,949,489.48	(56,370,574.09)	72,578,915.39				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	332,637.41	446,896.60	779,534.01				
c) in Revolving Cash Account		9130	225,000.00	0.00	225,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	3,066,921.74	4,272.55	3,071,194.29				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	(1,389.79)	0.00	(1,389.79)				
6) Stores		9320	103,796.11	0.00	103,796.11				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			132,676,454.95	(55,919,404.94)	76,757,050.01				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	4,678,496.53	857,690.41	5,536,186.94				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	(1,587.68)	0.00	(1,587.68)				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			4,676,908.85	857,690.41	5,534,599.26				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			127,999,546.10	(56,777,095.35)	71,222,450.75				

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	236,952,966.00	0.00	236,952,966.00	254,677,332.00	0.00	254,677,332.00	7.5%
Education Protection Account State Aid - Current Year		8012	74,302,399.00	0.00	74,302,399.00	76,782,060.00	0.00	76,782,060.00	3.3%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	688,757.00	0.00	688,757.00	688,577.00	0.00	688,577.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	79,104,483.00	0.00	79,104,483.00	79,104,483.00	0.00	79,104,483.00	0.0%
Unsecured Roll Taxes		8042	2,590,828.00	0.00	2,590,828.00	2,590,828.00	0.00	2,590,828.00	0.0%
Prior Years' Taxes		8043	640,689.00	0.00	640,689.00	640,689.00	0.00	640,689.00	0.0%
Supplemental Taxes		8044	3,514,197.00	0.00	3,514,197.00	3,514,197.00	0.00	3,514,197.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	16,463,656.00	0.00	16,463,656.00	16,463,656.00	0.00	16,463,656.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	9,887,550.00	0.00	9,887,550.00	9,887,550.00	0.00	9,887,550.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	15,200.00	0.00	15,200.00	0.00	0.00	0.00	-100.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			424,160,725.00	0.00	424,160,725.00	444,349,372.00	0.00	444,349,372.00	4.8%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(13,731,185.00)	0.00	(13,731,185.00)	(13,839,687.00)	0.00	(13,839,687.00)	0.8%
Property Taxes Transfers		8097	0.00	2,240,374.00	2,240,374.00	0.00	2,240,374.00	2,240,374.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			410,429,540.00	2,240,374.00	412,669,914.00	430,509,685.00	2,240,374.00	432,750,059.00	4.9%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	9,763,122.63	9,763,122.63	0.00	11,171,241.00	11,171,241.00	14.4%
Special Education Discretionary Grants		8182	0.00	925,670.43	925,670.43	0.00	1,018,033.00	1,018,033.00	10.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		20,290,013.36	20,290,013.36		22,687,137.00	22,687,137.00	11.8%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		1,977,518.66	1,977,518.66		2,249,026.00	2,249,026.00	13.7%
Title III, Part A, Immigrant Student Program	4201	8290		125,987.00	125,987.00		159,885.68	159,885.68	26.9%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		1,008,550.19	1,008,550.19		859,602.00	859,602.00	-14.8%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		23,483,899.62	23,483,899.62		5,302,930.11	5,302,930.11	-77.4%
Career and Technical Education	3500-3599	8290		513,106.00	513,106.00		443,563.00	443,563.00	-13.6%
All Other Federal Revenue	All Other	8290	155,908.00	123,129,523.37	123,285,431.37	156,000.00	2,146,235.82	2,302,235.82	-98.1%
TOTAL, FEDERAL REVENUE			155,908.00	181,217,391.26	181,373,299.26	156,000.00	46,037,653.61	46,193,653.61	-74.5%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		26,321,325.00	26,321,325.00		27,222,273.00	27,222,273.00	3.4%
Prior Years	6500	8319		30,968.00	30,968.00		0.00	0.00	-100.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,593,194.00	0.00	1,593,194.00	1,576,423.00	0.00	1,576,423.00	-1.1%
Lottery - Unrestricted and Instructional Materials		8560	4,995,147.00	1,762,993.00	6,758,140.00	5,794,200.00	1,892,772.00	7,686,972.00	13.7%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		8,634,720.62	8,634,720.62		9,463,208.93	9,463,208.93	9.6%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		422,151.63	422,151.63		382,424.00	382,424.00	-9.4%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		1,346,731.56	1,346,731.56		1,289,880.00	1,289,880.00	-4.2%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	69,007,081.52	69,007,081.52	0.00	26,318,536.62	26,318,536.62	-61.9%
TOTAL, OTHER STATE REVENUE			6,588,341.00	107,525,971.33	114,114,312.33	7,370,623.00	66,569,094.55	73,939,717.55	-35.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	20,000.00	0.00	20,000.00	50,000.00	0.00	50,000.00	150.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	2,638,431.45	0.00	2,638,431.45	1,936,781.00	0.00	1,936,781.00	-26.6%
Interest		8660	1,455,400.00	0.00	1,455,400.00	1,455,400.00	0.00	1,455,400.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	2,458,903.82	0.00	2,458,903.82	1,968,490.00	0.00	1,968,490.00	-19.9%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	775,663.04	1,874,510.89	2,650,173.93	358,917.89	616,056.43	974,974.32	-63.2%
Tuition		8710	0.00	3,460.00	3,460.00	0.00	0.00	0.00	-100.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,348,398.31	1,877,970.89	9,226,369.20	5,769,588.89	616,056.43	6,385,645.32	-30.8%
TOTAL, REVENUES			424,522,187.31	292,861,707.48	717,383,894.79	443,805,896.89	115,463,178.59	559,269,075.48	-22.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	130,682,698.69	37,419,886.28	168,102,584.97	137,860,025.90	40,766,950.72	178,626,976.62	6.3%
Certificated Pupil Support Salaries		1200	7,265,158.82	8,342,424.38	15,607,583.20	10,516,468.10	5,324,691.04	15,841,159.14	1.5%
Certificated Supervisors' and Administrators' Salaries		1300	16,402,309.59	3,263,205.01	19,665,514.60	16,801,062.20	2,733,456.75	19,534,518.95	-0.7%
Other Certificated Salaries		1900	958,760.12	10,270,669.64	11,229,429.76	1,453,312.53	10,349,884.36	11,803,196.89	5.1%
TOTAL, CERTIFICATED SALARIES			155,308,927.22	59,296,185.31	214,605,112.53	166,630,868.73	59,174,982.87	225,805,851.60	5.2%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	1,365,211.09	10,211,102.38	11,576,313.47	967,469.67	11,783,250.78	12,750,720.45	10.1%
Classified Support Salaries		2200	13,791,086.41	10,999,426.54	24,790,512.95	15,048,777.02	8,040,922.56	23,089,699.58	-6.9%
Classified Supervisors' and Administrators' Salaries		2300	4,439,361.44	2,793,044.93	7,232,406.37	4,995,252.49	2,479,779.53	7,475,032.02	3.4%
Clerical, Technical and Office Salaries		2400	14,286,478.64	2,709,080.44	16,995,559.08	13,909,262.71	1,800,967.98	15,710,230.69	-7.6%
Other Classified Salaries		2900	1,675,920.89	1,416,743.68	3,092,664.57	1,507,910.70	856,721.79	2,364,632.49	-23.5%
TOTAL, CLASSIFIED SALARIES			35,558,058.47	28,129,397.97	63,687,456.44	36,428,672.59	24,961,642.64	61,390,315.23	-3.6%
EMPLOYEE BENEFITS									
STRS		3101-3102	24,092,617.54	28,824,253.28	52,916,870.82	27,911,985.57	31,158,810.62	59,070,796.19	11.6%
PERS		3201-3202	7,320,819.43	4,867,855.12	12,188,674.55	8,231,419.03	5,655,106.59	13,886,525.62	13.9%
OASDI/Medicare/Alternative		3301-3302	4,887,673.29	3,200,788.20	8,088,461.49	5,206,749.67	2,889,226.15	8,095,975.82	0.1%
Health and Welfare Benefits		3401-3402	53,307,080.07	23,952,071.96	77,259,152.03	55,087,532.31	21,987,828.24	77,075,360.55	-0.2%
Unemployment Insurance		3501-3502	117,391.17	47,285.47	164,676.64	2,447,807.68	994,683.05	3,442,490.73	1990.5%
Workers' Compensation		3601-3602	2,903,783.30	1,319,959.90	4,223,743.20	3,042,445.61	1,174,492.56	4,216,938.17	-0.2%
OPEB, Allocated		3701-3702	14,613,138.89	6,530,716.07	21,143,854.96	16,727,722.47	6,498,221.55	23,225,944.02	9.8%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	76,121.36	24,450.92	100,572.28	63,734.45	17,379.14	81,113.59	-19.3%
TOTAL, EMPLOYEE BENEFITS			107,318,625.05	68,767,380.92	176,086,005.97	118,719,396.79	70,375,747.90	189,095,144.69	7.4%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	4,016,176.27	3,708,230.55	7,724,406.82	5,143,673.39	1,782,434.00	6,926,107.39	-10.3%
Books and Other Reference Materials		4200	76,240.52	261,661.65	337,902.17	146,926.00	73,291.00	220,217.00	-34.8%
Materials and Supplies		4300	4,297,350.99	31,503,222.54	35,800,573.53	6,955,915.05	13,401,566.68	20,357,481.73	-43.1%
Noncapitalized Equipment		4400	1,290,217.50	18,238,265.11	19,528,482.61	755,033.85	1,185,358.96	1,940,392.81	-90.1%
Food		4700	0.00	10,000.00	10,000.00	0.00	0.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			9,679,985.28	53,721,379.85	63,401,365.13	13,001,548.29	16,442,650.64	29,444,198.93	-53.6%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	628,426.31	42,302,768.65	42,931,194.96	643,658.80	43,142,777.85	43,786,436.65	2.0%
Travel and Conferences		5200	211,370.93	593,230.18	804,601.11	313,996.35	307,100.30	621,096.65	-22.8%
Dues and Memberships		5300	175,494.23	7,382.00	182,876.23	160,817.00	4,000.00	164,817.00	-9.9%
Insurance		5400 - 5450	2,095,250.00	0.00	2,095,250.00	2,020,000.00	0.00	2,020,000.00	-3.6%
Operations and Housekeeping Services		5500	8,987,265.57	65,436.00	9,052,701.57	9,646,920.00	4,500.00	9,651,420.00	6.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,371,736.41	3,477,562.27	4,849,298.68	1,296,155.00	474,525.00	1,770,680.00	-63.5%
Transfers of Direct Costs		5710	(44,380.21)	44,380.21	0.00	(115,096.50)	115,096.50	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,685,693.37)	(36,736.00)	(1,722,429.37)	(1,575,071.00)	(54,077.00)	(1,629,148.00)	-5.4%
Professional/Consulting Services and Operating Expenditures		5800	10,477,036.88	18,853,586.14	29,330,623.02	11,881,891.64	11,621,284.01	23,503,175.65	-19.9%
Communications		5900	1,237,386.47	229,472.21	1,466,858.68	1,149,183.46	38,711.50	1,187,894.96	-19.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			23,453,893.22	65,537,081.66	88,990,974.88	25,422,454.75	55,653,918.16	81,076,372.91	-8.9%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	9,247.58	225,279.72	234,527.30	0.00	100,000.00	100,000.00	-57.4%
Buildings and Improvements of Buildings		6200	24,411.67	711,718.57	736,130.24	0.00	10,000.00	10,000.00	-98.6%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	98,644.11	3,166,681.57	3,265,325.68	7,200.00	1,199,321.79	1,206,521.79	-63.1%
Equipment Replacement		6500	55,701.02	319,829.83	375,530.85	65,000.00	400,000.00	465,000.00	23.8%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			188,004.38	4,423,509.69	4,611,514.07	72,200.00	1,709,321.79	1,781,521.79	-61.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	40,000.00	0.00	40,000.00	New
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	1,100,000.00	0.00	1,100,000.00	1,100,000.00	0.00	1,100,000.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments All Other		7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	10,300.00	0.00	10,300.00	10,000.00	0.00	10,000.00	-2.9%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,110,300.00	0.00	1,110,300.00	1,150,000.00	0.00	1,150,000.00	3.6%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(6,323,889.33)	6,323,889.33	0.00	(5,767,662.24)	5,767,662.24	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(1,102,185.08)	0.00	(1,102,185.08)	(1,300,180.00)	0.00	(1,300,180.00)	18.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(7,426,074.41)	6,323,889.33	(1,102,185.08)	(7,067,842.24)	5,767,662.24	(1,300,180.00)	18.0%
TOTAL, EXPENDITURES			325,191,719.21	286,198,824.73	611,390,543.94	354,357,298.91	234,085,926.24	588,443,225.15	-3.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	2,653,428.54	0.00	2,653,428.54	2,316,301.00	0.00	2,316,301.00	-12.7%
(a) TOTAL, INTERFUND TRANSFERS IN			2,653,428.54	0.00	2,653,428.54	2,316,301.00	0.00	2,316,301.00	-12.7%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	549,131.23	0.00	549,131.23	0.00	0.00	0.00	-100.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	989,794.61	0.00	989,794.61	266,000.00	0.00	266,000.00	-73.1%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,538,925.84	0.00	1,538,925.84	266,000.00	0.00	266,000.00	-82.7%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(89,516,120.45)	89,516,120.45	0.00	(98,193,763.00)	98,193,763.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(89,516,120.45)	89,516,120.45	0.00	(98,193,763.00)	98,193,763.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES									
(a - b + c - d + e)			(88,401,617.75)	89,516,120.45	1,114,502.70	(96,143,462.00)	98,193,763.00	2,050,301.00	84.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	410,429,540.00	2,240,374.00	412,669,914.00	430,509,685.00	2,240,374.00	432,750,059.00	4.9%
2) Federal Revenue		8100-8299	155,908.00	181,217,391.26	181,373,299.26	156,000.00	46,037,653.61	46,193,653.61	-74.5%
3) Other State Revenue		8300-8599	6,588,341.00	107,525,971.33	114,114,312.33	7,370,623.00	66,569,094.55	73,939,717.55	-35.2%
4) Other Local Revenue		8600-8799	7,348,398.31	1,877,970.89	9,226,369.20	5,769,588.89	616,056.43	6,385,645.32	-30.8%
5) TOTAL REVENUES			424,522,187.31	292,861,707.48	717,383,894.79	443,805,896.89	115,463,178.59	559,269,075.48	-22.0%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		206,570,015.75	171,405,086.72	377,975,102.47	220,569,649.99	159,206,774.28	379,776,424.27	0.5%
2) Instruction - Related Services	2000-2999		42,566,430.07	26,895,264.18	69,461,694.25	44,352,400.28	25,541,679.09	69,894,079.37	0.6%
3) Pupil Services	3000-3999		22,094,265.74	34,496,409.50	56,590,675.24	30,322,628.05	24,981,099.16	55,303,727.21	-2.3%
4) Ancillary Services	4000-4999		3,385,145.12	294,844.87	3,679,989.99	3,728,124.06	168,491.00	3,896,615.06	5.9%
5) Community Services	5000-5999		815.43	0.00	815.43	0.00	0.00	0.00	-100.0%
6) Enterprise	6000-6999		33,690.00	13,550.00	47,240.00	0.00	0.00	0.00	-100.0%
7) General Administration	7000-7999		18,532,118.78	18,731,998.19	37,264,116.97	20,398,087.02	6,660,569.71	27,058,656.73	-27.4%
8) Plant Services	8000-8999		30,898,938.32	34,361,671.27	65,260,609.59	33,836,409.51	17,527,313.00	51,363,722.51	-21.3%
9) Other Outgo	9000-9999	Except 7600-7699	1,110,300.00	0.00	1,110,300.00	1,150,000.00	0.00	1,150,000.00	3.6%
10) TOTAL EXPENDITURES			325,191,719.21	286,198,824.73	611,390,543.94	354,357,298.91	234,085,926.24	588,443,225.15	-3.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			99,330,468.10	6,662,882.75	105,993,350.85	89,448,597.98	(118,622,747.65)	(29,174,149.67)	-127.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	2,653,428.54	0.00	2,653,428.54	2,316,301.00	0.00	2,316,301.00	-12.7%
b) Transfers Out		7600-7629	1,538,925.84	0.00	1,538,925.84	266,000.00	0.00	266,000.00	-82.7%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(89,516,120.45)	89,516,120.45	0.00	(98,193,763.00)	98,193,763.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(88,401,617.75)	89,516,120.45	1,114,502.70	(96,143,462.00)	98,193,763.00	2,050,301.00	84.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			10,928,850.35	96,179,003.20	107,107,853.55	(6,694,864.02)	(20,428,984.65)	(27,123,848.67)	-125.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	84,699,102.92	8,349,507.89	93,048,610.81	95,627,953.27	104,528,511.09	200,156,464.36	115.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			84,699,102.92	8,349,507.89	93,048,610.81	95,627,953.27	104,528,511.09	200,156,464.36	115.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			84,699,102.92	8,349,507.89	93,048,610.81	95,627,953.27	104,528,511.09	200,156,464.36	115.1%
2) Ending Balance, June 30 (E + F1e)			95,627,953.27	104,528,511.09	200,156,464.36	88,933,089.25	84,099,526.44	173,032,615.69	-13.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	225,000.00	0.00	225,000.00	225,000.00	0.00	225,000.00	0.0%
Stores		9712	103,796.11	0.00	103,796.11	103,796.00	0.00	103,796.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	104,528,511.09	104,528,511.09	0.00	84,099,526.44	84,099,526.44	-19.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	49,838,829.00	0.00	49,838,829.00	48,078,584.00	0.00	48,078,584.00	-3.5%
2022-23 Projected Deficit	0000	9780				18,217,212.00		18,217,212.00	
2023-24 Projected Deficit	0000	9780				24,926,753.00		24,926,753.00	
2021-22 LCAP Supplemental/Concentra	0000	9780				4,934,619.00		4,934,619.00	
2021-22 Projected Deficit	0000	9780	6,694,864.00		6,694,864.00				
2022-23 Projected Deficit	0000	9780	18,217,212.00		18,217,212.00				
2023-24 Projected Deficit	0000	9780	24,926,753.00		24,926,753.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	12,250,101.00	0.00	12,250,101.00	11,727,858.00	0.00	11,727,858.00	-4.3%
Unassigned/Unappropriated Amount		9790	33,210,227.16	0.00	33,210,227.16	28,797,851.25	0.00	28,797,851.25	-13.3%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
3210	Elementary and Secondary School Emergency Relief (ESSER) Fund	0.19	0.19
3212	Elementary and Secondary School Relief II (ESSER II) Fund	67,632,182.00	61,217,045.20
3215	Governor's Emergency Education Relief Fund: Learning Loss Mitigat	2,950,972.00	0.00
5640	Medi-Cal Billing Option	1,436,486.00	1,436,486.00
6230	California Clean Energy Jobs Act	860,885.00	860,885.00
7085	Learning Communities for School Success Program	345,703.00	0.00
7311	Classified School Employee Professional Development Block Grant	261,532.00	261,532.00
7388	SB 117 COVID-19 LEA Response Funds	530,760.35	530,760.35
7425	Expanded Learning Opportunities (ELO) Grant	24,548,539.00	16,652,654.15
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Sta	2,821,288.00	0.00
7510	Low-Performing Students Block Grant	812,189.00	812,189.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Secti	2,327,974.55	2,327,974.55
Total, Restricted Balance		104,528,511.09	84,099,526.44

SPECIAL REVENUE FUNDS

Special Revenue Funds Definition

The Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. This classification includes the Charter Schools, Adult Education, Child Development, and Cafeteria.

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	18,353,212.00	17,988,961.00	-2.0%
2) Federal Revenue		8100-8299	1,728,888.65	435,110.00	-74.8%
3) Other State Revenue		8300-8599	1,296,245.84	1,173,050.69	-9.5%
4) Other Local Revenue		8600-8799	14,159.04	0.00	-100.0%
5) TOTAL, REVENUES			21,392,505.53	19,597,121.69	-8.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	8,383,646.67	7,912,824.95	-5.6%
2) Classified Salaries		2000-2999	1,002,233.17	903,654.20	-9.8%
3) Employee Benefits		3000-3999	5,929,085.36	6,260,330.21	5.6%
4) Books and Supplies		4000-4999	2,796,355.15	356,648.80	-87.2%
5) Services and Other Operating Expenditures		5000-5999	2,387,658.89	1,983,419.90	-16.9%
6) Capital Outlay		6000-6999	102,600.00	10,000.00	-90.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	13,105.45	0.00	-100.0%
9) TOTAL, EXPENDITURES			20,614,684.69	17,426,878.06	-15.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			777,820.84	2,170,243.63	179.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	392,959.70	266,000.00	-32.3%
b) Transfers Out		7600-7629	2,653,428.54	2,316,301.00	-12.7%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,260,468.84)	(2,050,301.00)	-9.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,482,648.00)	119,942.63	-108.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,975,365.54	2,492,717.54	-37.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,975,365.54	2,492,717.54	-37.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,975,365.54	2,492,717.54	-37.3%
2) Ending Balance, June 30 (E + F1e)			2,492,717.54	2,612,660.17	4.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			1,031,903.76	1,031,903.76	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,460,813.78	1,580,756.41	8.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	4,056,725.23		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	4,038.56		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(26,123.67)		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			4,034,640.12		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	116,505.50		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			116,505.50		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			3,918,134.62		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	11,319,892.00	11,269,451.00	-0.4%
Education Protection Account State Aid - Current Year		8012	3,001,083.00	2,882,901.00	-3.9%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	4,032,237.00	3,836,609.00	-4.9%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			18,353,212.00	17,988,961.00	-2.0%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	349,866.65	435,110.00	24.4%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037, 4124, 4126, 4127, 4128, 5510, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,379,022.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			1,728,888.65	435,110.00	-74.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	49,285.00	50,130.79	1.7%
Lottery - Unrestricted and Instructional Materials		8560	305,014.84	321,155.90	5.3%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	941,946.00	801,764.00	-14.9%
TOTAL, OTHER STATE REVENUE			1,296,245.84	1,173,050.69	-9.5%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	14,159.04	0.00	-100.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			14,159.04	0.00	-100.0%
TOTAL, REVENUES			21,392,505.53	19,597,121.69	-8.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	7,384,518.77	7,003,226.54	-5.2%
Certificated Pupil Support Salaries		1200	222,438.77	192,948.50	-13.3%
Certificated Supervisors' and Administrators' Salaries		1300	725,824.13	716,145.91	-1.3%
Other Certificated Salaries		1900	50,865.00	504.00	-99.0%
TOTAL, CERTIFICATED SALARIES			8,383,646.67	7,912,824.95	-5.6%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	135,724.71	105,777.37	-22.1%
Classified Support Salaries		2200	359,355.18	317,191.42	-11.7%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	353,535.63	362,898.32	2.6%
Other Classified Salaries		2900	153,617.65	117,787.09	-23.3%
TOTAL, CLASSIFIED SALARIES			1,002,233.17	903,654.20	-9.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	2,085,682.08	2,122,119.84	1.7%
PERS		3201-3202	189,122.53	198,747.49	5.1%
OASDI/Medicare/Alternative		3301-3302	195,329.28	211,119.30	8.1%
Health and Welfare Benefits		3401-3402	2,628,367.83	2,773,482.82	5.5%
Unemployment Insurance		3501-3502	4,617.06	106,593.88	2208.7%
Workers' Compensation		3601-3602	143,058.33	132,284.65	-7.5%
OPEB, Allocated		3701-3702	680,498.55	713,559.88	4.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,409.70	2,422.35	0.5%
TOTAL, EMPLOYEE BENEFITS			5,929,085.36	6,260,330.21	5.6%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	72,586.78	78,582.90	8.3%
Books and Other Reference Materials		4200	42,151.49	0.00	-100.0%
Materials and Supplies		4300	2,452,716.23	278,065.90	-88.7%
Noncapitalized Equipment		4400	228,900.65	0.00	-100.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			2,796,355.15	356,648.80	-87.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	486.24	0.00	-100.0%
Dues and Memberships		5300	5,730.00	0.00	-100.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	410,067.00	381,665.00	-6.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	32,595.04	20,762.00	-36.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,625,022.42	1,509,421.00	-7.1%
Professional/Consulting Services and Operating Expenditures		5800	304,107.19	45,408.00	-85.1%
Communications		5900	9,651.00	26,163.90	171.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,387,658.89	1,983,419.90	-16.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	102,600.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	10,000.00	New
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			102,600.00	10,000.00	-90.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	13,105.45	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			13,105.45	0.00	-100.0%
TOTAL, EXPENDITURES			20,614,684.69	17,426,878.06	-15.5%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	392,959.70	266,000.00	-32.3%
(a) TOTAL, INTERFUND TRANSFERS IN			392,959.70	266,000.00	-32.3%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	2,653,428.54	2,316,301.00	-12.7%
(b) TOTAL, INTERFUND TRANSFERS OUT			2,653,428.54	2,316,301.00	-12.7%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(2,260,468.84)	(2,050,301.00)	-9.3%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	18,353,212.00	17,988,961.00	-2.0%
2) Federal Revenue		8100-8299	1,728,888.65	435,110.00	-74.8%
3) Other State Revenue		8300-8599	1,296,245.84	1,173,050.69	-9.5%
4) Other Local Revenue		8600-8799	14,159.04	0.00	-100.0%
5) TOTAL, REVENUES			21,392,505.53	19,597,121.69	-8.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		15,255,176.47	12,671,843.46	-16.9%
2) Instruction - Related Services	2000-2999		3,048,856.42	2,794,087.75	-8.4%
3) Pupil Services	3000-3999		465,019.21	375,343.46	-19.3%
4) Ancillary Services	4000-4999		10,743.00	0.00	-100.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		13,105.45	0.00	-100.0%
8) Plant Services	8000-8999		1,821,784.14	1,585,603.39	-13.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			20,614,684.69	17,426,878.06	-15.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			777,820.84	2,170,243.63	179.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	392,959.70	266,000.00	-32.3%
b) Transfers Out		7600-7629	2,653,428.54	2,316,301.00	-12.7%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,260,468.84)	(2,050,301.00)	-9.3%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,482,648.00)	119,942.63	-108.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	3,975,365.54	2,492,717.54	-37.3%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			3,975,365.54	2,492,717.54	-37.3%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			3,975,365.54	2,492,717.54	-37.3%
2) Ending Balance, June 30 (E + F1e)					
			2,492,717.54	2,612,660.17	4.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	1,031,903.76	1,031,903.76	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	1,460,813.78	1,580,756.41	8.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
6230	California Clean Energy Jobs Act	596,036.63	596,036.63
6300	Lottery: Instructional Materials	236,708.05	236,708.05
7311	Classified School Employee Professional Development Block	5,567.00	5,567.00
7388	SB 117 COVID-19 LEA Response Funds	25,438.00	25,438.00
7510	Low-Performing Students Block Grant	35,006.17	35,006.17
9010	Other Restricted Local	133,147.91	133,147.91
Total, Restricted Balance		1,031,903.76	1,031,903.76

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	854,395.43	345,200.00	-59.6%
3) Other State Revenue		8300-8599	2,192,730.00	1,942,057.77	-11.4%
4) Other Local Revenue		8600-8799	4,128,610.00	3,700,415.00	-10.4%
5) TOTAL, REVENUES			7,175,735.43	5,987,672.77	-16.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	2,204,403.90	1,544,837.06	-29.9%
2) Classified Salaries		2000-2999	1,500,960.39	1,292,373.82	-13.9%
3) Employee Benefits		3000-3999	2,464,906.07	2,190,277.42	-11.1%
4) Books and Supplies		4000-4999	534,218.91	214,133.61	-59.9%
5) Services and Other Operating Expenditures		5000-5999	979,776.13	714,867.00	-27.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	88,304.94	31,184.00	-64.7%
9) TOTAL, EXPENDITURES			7,772,570.34	5,987,672.91	-23.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(596,834.91)	(0.14)	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	596,834.91	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			596,834.91	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(0.14)	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	353,245.00	353,245.00	0.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			353,245.00	353,245.00	0.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			353,245.00	353,245.00	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	317,936.87	317,936.73	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	35,308.13	35,308.13	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(1,598,850.36)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	629,583.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	(1,587.68)		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			(970,855.04)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	22,510.14		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	(1,389.79)		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			21,120.35		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			(991,975.39)		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs					
		8285	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources					
		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	200,000.00	160,000.00	-20.0%
All Other Federal Revenue	All Other	8290	654,395.43	185,200.00	-71.7%
TOTAL, FEDERAL REVENUE			854,395.43	345,200.00	-59.6%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year					
		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years					
		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources					
		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	1,448,703.00	1,321,451.77	-8.8%
All Other State Revenue	All Other	8590	744,027.00	620,606.00	-16.6%
TOTAL, OTHER STATE REVENUE			2,192,730.00	1,942,057.77	-11.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	2,703,850.00	2,240,000.00	-17.2%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,424,760.00	1,460,415.00	2.5%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,128,610.00	3,700,415.00	-10.4%
TOTAL, REVENUES			7,175,735.43	5,987,672.77	-16.6%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,811,144.00	1,181,366.80	-34.8%
Certificated Pupil Support Salaries		1200	123,622.10	102,648.10	-17.0%
Certificated Supervisors' and Administrators' Salaries		1300	269,637.80	260,822.16	-3.3%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,204,403.90	1,544,837.06	-29.9%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	200,297.34	156,760.08	-21.7%
Classified Support Salaries		2200	482,744.58	387,590.64	-19.7%
Classified Supervisors' and Administrators' Salaries		2300	316,487.47	268,951.54	-15.0%
Clerical, Technical and Office Salaries		2400	395,426.00	389,071.56	-1.6%
Other Classified Salaries		2900	106,005.00	90,000.00	-15.1%
TOTAL, CLASSIFIED SALARIES			1,500,960.39	1,292,373.82	-13.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	537,025.09	414,506.08	-22.8%
PERS		3201-3202	330,921.62	271,795.95	-17.9%
OASDI/Medicare/Alternative		3301-3302	152,377.48	134,909.66	-11.5%
Health and Welfare Benefits		3401-3402	1,074,058.29	1,012,949.16	-5.7%
Unemployment Insurance		3501-3502	2,278.72	34,079.25	1395.5%
Workers' Compensation		3601-3602	57,705.04	42,808.12	-25.8%
OPEB, Allocated		3701-3702	309,353.00	278,424.00	-10.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,186.83	805.20	-32.2%
TOTAL, EMPLOYEE BENEFITS			2,464,906.07	2,190,277.42	-11.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	17,835.76	0.00	-100.0%
Materials and Supplies		4300	485,880.12	214,133.61	-55.9%
Noncapitalized Equipment		4400	30,503.03	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			534,218.91	214,133.61	-59.9%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	452,744.00	60,000.00	-86.7%
Travel and Conferences		5200	5,300.00	4,000.00	-24.5%
Dues and Memberships		5300	7,000.00	7,000.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	155,825.00	298,800.00	91.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	29,213.00	31,523.00	7.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	328,694.13	313,544.00	-4.6%
Communications		5900	1,000.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			979,776.13	714,867.00	-27.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	88,304.94	31,184.00	-64.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			88,304.94	31,184.00	-64.7%
TOTAL, EXPENDITURES			7,772,570.34	5,987,672.91	-23.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	596,834.91	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			596,834.91	0.00	-100.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			596,834.91	0.00	-100.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	854,395.43	345,200.00	-59.6%
3) Other State Revenue		8300-8599	2,192,730.00	1,942,057.77	-11.4%
4) Other Local Revenue		8600-8799	4,128,610.00	3,700,415.00	-10.4%
5) TOTAL, REVENUES			7,175,735.43	5,987,672.77	-16.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		4,728,917.63	3,107,233.69	-34.3%
2) Instruction - Related Services	2000-2999		1,729,216.56	1,672,417.04	-3.3%
3) Pupil Services	3000-3999		587,473.63	421,855.94	-28.2%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		88,304.94	31,184.00	-64.7%
8) Plant Services	8000-8999		638,657.58	754,982.24	18.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			7,772,570.34	5,987,672.91	-23.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(596,834.91)	(0.14)	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	596,834.91	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			596,834.91	0.00	-100.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(0.14)	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	353,245.00	353,245.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			353,245.00	353,245.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			353,245.00	353,245.00	0.0%
2) Ending Balance, June 30 (E + F1e)			353,245.00	353,244.86	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	317,936.87	317,936.73	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	35,308.13	35,308.13	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
6371	CalWORKs for ROCP or Adult Education	184,152.00	184,152.00
7810	Other Restricted State	563.70	563.70
9010	Other Restricted Local	133,221.17	133,221.03
Total, Restricted Balance		<u>317,936.87</u>	<u>317,936.73</u>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,031,389.22	6,038,629.12	-14.1%
3) Other State Revenue		8300-8599	6,016,843.04	5,699,138.13	-5.3%
4) Other Local Revenue		8600-8799	1,906,374.00	1,448,136.04	-24.0%
5) TOTAL, REVENUES			14,954,606.26	13,185,903.29	-11.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	5,062,700.31	4,790,615.10	-5.4%
2) Classified Salaries		2000-2999	2,676,398.93	1,979,701.66	-26.0%
3) Employee Benefits		3000-3999	5,615,828.67	5,571,599.53	-0.8%
4) Books and Supplies		4000-4999	1,422,966.55	234,865.00	-83.5%
5) Services and Other Operating Expenditures		5000-5999	335,519.15	145,396.00	-56.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	405,608.71	463,726.00	14.3%
9) TOTAL, EXPENDITURES			15,519,022.32	13,185,903.29	-15.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(564,416.06)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	549,131.23	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			549,131.23	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(15,284.83)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	15,284.83	0.00	-100.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			15,284.83	0.00	-100.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			15,284.83	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(1,675,451.14)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	19,389.24		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			(1,656,061.90)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	30,929.75		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			30,929.75		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			(1,686,991.65)		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	7,031,389.22	6,038,629.12	-14.1%
TOTAL, FEDERAL REVENUE			7,031,389.22	6,038,629.12	-14.1%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	5,016,912.00	5,145,892.89	2.6%
All Other State Revenue	All Other	8590	999,931.04	553,245.24	-44.7%
TOTAL, OTHER STATE REVENUE			6,016,843.04	5,699,138.13	-5.3%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	919,282.00	832,708.57	-9.4%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	987,092.00	615,427.47	-37.7%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,906,374.00	1,448,136.04	-24.0%
TOTAL, REVENUES			14,954,606.26	13,185,903.29	-11.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	4,461,300.17	4,225,527.42	-5.3%
Certificated Pupil Support Salaries		1200	106,807.37	106,274.04	-0.5%
Certificated Supervisors' and Administrators' Salaries		1300	484,357.41	458,813.64	-5.3%
Other Certificated Salaries		1900	10,235.36	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			5,062,700.31	4,790,615.10	-5.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	1,261,110.17	1,222,593.48	-3.1%
Classified Support Salaries		2200	651,441.32	143,405.10	-78.0%
Classified Supervisors' and Administrators' Salaries		2300	93,353.12	89,619.00	-4.0%
Clerical, Technical and Office Salaries		2400	667,543.36	524,084.08	-21.5%
Other Classified Salaries		2900	2,950.96	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			2,676,398.93	1,979,701.66	-26.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,168,098.08	1,178,531.39	0.9%
PERS		3201-3202	629,206.84	541,771.63	-13.9%
OASDI/Medicare/Alternative		3301-3302	335,509.01	281,922.94	-16.0%
Health and Welfare Benefits		3401-3402	2,699,948.09	2,723,062.24	0.9%
Unemployment Insurance		3501-3502	4,080.47	80,743.64	1878.8%
Workers' Compensation		3601-3602	124,667.65	101,656.03	-18.5%
OPEB, Allocated		3701-3702	642,435.97	662,227.96	3.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	11,882.56	1,683.70	-85.8%
TOTAL, EMPLOYEE BENEFITS			5,615,828.67	5,571,599.53	-0.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,163,749.21	227,320.00	-80.5%
Noncapitalized Equipment		4400	259,217.34	7,545.00	-97.1%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,422,966.55	234,865.00	-83.5%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	15,533.24	9,500.00	-38.8%
Dues and Memberships		5300	600.00	400.00	-33.3%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	12,600.00	6,600.00	-47.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	27,932.00	14,600.00	-47.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	107,291.00	63,577.00	-40.7%
Professional/Consulting Services and Operating Expenditures		5800	168,712.91	49,419.00	-70.7%
Communications		5900	2,850.00	1,300.00	-54.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			335,519.15	145,396.00	-56.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	405,608.71	463,726.00	14.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			405,608.71	463,726.00	14.3%
TOTAL, EXPENDITURES			15,519,022.32	13,185,903.29	-15.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	549,131.23	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			549,131.23	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			549,131.23	0.00	-100.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,031,389.22	6,038,629.12	-14.1%
3) Other State Revenue		8300-8599	6,016,843.04	5,699,138.13	-5.3%
4) Other Local Revenue		8600-8799	1,906,374.00	1,448,136.04	-24.0%
5) TOTAL, REVENUES			14,954,606.26	13,185,903.29	-11.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		11,219,604.58	10,130,959.06	-9.7%
2) Instruction - Related Services	2000-2999		3,031,342.44	2,307,142.32	-23.9%
3) Pupil Services	3000-3999		226,684.48	210,998.91	-6.9%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		405,608.71	463,726.00	14.3%
8) Plant Services	8000-8999		635,782.11	73,077.00	-88.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			15,519,022.32	13,185,903.29	-15.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(564,416.06)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	549,131.23	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			549,131.23	0.00	-100.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(15,284.83)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	15,284.83	0.00	-100.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			15,284.83	0.00	-100.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			15,284.83	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)					
			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	25,000,000.00	30,000,000.00	20.0%
3) Other State Revenue		8300-8599	1,561,218.00	1,010,012.00	-35.3%
4) Other Local Revenue		8600-8799	3,370,000.00	200,000.00	-94.1%
5) TOTAL, REVENUES			29,931,218.00	31,210,012.00	4.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	8,134,608.65	7,889,892.68	-3.0%
3) Employee Benefits		3000-3999	6,028,601.27	7,525,739.00	24.8%
4) Books and Supplies		4000-4999	10,768,541.00	14,104,448.00	31.0%
5) Services and Other Operating Expenditures		5000-5999	497,714.89	531,945.00	6.9%
6) Capital Outlay		6000-6999	3,906,586.19	520,500.00	-86.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	595,166.00	805,270.00	35.3%
9) TOTAL, EXPENDITURES			29,931,218.00	31,377,794.68	4.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	(167,782.68)	New
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(167,782.68)	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	12,807,058.35	12,807,058.35	0.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			12,807,058.35	12,807,058.35	0.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			12,807,058.35	12,807,058.35	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	2,000.00	0.00	-100.0%
Stores					
		9712	1,871,399.91	0.00	-100.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	10,710,836.18	12,416,453.41	15.9%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	222,822.26	222,822.26	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	7,864,004.04		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	69,547.34		
c) in Revolving Cash Account		9130	2,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	14,649.97		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	1,871,399.91		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			9,821,601.26		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	63,320.57		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			63,320.57		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			9,758,280.69		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	25,000,000.00	30,000,000.00	20.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			25,000,000.00	30,000,000.00	20.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	1,555,000.00	1,000,000.00	-35.7%
All Other State Revenue		8590	6,218.00	10,012.00	61.0%
TOTAL, OTHER STATE REVENUE			1,561,218.00	1,010,012.00	-35.3%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	1,800,000.00	0.00	-100.0%
Food Service Sales		8634	1,000,000.00	0.00	-100.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	120,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	450,000.00	200,000.00	-55.6%
TOTAL, OTHER LOCAL REVENUE			3,370,000.00	200,000.00	-94.1%
TOTAL, REVENUES			29,931,218.00	31,210,012.00	4.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	6,899,955.45	6,881,409.04	-0.3%
Classified Supervisors' and Administrators' Salaries		2300	856,839.89	685,288.55	-20.0%
Clerical, Technical and Office Salaries		2400	377,813.31	323,195.09	-14.5%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			8,134,608.65	7,889,892.68	-3.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	21,955.89	26,499.19	20.7%
PERS		3201-3202	1,238,514.67	1,379,174.25	11.4%
OASDI/Medicare/Alternative		3301-3302	571,296.62	563,092.26	-1.4%
Health and Welfare Benefits		3401-3402	3,263,749.41	4,327,909.25	32.6%
Unemployment Insurance		3501-3502	4,104.92	96,263.53	2245.1%
Workers' Compensation		3601-3602	126,139.28	118,347.84	-6.2%
OPEB, Allocated		3701-3702	789,446.88	1,011,743.88	28.2%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	13,393.60	2,708.80	-79.8%
TOTAL, EMPLOYEE BENEFITS			6,028,601.27	7,525,739.00	24.8%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	815,623.36	1,121,798.00	37.5%
Noncapitalized Equipment		4400	98,260.62	120,500.00	22.6%
Food		4700	9,854,657.02	12,862,150.00	30.5%
TOTAL, BOOKS AND SUPPLIES			10,768,541.00	14,104,448.00	31.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	26,225.00	15,700.00	-40.1%
Travel and Conferences		5200	4,613.44	10,500.00	127.6%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	41,372.00	206,000.00	397.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	151,540.00	66,320.00	-56.2%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(13,884.05)	52,150.00	-475.6%
Professional/Consulting Services and Operating Expenditures		5800	287,731.00	180,075.00	-37.4%
Communications		5900	117.50	1,200.00	921.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			497,714.89	531,945.00	6.9%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	3,351,700.00	125,000.00	-96.3%
Equipment		6400	554,886.19	395,500.00	-28.7%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			3,906,586.19	520,500.00	-86.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	595,166.00	805,270.00	35.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			595,166.00	805,270.00	35.3%
TOTAL, EXPENDITURES			29,931,218.00	31,377,794.68	4.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	25,000,000.00	30,000,000.00	20.0%
3) Other State Revenue		8300-8599	1,561,218.00	1,010,012.00	-35.3%
4) Other Local Revenue		8600-8799	3,370,000.00	200,000.00	-94.1%
5) TOTAL, REVENUES			29,931,218.00	31,210,012.00	4.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		25,935,342.00	30,241,524.68	16.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		595,166.00	805,270.00	35.3%
8) Plant Services	8000-8999		3,400,710.00	331,000.00	-90.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			29,931,218.00	31,377,794.68	4.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			0.00	(167,782.68)	New
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(167,782.68)	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	12,807,058.35	12,807,058.35	0.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			12,807,058.35	12,807,058.35	0.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			12,807,058.35	12,807,058.35	0.0%
2) Ending Balance, June 30 (E + F1e)					
			12,807,058.35	12,639,275.67	-1.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	2,000.00	0.00	-100.0%
Stores					
		9712	1,871,399.91	0.00	-100.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	10,710,836.18	12,416,453.41	15.9%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	222,822.26	222,822.26	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School I	2,738,510.77	4,390,870.78
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Cen	4,364,090.06	4,417,347.10
5330	Child Nutrition: Summer Food Service Program Operations	3,608,218.04	3,608,218.22
9010	Other Restricted Local	17.31	17.31
Total, Restricted Balance		10,710,836.18	12,416,453.41

CAPITAL PROJECTS FUNDS

Capital Projects Funds Definition

The Capital Projects Funds are used to account for resources used for the acquisition or construction of capital facilities by the District. This classification includes the Building Fund, Capital Facilities Funds and Capital Project Fund for Blended Components Units.

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,092,873.92	142,115.00	-95.4%
5) TOTAL, REVENUES			3,092,873.92	142,115.00	-95.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	655,811.74	644,706.12	-1.7%
3) Employee Benefits		3000-3999	374,182.44	363,317.09	-2.9%
4) Books and Supplies		4000-4999	(1,255,194.04)	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	1,101,909.09	0.00	-100.0%
6) Capital Outlay		6000-6999	50,105,325.73	13,577,100.02	-72.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			50,982,034.96	14,585,123.23	-71.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(47,889,161.04)	(14,443,008.23)	-69.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(47,889,161.04)	(14,443,008.23)	-69.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	62,467,592.82	14,578,431.78	-76.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			62,467,592.82	14,578,431.78	-76.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62,467,592.82	14,578,431.78	-76.7%
2) Ending Balance, June 30 (E + F1e)			14,578,431.78	135,423.55	-99.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			14,582,490.51	139,482.28	-99.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(4,058.73)	(4,058.73)	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	21,238,829.96		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	343,223.57		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	16,111,587.83		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	173,572.23		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			37,867,213.59		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	58,839.88		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			58,839.88		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			37,808,373.71		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll					
		8615	0.00	0.00	0.0%
Unsecured Roll					
		8616	0.00	0.00	0.0%
Prior Years' Taxes					
		8617	0.00	0.00	0.0%
Supplemental Taxes					
		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes					
		8621	0.00	0.00	0.0%
Other					
		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies					
		8631	0.00	0.00	0.0%
Leases and Rentals					
		8650	0.00	0.00	0.0%
Interest					
		8660	1,173,935.09	142,115.00	-87.9%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,918,938.83	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,092,873.92	142,115.00	-95.4%
TOTAL, REVENUES			3,092,873.92	142,115.00	-95.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	370,388.71	373,607.28	0.9%
Clerical, Technical and Office Salaries		2400	285,423.03	271,098.84	-5.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			655,811.74	644,706.12	-1.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	138,547.33	147,444.44	6.4%
OASDI/Medicare/Alternative		3301-3302	50,076.21	48,395.81	-3.4%
Health and Welfare Benefits		3401-3402	139,999.97	117,755.28	-15.9%
Unemployment Insurance		3501-3502	336.06	7,842.51	2233.7%
Workers' Compensation		3601-3602	10,452.91	9,670.69	-7.5%
OPEB, Allocated		3701-3702	34,445.00	32,004.00	-7.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	324.96	204.36	-37.1%
TOTAL, EMPLOYEE BENEFITS			374,182.44	363,317.09	-2.9%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	(1,949,954.62)	0.00	-100.0%
Noncapitalized Equipment		4400	694,760.58	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			(1,255,194.04)	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	1,101,909.09	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,101,909.09	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	4,540,282.77	0.00	-100.0%
Buildings and Improvements of Buildings		6200	45,363,003.53	13,577,100.02	-70.1%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	202,039.43	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			50,105,325.73	13,577,100.02	-72.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			50,982,034.96	14,585,123.23	-71.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,092,873.92	142,115.00	-95.4%
5) TOTAL, REVENUES			3,092,873.92	142,115.00	-95.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		50,982,034.96	14,585,123.23	-71.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			50,982,034.96	14,585,123.23	-71.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			(47,889,161.04)	(14,443,008.23)	-69.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(47,889,161.04)	(14,443,008.23)	-69.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	62,467,592.82	14,578,431.78	-76.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			62,467,592.82	14,578,431.78	-76.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62,467,592.82	14,578,431.78	-76.7%
2) Ending Balance, June 30 (E + F1e)			14,578,431.78	135,423.55	-99.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			14,582,490.51	139,482.28	-99.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(4,058.73)	(4,058.73)	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
9010	Other Restricted Local	14,582,490.51	139,482.28
Total, Restricted Balance		<u>14,582,490.51</u>	<u>139,482.28</u>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	6,114,650.67	6,480,000.00	6.0%
5) TOTAL, REVENUES			6,114,650.67	6,480,000.00	6.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	104,166.43	0.00	-100.0%
6) Capital Outlay		6000-6999	6,935,833.57	3,000,000.00	-56.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	2,695,000.00	3,543,702.00	31.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,735,000.00	6,543,702.00	-32.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,620,349.33)	(63,702.00)	-98.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,620,349.33)	(63,702.00)	-98.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	20,196,507.06	16,576,157.73	-17.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			20,196,507.06	16,576,157.73	-17.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			20,196,507.06	16,576,157.73	-17.9%
2) Ending Balance, June 30 (E + F1e)			16,576,157.73	16,512,455.73	-0.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			16,576,157.73	16,512,455.73	-0.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	17,915,354.48		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	2,056,345.04		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			19,971,699.52		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			19,971,699.52		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll					
		8615	0.00	0.00	0.0%
Unsecured Roll					
		8616	0.00	0.00	0.0%
Prior Years' Taxes					
		8617	0.00	0.00	0.0%
Supplemental Taxes					
		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes					
		8621	0.00	0.00	0.0%
Other					
		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	1,514,338.66	1,500,000.00	-0.9%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies					
		8631	0.00	0.00	0.0%
Interest					
		8660	159,851.00	80,000.00	-50.0%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees					
		8681	4,440,461.01	4,900,000.00	10.3%
Other Local Revenue All Other Local Revenue					
		8699	0.00	0.00	0.0%
All Other Transfers In from All Others					
		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			6,114,650.67	6,480,000.00	6.0%
TOTAL, REVENUES			6,114,650.67	6,480,000.00	6.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	104,166.43	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			104,166.43	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	6,935,833.57	3,000,000.00	-56.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			6,935,833.57	3,000,000.00	-56.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	718,702.00	New
Other Debt Service - Principal		7439	2,695,000.00	2,825,000.00	4.8%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,695,000.00	3,543,702.00	31.5%
TOTAL, EXPENDITURES			9,735,000.00	6,543,702.00	-32.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	6,114,650.67	6,480,000.00	6.0%
5) TOTAL, REVENUES			6,114,650.67	6,480,000.00	6.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		7,040,000.00	3,000,000.00	-57.4%
9) Other Outgo	9000-9999	Except 7600-7699	2,695,000.00	3,543,702.00	31.5%
10) TOTAL, EXPENDITURES			9,735,000.00	6,543,702.00	-32.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(3,620,349.33)	(63,702.00)	-98.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,620,349.33)	(63,702.00)	-98.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	20,196,507.06	16,576,157.73	-17.9%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			20,196,507.06	16,576,157.73	-17.9%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			20,196,507.06	16,576,157.73	-17.9%
2) Ending Balance, June 30 (E + F1e)					
			16,576,157.73	16,512,455.73	-0.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	16,576,157.73	16,512,455.73	-0.4%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
9010	Other Restricted Local	16,576,157.73	16,512,455.73
Total, Restricted Balance		<u>16,576,157.73</u>	<u>16,512,455.73</u>

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,823,598.00	1,940,627.00	6.4%
5) TOTAL, REVENUES			1,823,598.00	1,940,627.00	6.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	29,784.00	15,552.00	-47.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	2,756,050.00	2,092,777.00	-24.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,785,834.00	2,108,329.00	-24.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(962,236.00)	(167,702.00)	-82.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(962,236.00)	(167,702.00)	-82.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,020,745.62	1,058,509.62	-47.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,020,745.62	1,058,509.62	-47.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,020,745.62	1,058,509.62	-47.6%
2) Ending Balance, June 30 (E + F1e)			1,058,509.62	890,807.62	-15.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			1,058,509.62	890,807.62	-15.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,084,301.68		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,084,301.68		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,084,301.68		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll					
Unsecured Roll		8615	0.00	0.00	0.0%
		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes					
Other		8621	1,813,798.00	1,930,977.00	6.5%
		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies					
		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	9,800.00	9,650.00	-1.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,823,598.00	1,940,627.00	6.4%
TOTAL, REVENUES			1,823,598.00	1,940,627.00	6.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	29,784.00	15,552.00	-47.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			29,784.00	15,552.00	-47.8%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	2,756,050.00	2,092,777.00	-24.1%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,756,050.00	2,092,777.00	-24.1%
TOTAL, EXPENDITURES			2,785,834.00	2,108,329.00	-24.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)					
			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,823,598.00	1,940,627.00	6.4%
5) TOTAL, REVENUES			1,823,598.00	1,940,627.00	6.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		29,784.00	15,552.00	-47.8%
9) Other Outgo	9000-9999	Except 7600-7699	2,756,050.00	2,092,777.00	-24.1%
10) TOTAL, EXPENDITURES			2,785,834.00	2,108,329.00	-24.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(962,236.00)	(167,702.00)	-82.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(962,236.00)	(167,702.00)	-82.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	2,020,745.62	1,058,509.62	-47.6%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			2,020,745.62	1,058,509.62	-47.6%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			2,020,745.62	1,058,509.62	-47.6%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	1,058,509.62	890,807.62	-15.8%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
9010	Other Restricted Local	1,058,509.62	890,807.62
Total, Restricted Balance		<u>1,058,509.62</u>	<u>890,807.62</u>

DEBT SERVICE FUNDS

Debt Service Funds Definition

The Debt Service Funds are used to account for the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related costs. This classification includes the Bond Interest and Redemption Fund.

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	330,000.00	330,000.00	0.0%
4) Other Local Revenue		8600-8799	44,417,325.00	44,417,325.00	0.0%
5) TOTAL, REVENUES			44,747,325.00	44,747,325.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	48,556,901.00	48,556,901.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			48,556,901.00	48,556,901.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,809,576.00)	(3,809,576.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,809,576.00)	(3,809,576.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	31,948,534.35	28,138,958.35	-11.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			31,948,534.35	28,138,958.35	-11.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			31,948,534.35	28,138,958.35	-11.9%
2) Ending Balance, June 30 (E + F1e)			28,138,958.35	24,329,382.35	-13.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	24,329,382.35	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	28,138,958.35	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	48,893,758.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	800,635.00		
3) Accounts Receivable		9200	315,633.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			50,010,026.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	7,073,186.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	10,988,305.65		
6) TOTAL, LIABILITIES			18,061,491.65		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			31,948,534.35		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	329,115.00	329,115.00	0.0%
Other Subventions/In-Lieu Taxes		8572	885.00	885.00	0.0%
TOTAL, OTHER STATE REVENUE			330,000.00	330,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies					
Secured Roll		8611	34,074,893.00	34,074,893.00	0.0%
Unsecured Roll		8612	1,439,814.00	1,439,814.00	0.0%
Prior Years' Taxes		8613	2,677,807.00	2,677,807.00	0.0%
Supplemental Taxes		8614	1,281,072.00	1,281,072.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	5,569.00	5,569.00	0.0%
Interest		8660	1,247,083.00	1,247,083.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	3,691,087.00	3,691,087.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			44,417,325.00	44,417,325.00	0.0%
TOTAL, REVENUES			44,747,325.00	44,747,325.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	19,432,524.00	19,432,524.00	0.0%
Other Debt Service - Principal		7439	29,124,377.00	29,124,377.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			48,556,901.00	48,556,901.00	0.0%
TOTAL, EXPENDITURES			48,556,901.00	48,556,901.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	330,000.00	330,000.00	0.0%
4) Other Local Revenue		8600-8799	44,417,325.00	44,417,325.00	0.0%
5) TOTAL, REVENUES			44,747,325.00	44,747,325.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	48,556,901.00	48,556,901.00	0.0%
10) TOTAL, EXPENDITURES			48,556,901.00	48,556,901.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			(3,809,576.00)	(3,809,576.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,809,576.00)	(3,809,576.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	31,948,534.35	28,138,958.35	-11.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			31,948,534.35	28,138,958.35	-11.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			31,948,534.35	28,138,958.35	-11.9%
2) Ending Balance, June 30 (E + F1e)			28,138,958.35	24,329,382.35	-13.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	24,329,382.35	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	28,138,958.35	0.00	-100.0%

PROPRIETARY FUNDS

Proprietary Funds Definition

Proprietary Funds are used to account for activities that are more business-like than government-like in nature. Business-type activities include those for which a fee is charged to external users or to other organizational units of the LEA, normally on a full cost-recovery basis. Proprietary funds are generally intended to be self-supporting. This classification includes the Self-Insurance fund, which includes the Dental/Vision fund.

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15,126,576.00	15,125,000.00	0.0%
5) TOTAL, REVENUES			15,126,576.00	15,125,000.00	0.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	354,237.44	349,545.60	-1.3%
3) Employee Benefits		3000-3999	266,515.62	242,829.78	-8.9%
4) Books and Supplies		4000-4999	37,149.19	37,149.00	0.0%
5) Services and Other Operating Expenses		5000-5999	14,468,673.75	14,473,000.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			15,126,576.00	15,102,524.38	-0.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	22,475.62	New
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			0.00	22,475.62	New
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	12,935,257.21	12,935,257.21	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,935,257.21	12,935,257.21	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			12,935,257.21	12,935,257.21	0.0%
2) Ending Net Position, June 30 (E + F1e)			12,935,257.21	12,957,732.83	0.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	12,935,257.21	12,957,732.83	0.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	7,837,874.78		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	6,172.03		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	250,000.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	2,031,616.15		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			10,125,662.96		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	361,744.24		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			361,744.24		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G10 + H2) - (I7 + J2)			9,763,918.72		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	45,000.00	45,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	15,081,576.00	15,080,000.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			15,126,576.00	15,125,000.00	0.0%
TOTAL, REVENUES			15,126,576.00	15,125,000.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	88,298.28	88,298.28	0.0%
Clerical, Technical and Office Salaries		2400	265,939.16	261,247.32	-1.8%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			354,237.44	349,545.60	-1.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	71,469.20	79,474.56	11.2%
OASDI/Medicare/Alternative		3301-3302	24,862.37	25,524.74	2.7%
Health and Welfare Benefits		3401-3402	136,971.44	100,680.84	-26.5%
Unemployment Insurance		3501-3502	171.02	4,100.89	2297.9%
Workers' Compensation		3601-3602	5,236.03	5,243.19	0.1%
OPEB, Allocated		3701-3702	27,468.00	27,468.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	337.56	337.56	0.0%
TOTAL, EMPLOYEE BENEFITS			266,515.62	242,829.78	-8.9%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	32,875.19	32,875.00	0.0%
Noncapitalized Equipment		4400	4,274.00	4,274.00	0.0%
TOTAL, BOOKS AND SUPPLIES			37,149.19	37,149.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	11,000.00	11,000.00	0.0%
Dues and Memberships		5300	2,000.00	3,000.00	50.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	4,000.00	4,000.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	14,451,673.75	14,455,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			14,468,673.75	14,473,000.00	0.0%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			15,126,576.00	15,102,524.38	-0.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15,126,576.00	15,125,000.00	0.0%
5) TOTAL, REVENUES			15,126,576.00	15,125,000.00	0.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		15,126,576.00	15,102,524.38	-0.2%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			15,126,576.00	15,102,524.38	-0.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	22,475.62	New
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			0.00	22,475.62	New
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	12,935,257.21	12,935,257.21	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,935,257.21	12,935,257.21	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			12,935,257.21	12,935,257.21	0.0%
2) Ending Net Position, June 30 (E + F1e)			12,935,257.21	12,957,732.83	0.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	12,935,257.21	12,957,732.83	0.2%

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	38,219.84	38,219.84	38,219.84	37,547.13	37,547.13	38,219.84
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	38,219.84	38,219.84	38,219.84	37,547.13	37,547.13	38,219.84
5. District Funded County Program ADA						
a. County Community Schools	75.40	75.40	75.40	75.40	75.40	75.40
b. Special Education-Special Day Class	25.54	25.54	25.54	25.54	25.54	25.54
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.00
d. Special Education Extended Year	3.93	3.93	3.93	3.93	3.93	3.93
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	104.87	104.87	104.87	104.87	104.87	104.87
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	38,324.71	38,324.71	38,324.71	37,652.00	37,652.00	38,324.71
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	1,722.97	1,722.97	1,722.97	1,617.14	1,617.14	1,617.14
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	1,722.97	1,722.97	1,722.97	1,617.14	1,617.14	1,617.14
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	1,722.97	1,722.97	1,722.97	1,617.14	1,617.14	1,617.14

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's ADA Standard Percentage Level:

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	38,570	38,570		
Charter School				
Total ADA	38,570	38,570	0.0%	Met
Second Prior Year (2019-20)				
District Regular	38,436	38,388		
Charter School				
Total ADA	38,436	38,388	0.1%	Met
First Prior Year (2020-21)				
District Regular	38,436	38,220		
Charter School		0		
Total ADA	38,436	38,220	0.6%	Met
Budget Year (2021-22)				
District Regular	38,220			
Charter School	0			
Total ADA	38,220			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	40,610	46,933		
Charter School				
Total Enrollment	40,610	46,933	N/A	Met
Second Prior Year (2019-20)				
District Regular	40,235	46,657		
Charter School				
Total Enrollment	40,235	46,657	N/A	Met
First Prior Year (2020-21)				
District Regular	40,383	39,003		
Charter School				
Total Enrollment	40,383	39,003	3.4%	Not Met
Budget Year (2021-22)				
District Regular	39,703			
Charter School				
Total Enrollment	39,703			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

The enrollment for the first prior year was not met due the District seeing a larger decrease than the historical average and this may be primarily related to the COVID-19 pandemic.

- 1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	38,425	46,933	
Charter School		0	
Total ADA/Enrollment	38,425	46,933	81.9%
Second Prior Year (2019-20)			
District Regular	38,220	46,657	
Charter School			
Total ADA/Enrollment	38,220	46,657	81.9%
First Prior Year (2020-21)			
District Regular	38,220	39,003	
Charter School	0		
Total ADA/Enrollment	38,220	39,003	98.0%
Historical Average Ratio:			87.3%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			87.8%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2021-22)				
District Regular	37,547	39,703		
Charter School	0			
Total ADA/Enrollment	37,547	39,703	94.6%	Not Met
1st Subsequent Year (2022-23)				
District Regular	37,161	39,295		
Charter School				
Total ADA/Enrollment	37,161	39,295	94.6%	Not Met
2nd Subsequent Year (2023-24)				
District Regular	36,789	38,901		
Charter School				
Total ADA/Enrollment	36,789	38,901	94.6%	Not Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

The standard is not met in all three years because the historical ratio includes charter school CBEDS enrollment, however the District is using a 94.57% attendance ratio which is consistent with averages prior to the COVID-19 pandemic.

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	38,324.71	38,324.71	37,652.00	37,266.14
b. Prior Year ADA (Funded)		38,324.71	38,324.71	37,652.00
c. Difference (Step 1a minus Step 1b)		0.00	(672.71)	(385.86)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	-1.76%	-1.02%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		410,429,540.00	430,509,685.00	435,348,673.00
b1. COLA percentage		5.70%	2.48%	3.11%
b2. COLA amount (proxy for purposes of this criterion)		23,394,483.78	10,676,640.19	13,539,343.73
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		5.70%	2.48%	3.11%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)		5.70%	0.72%	2.09%
LCFF Revenue Standard (Step 3, plus/minus 1%):		4.70% to 6.70%	-2.28% to 1.72%	1.09% to 3.09%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	112,905,360.00	112,889,980.00	112,889,980.00	112,889,980.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	424,160,725.00	444,349,372.00	449,188,360.00	457,785,265.00
District's Projected Change in LCFF Revenue:		4.76%	1.09%	1.91%
LCFF Revenue Standard:		4.70% to 6.70%	-2.8% to 1.72%	1.09% to 3.09%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2018-19)	312,764,027.68	340,095,947.55	92.0%
Second Prior Year (2019-20)	300,961,267.98	322,052,655.05	93.5%
First Prior Year (2020-21)	298,185,610.74	325,191,719.21	91.7%
	Historical Average Ratio:		92.4%

District's Reserve Standard Percentage (Criterion 10B, Line 4):	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	2.0%	2.0%	2.0%
	89.4% to 95.4%	89.4% to 95.4%	89.4% to 95.4%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2021-22)	321,778,938.11	354,357,298.91	90.8%	Met
1st Subsequent Year (2022-23)	330,596,951.00	364,343,947.00	90.7%	Met
2nd Subsequent Year (2023-24)	337,498,397.00	372,868,713.00	90.5%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	5.70%	0.72%	2.09%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-4.30% to 15.70%	-9.28% to 10.72%	-7.91% to 12.09%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	.70% to 10.70%	-4.28% to 5.72%	-2.91% to 7.09%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2020-21)	181,373,299.26		
Budget Year (2021-22)	46,193,653.61	-74.53%	Yes
1st Subsequent Year (2022-23)	40,014,943.00	-13.38%	Yes
2nd Subsequent Year (2023-24)	40,014,943.00	0.00%	No

Explanation:
(required if Yes)

Federal revenues are outside the range in the budget year because the 20-21 year is recognizing revenues for CARES of \$34M, ESSER I of \$16M, ESSER II funding at \$67.6M, GEER funds at \$3M, and expiring grants like SIG, CSI and carryover from fiscal year 19-20. The 1st subsequent year is outside the range because of the removal of carryover funds included with the budget year.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2020-21)	114,114,312.33		
Budget Year (2021-22)	73,939,717.55	-35.21%	Yes
1st Subsequent Year (2022-23)	73,939,718.00	0.00%	No
2nd Subsequent Year (2023-24)	73,939,718.00	0.00%	No

Explanation:
(required if Yes)

The budget year is outside the range primarily due to recognizing revenues in the 20-21 year for AB86/ELO grants for \$40M.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2020-21)	9,226,369.20		
Budget Year (2021-22)	6,385,645.32	-30.79%	Yes
1st Subsequent Year (2022-23)	5,769,589.00	-9.65%	Yes
2nd Subsequent Year (2023-24)	5,769,589.00	0.00%	No

Explanation:
(required if Yes)

Local revenues are outside the range in the budget year and 1st subsequent year due to removing restricted local grants from each year.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2020-21)	63,401,365.13		
Budget Year (2021-22)	29,444,198.93	-53.56%	Yes
1st Subsequent Year (2022-23)	26,162,386.00	-11.15%	Yes
2nd Subsequent Year (2023-24)	26,357,928.00	0.75%	No

Explanation:
(required if Yes)

Books & supplies are outside the range in the budget year and 1st subsequent year due the removal of expenditures related to the revenue adjustments discussed above in the federal, state and local revenues.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2020-21)	88,990,974.88		
Budget Year (2021-22)	81,076,372.91	-8.89%	Yes
1st Subsequent Year (2022-23)	83,055,884.00	2.44%	No
2nd Subsequent Year (2023-24)	80,745,499.00	-2.78%	No

Explanation:
(required if Yes)

Books & supplies are outside the range in the budget year and 1st subsequent year due the removal of expenditures related to the revenue adjustments discussed above in the federal, state and local revenues.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2020-21)	304,713,980.79		
Budget Year (2021-22)	126,519,016.48	-58.48%	Not Met
1st Subsequent Year (2022-23)	119,724,250.00	-5.37%	Met
2nd Subsequent Year (2023-24)	119,724,250.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2020-21)	152,392,340.01		
Budget Year (2021-22)	110,520,571.84	-27.48%	Not Met
1st Subsequent Year (2022-23)	109,218,270.00	-1.18%	Met
2nd Subsequent Year (2023-24)	107,103,427.00	-1.94%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

Federal revenues are outside the range in the budget year because the 20-21 year is recognizing revenues for CARES of \$34M, ESSER I of \$16M, ESSER II funding at \$67.6M, GEER funds at \$3M, and expiring grants like SIG, CSI and carryover from fiscal year 19-20. The 1st subsequent year is outside the range because of the removal of carryover funds included with the budget year.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

The budget year is outside the range primarily due to recognizing revenues in the 20-21 year for AB86/ELO grants for \$40M.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

Local revenues are outside the range in the budget year and 1st subsequent year due to removing restricted local grants from each year.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

Books & supplies are outside the range in the budget year and 1st subsequent year due the removal of expenditures related to the revenue adjustments discussed above in the federal, state and local revenues.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

Books & supplies are outside the range in the budget year and 1st subsequent year due the removal of expenditures related to the revenue adjustments discussed above in the federal, state and local revenues.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? Yes
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690)	562,132,883.15			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	562,132,883.15	16,863,986.49	17,081,000.00	Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- | | |
|--|---|
| | Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998) |
| | Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)]) |
| | Other (explanation must be provided) |

Explanation:
(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2018-19)	Second Prior Year (2019-20)	First Prior Year (2020-21)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	52,751,481.90	10,624,586.00	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	73,704,980.39	95,299,157.16
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	(236,920.88)	0.00
e. Available Reserves (Lines 1a through 1d)	52,751,481.90	84,092,645.51	95,299,157.16
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	553,447,279.73	533,533,429.27	612,929,469.78
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	553,447,279.73	533,533,429.27	612,929,469.78
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	9.5%	15.8%	15.5%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	3.2%	5.3%	5.2%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2018-19)	857,200.25	341,815,396.76	N/A	Met
Second Prior Year (2019-20)	23,565,268.13	324,750,917.50	N/A	Met
First Prior Year (2020-21)	10,928,850.35	326,730,645.05	N/A	Met
Budget Year (2021-22) (Information only)	(6,694,864.02)	354,623,298.91		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2018-19)	857,200.25	60,276,634.54	N/A	Met
Second Prior Year (2019-20)	2,669,430.32	61,133,834.79	N/A	Met
First Prior Year (2020-21)	(75,373,163.18)	84,699,102.92	N/A	Met
Budget Year (2021-22) (Information only)	95,627,953.27			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$71,000 (greater of)	0	to	300
4% or \$71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	37,547	37,161	36,789
District's Reserve Standard Percentage Level:	2%	2%	2%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
 - Enter the name(s) of the SELPA(s): _____

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	588,709,225.15	608,810,486.00	607,231,907.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	588,709,225.15	608,810,486.00	607,231,907.00
4. Reserve Standard Percentage Level	2%	2%	2%
5. Reserve Standard - by Percent (Line B3 times Line B4)	11,774,184.50	12,176,209.72	12,144,638.14
6. Reserve Standard - by Amount (\$71,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	11,774,184.50	12,176,209.72	12,144,638.14

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00	12,129,884.00	12,098,312.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	88,933,089.25	33,330,444.25	28,362,016.25
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	88,933,089.25	45,460,328.25	40,460,328.25
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	15.11%	7.47%	6.66%
District's Reserve Standard (Section 10B, Line 7):	11,774,184.50	12,176,209.72	12,144,638.14
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0%
or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2020-21)	(89,516,120.45)			
Budget Year (2021-22)	(98,193,763.00)	8,677,642.55	9.7%	Met
1st Subsequent Year (2022-23)	(104,568,451.00)	6,374,688.00	6.5%	Met
2nd Subsequent Year (2023-24)	(111,350,131.00)	6,781,680.00	6.5%	Met
1b. Transfers In, General Fund *				
First Prior Year (2020-21)	2,653,428.54			
Budget Year (2021-22)	2,316,301.00	(337,127.54)	-12.7%	Not Met
1st Subsequent Year (2022-23)	2,316,301.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	2,316,301.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2020-21)	1,538,925.84			
Budget Year (2021-22)	266,000.00	(1,272,925.84)	-82.7%	Not Met
1st Subsequent Year (2022-23)	266,000.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	266,000.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**
Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

Transfers In are out of range in the budget year due to charter school fee adjustments from the first prior year.

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

Transfers out are out of range in the budget year due to eliminating the contributions to the Adult Education and Child Development funds and a lower contribution to the Charter School fund.

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2021
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation				
General Obligation Bonds	28	Fund 51 - Bond Interest Redemption Fund	Object 7438/7439	436,422,966
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		Fund 01,09,11,12,13,21,67,68	Object codes 1000-3999	4,970,473

Other Long-term Commitments (do not include OPEB):

Lease Revenue Bonds	19	Fund 25 - Developer Fees, Fund 49-Mello Roos	Object 7438/7439	57,855,000
TOTAL:				499,248,439

Type of Commitment (continued)	Prior Year (2020-21) Annual Payment (P & I)	Budget Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	48,556,901	48,538,591	36,410,336	42,240,641
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Lease Revenue Bonds	5,465,334	5,462,404	5,467,974	5,466,294
Total Annual Payments:	54,022,235	54,000,995	41,878,310	47,706,935
Has total annual payment increased over prior year (2020-21)?		No	No	No

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes
to increase in total
annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

- 2.

No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

2. For the district's OPEB:
a. Are they lifetime benefits?

b. Do benefits continue past age 65?

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

The District provides post employment health care benefits for certain retiree groups depending on hire/retirement dates. The majority of the certificated retirees health plans are paid 100% by the District. Classified and Management groups have varying medical retirement benefits based on hire date, with limited District contributions for employees hired after 1996. Employees in positions eligible to earn post-retirement health care benefits all contribute a monthly amount towards their future benefits. The amount is either fixed or a percentage of salary based on the employees' bargaining units.

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

	Self-Insurance Fund	Governmental Fund
	0	0

4. OPEB Liabilities

a. Total OPEB liability	654,240,872.00
b. OPEB plan(s) fiduciary net position (if applicable)	86,333,843.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	567,907,029.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	Jun 30, 2019

5. OPEB Contributions

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	30,861,105.00	30,861,105.00	30,861,105.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	25,951,371.74	25,952,000.00	25,952,000.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	21,465,693.00	22,839,749.00	24,060,636.00
d. Number of retirees receiving OPEB benefits	3,069	3,069	3,069

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

Yes

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

The District has established a self insurance fund to account for employee vision, dental and worker compensation benefits. The plans are self-insured through a pool and we contract with a third party administrator for benefits processing. The District belongs to a Joint Powers Authority (JPA) that helps manage the workers compensation claims to maintain lower costs.

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

15,102,524.00
15,102,524.00

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
a. Required contribution (funding) for self-insurance programs	15,102,542.00	15,102,524.00	15,102,524.00
b. Amount contributed (funded) for self-insurance programs	15,102,524.00	15,102,524.00	15,102,524.00

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	2,217.0	2,180.0	2,180.0	2,180.0

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

--

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

--

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

--

If Yes, date of Superintendent and CBO certification:

--

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

--

If Yes, date of budget revision board adoption:

--

4. Period covered by the agreement:

Begin Date:

--

End Date:

--

5. Salary settlement:

Budget Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
or

--

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
(may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits	2,400,619		
	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7. Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
	Yes	Yes	Yes
	48,931,870	52,846,419	57,074,133
	100.0%	100.0%	100.0%
	0.0%	8.0%	8.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
	Yes	Yes	Yes
	included in budget	2,569,771	2,631,939
		1.5%	1.5%

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
	No	No	No
	No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	1,255.0	1,195.6	1,195.6	1,195.6

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

--

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

--

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

--

End Date:

--

5. Salary settlement:

Budget Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year

--

or

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year (may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

720,668

Budget Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

7. Amount included for any tentative salary schedule increases

0	0	0
---	---	---

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
24,689,752	26,664,932	28,798,127
100.0%	100.0%	100.0%
8.5%	8.0%	8.0%

Classified (Non-management) Prior Year Settlements

- Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
included in budget	352,597	356,796
	0.8%	0.8%

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
No	No	No
No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	258.3	247.1	247.1	247.1

Management/Supervisor/Confidential Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

--

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

386,768

4. Amount included for any tentative salary schedule increases

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits	3,453,739	3,730,038	4,028,441
Percent of H&W cost paid by employer	86.0%	86.0%	86.0%
Percent projected change in H&W cost over prior year		8.0%	8.0%

Management/Supervisor/Confidential Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
Cost of step and column adjustments	included in budget	319,866	326,736
Percent change in step & column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
Total cost of other benefits	43,200	43,200	43,200
Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

2. Adoption date of the LCAP or an update to the LCAP.

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

- A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?

- A2. Is the system of personnel position control independent from the payroll system?

- A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)

- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?

- A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

- A7. Is the district's financial system independent of the county office system?

- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)

- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

A1 - cashflow projections attached A8. - Reports have been completed by the Fiscal Crisis Management Team (FCMAT) as well as the State Audit.

End of School District Budget Criteria and Standards Review

21-22 Adopted Budget Cash Flow
Year 1 Projected Cash Flow



2021-22 FY	Object	2021-22 Beginning Balance	July 2021 Projected	August 2021 Projected	September 2021 Projected	October 2021 Projected	November 2021 Projected	December 2021 Projected	January 2022 Projected	February 2022 Projected	March 2022 Projected	April 2022 Projected
A. BEGINNING CASH	9110	72,617,706	72,617,706	90,442,027	101,118,506	124,442,894	126,459,681	118,366,352	121,728,943	169,542,799	145,077,336	148,102,896
B. RECEIPTS												
LCF Revenue Sources												
Principal Apportionment	8010-8019		11,728,827	11,728,827	40,307,404	21,111,889	21,111,889	40,307,404	21,111,889	25,132,046	44,327,561	25,132,046
Property Taxes	8020-8079		361	(4)	308	-	944,599	1,495,424	66,216,615	7,395	9,330	14,579,509
Miscellaneous Funds	8080-8099		817	(514,490)	(14,222)	(2,620,098)	(912,125)	-	(1,405,336)	854	(1,776,501)	(601,134)
Federal Revenues	8100-8299		5,022	42,482	1,693,297	951,885	1,455,274	3,261,061	5,153,156	160,611	5,940,358	1,371,190
Other State Revenues	8300-8599		808,709	1,879,255	2,610,194	2,040,738	3,610,310	5,161,014	4,221,263	1,562,350	3,344,755	3,643,713
Other Local Revenues	8600-8799		30,206	175,501	187,054	303,107	182,390	235,866	402,966	179,923	342,140	585,389
Interfund Transfers In	8910-8929		-	-	-	-	-	-	455,073	-	970,808	27,248
All Other Financing Sources	8930-8979		-	-	-	-	-	-	-	-	-	-
Undefined Objects												
TOTAL RECEIPTS			12,573,941	13,311,572	44,784,036	21,787,522	26,392,338	50,460,770	96,155,628	27,043,179	53,158,452	44,737,961
C. DISBURSEMENTS												
Certificated Salaries	1000-1999		1,744,557	4,341,943	19,732,864	20,922,298	23,583,050	20,971,384	20,985,572	22,262,844	22,685,922	21,105,529
Classified Salaries	2000-2999		2,647,147	3,858,709	4,844,429	5,169,893	5,275,224	5,163,495	5,194,520	5,033,362	5,244,751	5,371,330
Employee Benefits	3000-3999		2,440,926	3,714,646	14,017,103	14,163,869	14,482,001	13,974,621	14,216,464	14,344,541	15,500,087	14,207,358
Books and Supplies	4000-4999		1,999,216	2,340,431	2,150,112	2,077,361	2,194,985	2,077,174	2,119,449	2,138,599	2,067,891	2,080,079
Services	5000-5999		1,897,008	3,696,879	4,624,965	7,409,841	6,283,814	7,030,884	5,092,401	6,453,775	6,508,684	6,463,737
Capital Outlay	6000-6599		35,597	298,613	101,038	57,498	44,277	65,801	84,691	32,802	48,964	100,092
Other Outgo	7000-7499		2,552	4,564	1,063	(27,341)	(1)	4,549	4,476	(49,168)	8,586	(1,352)
Interfund Transfers Out	7600-7629		92	-	-	-	-	-	-	-	-	-
All Other Financing Uses	7630-7699		-	-	-	-	-	-	-	-	-	-
TOTAL DISBURSEMENTS		-	10,767,094	18,255,785	45,471,575	49,773,421	51,863,350	49,287,908	47,697,573	50,216,757	52,064,886	49,326,774
D. BALANCE SHEET ITEMS												
Assets and Deferred Outflows												
Cash Not In Treasury	9111-9199	779,534	155,441	668	17,219	-	47,025	42,694	60,195	137,768	21,851	132,934
Accounts Receivable	9200-9299	166,174,167	34,697,027	22,102,640	24,068,140	30,047,376	17,258,274	2,230,564	(688,819)	603,598	3,892,509	(825,664)
Due From Other Funds	9310	(1,390)	(1,768)	-	-	-	-	-	-	-	-	-
Stores	9320	103,796	-	3,798	4,792	20,872	310	3,686	-	1,683	20,834	45,685
Prepaid Expenditures	9330	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	9340	-	-	-	-	-	-	-	-	-	-	-
Deferred Outflows of Resources	9490	-	-	-	-	-	-	-	-	-	-	-
Undefined Objects												
SUBTOTAL ASSETS		167,056,108	34,850,700	22,107,107	24,090,151	30,068,247	17,305,610	2,276,944	(628,624)	743,049	3,935,194	(647,045)
Liabilities and Deferred Inflows												
Accounts Payable	9500-9599	(39,518,938)	(18,834,814)	(6,486,415)	(78,224)	(65,562)	72,073	(87,216)	(15,574)	(2,034,935)	(2,003,199)	(2,013,188)
Due To Other Funds	9610	1,588	1,588	-	-	-	-	-	-	-	-	-
Current Loans	9640	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenues	9650	-	-	-	-	-	-	-	-	-	-	-
Deferred Inflows of Resources	9690	-	-	-	-	-	-	-	-	-	-	-
Undefined Objects												
SUBTOTAL LIABILITIES		(39,517,350)	(18,833,226)	(6,486,415)	(78,224)	(65,562)	72,073	(87,216)	(15,574)	(2,034,935)	(2,003,199)	(2,013,188)
Nonoperating												
Suspense Clearing	9910											
TOTAL BALANCE SHEET ITEMS		127,538,758	16,017,474	15,620,691	24,011,927	30,002,686	17,377,683	2,189,728	(644,198)	(1,291,886)	1,931,995	(2,660,232)
E. NET INCREASE/DECREASE B - C + D		127,538,758	17,824,321	10,676,478	23,324,388	2,016,788	(8,093,330)	3,362,591	47,813,856	(24,465,463)	3,025,561	(7,249,045)
F. ENDING CASH (A + E)			90,442,027	101,118,506	124,442,894	126,459,681	118,366,352	121,728,943	169,542,799	145,077,336	148,102,896	140,853,851
G. Ending Cash, Plus Cash Accruals and Adjustments			200,156,464									

21-22 Adopted Budget Cash Flow



Year 1 Projected Cash Flow

May 2022 Projected	June 2022 Projected	Accrual Projected	Adjustments	Total Projected	Budget
140,853,851	144,353,333			\$ -	\$ -
25,132,046	19,195,515	25,132,046	-	\$ 331,459,392	\$ 331,459,392
26,034,892	5,841,925	-	-	\$ 115,130,354	\$ 115,130,354
3,649	(3,675,040)	(2,326,061)	-	\$ (13,839,687)	\$ (13,839,687)
360,627	14,018,230	11,780,459	-	\$ 46,193,654	\$ 46,193,654
2,837,949	5,335,813	14,671,930	22,211,723	\$ 73,939,718	\$ 73,939,718
500,756	253,012	3,007,335	-	\$ 6,385,645	\$ 6,385,645
-	489,293	373,879	-	\$ 2,316,301	\$ 2,316,301
-	-	-	-	\$ -	\$ -
-	-	-	-	\$ -	\$ -
54,869,918	41,458,748	52,639,588	22,211,723	561,585,377	561,585,377
20,866,309	21,903,976	4,699,604	\$ -	\$ 225,805,852	\$ 225,805,852
5,922,597	5,510,468	2,154,388	\$ -	\$ 61,390,315	\$ 61,390,315
14,220,996	14,490,703	17,110,108	\$ 22,211,723	\$ 189,095,145	\$ 189,095,145
2,214,455	2,350,503	3,633,944	\$ -	\$ 29,444,199	\$ 29,444,199
6,824,767	7,429,170	11,360,447	\$ -	\$ 81,076,373	\$ 81,076,373
127,933	121,265	662,949	\$ -	\$ 1,781,522	\$ 1,781,522
2,051	22,177	(122,337)	\$ -	\$ (150,180)	\$ (150,180)
-	240,161	25,747	\$ -	\$ 266,000	\$ 266,000
-	-	-	\$ -	\$ -	\$ -
50,179,108	52,068,423	39,524,850	22,211,723	588,709,226	588,709,226
105,657	58,081	-		\$ 779,534	
687,565	(11,723,097)	43,824,056		\$ 166,174,167	
-	378	-		\$ (1,390)	
1,913	222	-		\$ 103,796	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
795,134	(11,664,416)	43,824,056	-	167,056,108	
(1,986,463)	(5,985,421)	-		\$ (39,518,938)	
-	-	-		\$ 1,588	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-	\$ -	\$ -	
(1,986,463)	(5,985,421)	-	-	(39,517,350)	
-	-	-		\$ -	
(1,191,329)	(17,649,837)	43,824,056	-	127,538,758	
3,499,482	(28,259,512)	56,938,794	-	100,414,909	\$ (27,123,849)
144,353,333	116,093,821			\$ 173,032,615	

21-22 Adopted Budget Cash Flow



Year 2 Projected Cash Flow

2022-23 FY	Object	2022-23 FY Beginning Balance	July 2022 Projected	August 2022 Projected	September 2022 Projected	October 2022 Projected	November 2022 Projected	December 2022 Projected	January 2023 Projected	February 2023 Projected	March 2023 Projected	April 2023 Projected
A. BEGINNING CASH	9110	116,093,821	116,093,821	134,903,616	130,770,931	141,787,028	127,227,437	109,069,600	111,460,569	160,974,647	134,175,036	131,581,120
B. RECEIPTS												
LCF Revenue Sources												
Principal Apportionment	8010-8019		13,043,203	13,043,203	42,336,344	23,477,766	23,477,766	42,336,344	23,477,766	23,477,766	42,336,344	23,477,766
Property Taxes	8020-8079		361	(4)	308	-	944,599	1,495,424	66,216,615	7,395	9,330	14,579,509
Miscellaneous Funds	8080-8099		817	(514,490)	(14,222)	(2,620,098)	(912,125)	-	(1,405,336)	854	(1,776,501)	(601,134)
Federal Revenues	8100-8299		4,350	36,800	1,466,808	824,564	1,260,621	2,824,872	4,463,887	139,129	5,145,795	1,187,785
Other State Revenues	8300-8599		808,709	1,879,255	2,610,194	2,040,738	3,610,310	5,161,014	4,221,263	1,562,350	3,344,755	3,643,713
Other Local Revenues	8600-8799		27,292	158,569	169,008	273,865	164,794	213,111	364,090	162,564	309,132	528,913
Interfund Transfers In	8910-8929		-	-	-	-	-	-	455,073	-	970,808	27,248
All Other Financing Sources	8930-8979		-	-	-	-	-	-	-	-	-	-
Undefined Objects												
TOTAL RECEIPTS			13,884,732	14,603,334	46,568,440	23,996,836	28,545,966	52,030,766	97,793,359	25,350,058	50,339,664	42,843,800
C. DISBURSEMENTS												
Certificated Salaries	1000-1999		1,823,025	4,537,237	20,620,422	21,863,356	24,643,785	21,914,649	21,929,476	23,264,198	23,706,305	22,054,828
Classified Salaries	2000-2999		2,681,824	3,909,257	4,907,890	5,237,617	5,344,328	5,231,135	5,262,567	5,099,298	5,313,456	5,441,693
Employee Benefits	3000-3999		2,593,669	3,947,094	14,894,239	15,050,189	15,388,228	14,849,099	15,106,075	15,242,167	16,470,022	15,096,399
Books and Supplies	4000-4999		1,787,109	3,101,173	845,916	447,706	900,689	446,984	609,793	683,540	411,235	458,173
Services	5000-5999		1,822,056	4,045,901	4,177,730	7,539,913	6,148,642	7,071,690	4,676,581	6,358,638	6,426,481	6,370,947
Capital Outlay	6000-6599		35,597	298,613	101,038	57,498	44,277	65,801	84,691	32,802	48,964	100,092
Other Outgo	7000-7499		2,552	4,564	1,063	(27,341)	(1)	4,549	4,476	(49,168)	8,586	(1,352)
Interfund Transfers Out	7600-7629		92	-	-	-	-	-	-	-	-	-
All Other Financing Uses	7630-7699		-	-	-	-	-	-	-	-	-	-
TOTAL DISBURSEMENTS		-	10,745,924	19,843,839	45,548,298	50,168,939	52,469,948	49,583,906	47,673,658	50,631,476	52,385,050	49,520,780
D. BALANCE SHEET ITEMS												
Assets and Deferred Outflows												
Cash Not In Treasury	9111-9199		-	-	-	-	-	-	-	-	-	-
Accounts Receivable	9200-9299	96,463,644	34,508,619	7,595,206	10,074,191	11,678,083	5,694,060	31,339	(590,046)	517,045	1,454,970	(707,268)
Due From Other Funds	9310	-	-	-	-	-	-	-	-	-	-	-
Stores	9320	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenditures	9330	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	9340	-	-	-	-	-	-	-	-	-	-	-
Deferred Outflows of Resources	9490	-	-	-	-	-	-	-	-	-	-	-
Undefined Objects												
SUBTOTAL ASSETS		96,463,644	34,508,619	7,595,206	10,074,191	11,678,083	5,694,060	31,339	(590,046)	517,045	1,454,970	(707,268)
Liabilities and Deferred Inflows												
Accounts Payable	9500-9599	(39,524,850)	(18,837,632)	(6,487,386)	(78,236)	(65,571)	72,084	(87,229)	(15,577)	(2,035,239)	(2,003,499)	(2,013,489)
Due To Other Funds	9610	-	-	-	-	-	-	-	-	-	-	-
Current Loans	9640	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenues	9650	-	-	-	-	-	-	-	-	-	-	-
Deferred Inflows of Resources	9690	-	-	-	-	-	-	-	-	-	-	-
Undefined Objects												
SUBTOTAL LIABILITIES		(39,524,850)	(18,837,632)	(6,487,386)	(78,236)	(65,571)	72,084	(87,229)	(15,577)	(2,035,239)	(2,003,499)	(2,013,489)
Nonoperating												
Suspense Clearing	9910											
TOTAL BALANCE SHEET ITEMS		56,938,794	15,670,987	1,107,821	9,995,955	11,612,512	5,766,145	(55,890)	(605,623)	(1,518,194)	(548,529)	(2,720,757)
E. NET INCREASE/DECREASE B - C + D		56,938,794	18,809,795	(4,132,685)	11,016,097	(14,559,591)	(18,157,837)	2,390,969	49,514,078	(26,799,611)	(2,593,916)	(9,397,738)
F. ENDING CASH (A + E)			134,903,616	130,770,931	141,787,028	127,227,437	109,069,600	111,460,569	160,974,647	134,175,036	131,581,120	122,183,382
G. Ending Cash, Plus Cash Accruals and Adjustments			173,032,615									

21-22 Adopted Budget Cash Flow

Year 2 Projected Cash Flow



May 2023 Projected	June 2023 Projected	Accrual Projected	Adjustments	Total Projected	Budget
122,183,382	123,066,090			\$ -	\$ -
23,477,766	42,336,344	-		\$ 336,298,380	\$ 336,298,380
26,034,892	5,841,925	-	\$ -	\$ 115,130,354	\$ 115,130,354
3,649	(3,675,040)	(2,326,061)	\$ -	\$ (13,839,687)	\$ (13,839,687)
312,390	12,143,198	10,204,743	\$ -	\$ 40,014,943	\$ 40,014,943
2,837,949	5,335,813	14,671,930	\$ 22,211,723	\$ 73,939,718	\$ 73,939,718
452,445	228,602	2,717,202	\$ -	\$ 5,769,589	\$ 5,769,589
-	489,293	373,879	\$ -	\$ 2,316,301	\$ 2,316,301
-	-	-	\$ -	\$ -	\$ -
-	-	-	\$ -	\$ -	\$ -
53,119,091	62,700,136	25,641,694	22,211,723	559,629,598	559,629,598
21,804,848	22,889,188	4,910,986	\$ -	\$ 235,962,303	\$ 235,962,303
6,000,181	5,582,654	2,182,610	\$ -	\$ 62,194,510	\$ 62,194,510
15,110,891	15,397,475	18,180,792	\$ 22,211,723	\$ 199,538,059	\$ 199,538,059
975,672	1,499,609	13,994,787	\$ -	\$ 26,162,386	\$ 26,162,386
6,817,020	7,563,795	14,036,491	\$ -	\$ 83,055,885	\$ 83,055,885
127,933	121,265	662,949	\$ -	\$ 1,781,522	\$ 1,781,522
2,051	22,177	(122,337)	\$ -	\$ (150,180)	\$ (150,180)
-	240,161	25,747	\$ -	\$ 266,000	\$ 266,000
-	-	-	\$ -	\$ -	\$ -
50,838,596	53,316,323	53,872,025	22,211,723	608,810,485	608,810,485
-	-	-		\$ -	
588,972	(11,921,439)	37,539,913		\$ 96,463,644	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
588,972	(11,921,439)	37,539,913	-	96,463,644	
(1,986,760)	(5,986,317)	-		\$ (39,524,850)	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-	\$ -	\$ -	
(1,986,760)	(5,986,317)	-	-	(39,524,850)	
-	-	-		\$ -	
(1,397,788)	(17,907,756)	37,539,913	-	56,938,794	
882,707	(8,523,943)	9,309,582	-	7,757,907	\$ (49,180,887)
123,066,090	114,542,146			\$ 123,851,728	

21-22 Adopted Budget Cash Flow



Year 3 Projected Cash Flow

2023-24 FY	Object	Beginning Balance	July 2023 Projected	August 2023 Projected	September 2023 Projected	October 2023 Projected	November 2023 Projected	December 2023 Projected	January 2024 Projected	February 2024 Projected	March 2024 Projected	April 2024 Projected
A. BEGINNING CASH	9110	114,542,146	114,542,146	96,182,826	97,654,391	108,783,171	94,570,055	76,656,038	79,666,038	129,674,443	105,168,479	104,680,739
B. RECEIPTS												
LCF Revenue Sources												
Principal Apportionment	8010-8019		13,511,701	13,511,701	42,986,377	24,321,063	24,321,063	42,986,377	24,321,063	24,321,063	42,986,377	24,321,063
Property Taxes	8020-8079		361	(4)	308	-	944,599	1,495,424	66,216,615	7,395	9,330	14,579,509
Miscellaneous Funds	8080-8099		817	(514,490)	(14,222)	(2,620,098)	(912,125)	-	(1,405,336)	854	(1,776,501)	(601,134)
Federal Revenues	8100-8299		4,350	36,800	1,466,808	824,564	1,260,621	2,824,872	4,463,887	139,129	5,145,795	1,187,785
Other State Revenues	8300-8599		808,709	1,879,255	2,610,194	2,040,738	3,610,310	5,161,014	4,221,263	1,562,350	3,344,755	3,643,713
Other Local Revenues	8600-8799		27,292	158,569	169,008	273,865	164,794	213,111	364,090	162,564	309,132	528,913
Interfund Transfers In	8910-8929		-	-	-	-	-	-	455,073	-	970,808	27,248
All Other Financing Sources	8930-8979		-	-	-	-	-	-	-	-	-	-
Undefined Objects												
TOTAL RECEIPTS			14,353,230	15,071,832	47,218,473	24,840,132	29,389,262	52,680,799	98,636,655	26,193,355	50,989,696	43,687,096
C. DISBURSEMENTS												
Certificated Salaries	1000-1999		1,783,264	4,438,279	20,170,685	21,386,509	24,106,296	21,436,684	21,451,187	22,756,799	23,189,263	21,573,805
Classified Salaries	2000-2999		2,667,183	3,887,915	4,881,096	5,209,024	5,315,152	5,202,577	5,233,837	5,071,459	5,284,448	5,411,985
Employee Benefits	3000-3999		2,681,754	4,081,142	15,400,065	15,561,311	15,910,831	15,353,392	15,619,095	15,759,809	17,029,364	15,609,091
Books and Supplies	4000-4999		169,929	1,691,479	842,807	518,397	1,042,904	517,561	706,076	791,468	476,168	530,517
Services	5000-5999		728,087	2,950,705	4,096,777	7,535,755	6,145,251	7,067,790	4,674,002	6,355,131	6,422,937	6,367,433
Capital Outlay	6000-6599		35,597	298,613	101,038	57,498	44,277	65,801	84,691	32,802	48,964	100,092
Other Outgo	7000-7499		2,552	4,564	1,063	(27,341)	(1)	4,549	4,476	(49,168)	8,586	(1,352)
Interfund Transfers Out	7600-7629		92	-	-	-	-	-	-	-	-	-
All Other Financing Uses	7630-7699		-	-	-	-	-	-	-	-	-	-
TOTAL DISBURSEMENTS		-	8,068,458	17,352,697	45,493,531	50,241,154	52,564,709	49,648,353	47,773,365	50,718,301	52,459,730	49,591,572
D. BALANCE SHEET ITEMS												
Assets and Deferred Outflows												
Cash Not In Treasury	9111-9199		-	-	-	-	-	-	-	-	-	-
Accounts Receivable	9200-9299	63,181,606	6,391,236.29	4,677,292.73	9,503,609.86	11,236,081.18	5,478,546.68	30,153.06	(567,713.64)	497,475.45	1,399,900.77	(680,499.02)
Due From Other Funds	9310	-	-	-	-	-	-	-	-	-	-	-
Stores	9320	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenditures	9330	-	-	-	-	-	-	-	-	-	-	-
Other Current Assets	9340	-	-	-	-	-	-	-	-	-	-	-
Deferred Outflows of Resources	9490	-	-	-	-	-	-	-	-	-	-	-
Undefined Objects												
SUBTOTAL ASSETS		63,181,606	6,391,236	4,677,293	9,503,610	11,236,081	5,478,547	30,153	(567,714)	497,475	1,399,901	(680,499)
Liabilities and Deferred Inflows												
Accounts Payable	9500-9599	(53,872,025)	(31,035,329)	(924,863)	(99,771)	(48,176)	(217,117)	(52,599)	(287,172)	(478,494)	(417,607)	(1,027,460)
Due To Other Funds	9610	-	-	-	-	-	-	-	-	-	-	-
Current Loans	9640	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenues	9650	-	-	-	-	-	-	-	-	-	-	-
Deferred Inflows of Resources	9690	-	-	-	-	-	-	-	-	-	-	-
Undefined Objects												
SUBTOTAL LIABILITIES		(53,872,025)	(31,035,329)	(924,863)	(99,771)	(48,176)	(217,117)	(52,599)	(287,172)	(478,494)	(417,607)	(1,027,460)
Nonoperating												
Suspense Clearing	9910											
TOTAL BALANCE SHEET ITEMS		9,309,582	(24,644,093)	3,752,430	9,403,839	11,187,905	5,261,430	(22,446)	(854,886)	18,982	982,294	(1,707,959)
E. NET INCREASE/DECREASE B - C + D		9,309,582	(18,359,320)	1,471,565	11,128,781	(14,213,116)	(17,914,017)	3,010,000	50,008,405	(24,505,964)	(487,740)	(7,612,435)
F. ENDING CASH (A + E)			96,182,826	97,654,391	108,783,171	94,570,055	76,656,038	79,666,038	129,674,443	105,168,479	104,680,739	97,068,304
G. Ending Cash, Plus Cash Accruals and Adjustments			123,851,728									

21-22 Adopted Budget Cash Flow



Year 3 Projected Cash Flow

May 2024 Projected	June 2024 Projected	Accrual Projected	Adjustments	Total Projected	Budget
97,068,304	100,595,777			\$ -	\$ -
24,321,063	42,986,377	-	-	\$ 344,895,285	\$ 344,895,285
26,034,892	5,841,925	-	-	\$ 115,130,354	\$ 115,130,354
3,649	(3,675,040)	(2,326,061)	-	\$ (13,839,687)	\$ (13,839,687)
312,390	12,143,198	10,204,743	-	\$ 40,014,943	\$ 40,014,943
2,837,949	5,335,813	14,671,930	22,211,723	\$ 73,939,718	\$ 73,939,718
452,445	228,602	2,717,202	-	\$ 5,769,589	\$ 5,769,589
-	489,293	373,879	-	\$ 2,316,301	\$ 2,316,301
-	-	-	-	\$ -	\$ -
-	-	-	-	\$ -	\$ -
53,962,388	63,350,168	25,641,694	22,211,723	568,226,503	568,226,503
21,329,278	22,389,968	4,803,876	-	\$ 230,815,892	\$ 230,815,892
5,967,424	5,552,176	2,170,694	-	\$ 61,854,971	\$ 61,854,971
15,624,075	15,920,391	18,798,233	22,211,723	\$ 205,560,275	\$ 205,560,275
1,129,727	1,736,390	16,204,504	-	\$ 26,357,928	\$ 26,357,928
6,813,260	7,559,623	14,028,750	-	\$ 80,745,500	\$ 80,745,500
127,933	121,265	662,949	-	\$ 1,781,522	\$ 1,781,522
2,051	22,177	(122,337)	-	\$ (150,180)	\$ (150,180)
-	240,161	25,747	-	\$ 266,000	\$ 266,000
-	-	-	-	\$ -	\$ -
50,993,747	53,542,152	56,572,417	22,211,723	607,231,908	607,231,908
-	-	-	-	\$ -	
566,679.66	(11,470,226.00)	36,119,069	-	\$ 63,181,606	
-	-	-	-	\$ -	
-	-	-	-	\$ -	
-	-	-	-	\$ -	
-	-	-	-	\$ -	
-	-	-	-	\$ -	
566,680	(11,470,226)	36,119,069	-	63,181,606	\$ -
(7,847)	(5,466,960)	(13,808,631)	-	\$ (53,872,025)	
-	-	-	-	\$ -	
-	-	-	-	\$ -	
-	-	-	-	\$ -	
-	-	-	-	\$ -	
(7,847)	(5,466,960)	(13,808,631)	-	(53,872,025)	\$ -
-	-	-	-	\$ -	
558,832	(16,937,186)	22,310,438	-	9,309,582	
3,527,473	(7,129,170)	(8,620,285)	-	(29,695,823)	\$ (39,005,405)
100,595,777	93,466,608			\$ 84,846,323	



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.2

Meeting Date: June 10, 2021

Subject: Public Hearing: Local Control and Accountability Plan (LCAP) 3-Year

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Continuous Improvement and Accountability Office

Recommendation: Conduct the Public Hearing of the 2021-22 Local Control and Accountability Plan.

Background/Rationale: Annually, districts must develop and adopt a Local Control and Accountability Plan (LCAP). The LCAP provides details of goals, actions, and expenditures to support identified student outcomes and overall performance. Prior to adoption, the LCAP must be presented to the board in a public hearing. This item presents the 2021-22 through 2023-24 LCAP for public hearing.

Financial Considerations: The LCAP includes a wide range of projected expenditures for actions and services being implemented to achieve the stated goals. These projections are developed in alignment with the proposed budget.

LCAP Goals: College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Executive Summary
2. Draft Local Control and Accountability Plan (LCAP)
3. Public Hearing Notice

Estimated Time of Presentation: 30 minutes

Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer

Steven Fong, LCAP/SPSA Coordinator

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Public Hearing: Local Control and Accountability Plan 3-Year
June 10, 2021



Local Control & Accountability Plan

I. Overview/History of Department or Program

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. (From CDE LCAP web page)

The key components of an LCAP include:

- An overview of the district's **context**, recent **successes** and identified **needs**
- A district's **goals**
- The **actions/services** that the district will implement to achieve those goals (and their projected costs)
- The **metrics** that will be used to determine success and the **target outcomes** for each metric
- **Analysis** of outcomes and expenditures from the previous year
- Description of how the district is **increasing/improving services for unduplicated students**
- Description of how **stakeholder input** was solicited, summary of key input, and how it influenced the plan

Key Terms:

- **Local Control and Accountability Plan (LCAP):** A three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes
- **Local Control Funding Formula (LCFF):** The state's method for funding school district
- **LCFF Base Funding:** Uniform base grant based on grade span and average daily attendance
- **Unduplicated Pupils:** English Learners, Foster Youth Homeless Youth, and Socioeconomically Disadvantaged student
- **LCFF Supplemental Grant Funding:** Additional funding based upon unduplicated pupil percentage
- **LCFF Concentration Grant Funding:** Additional funding based upon the percentage of unduplicated pupils exceeding 55% of district's enrollment

In terms of background, the state Legislature approved a new funding system for all California public schools in July 2013. This new funding system, the Local Control Funding Formula (LCFF), requires that every Local Education Agency write a Local Control and Accountability Plan (LCAP). Three Year LCAPs were approved in 2014, 2017 and now 2021

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Public Hearing: Local Control and Accountability Plan 3-Year
June 10, 2021



Following the closure of schools due to COVID-19, April 23, 2020, Governor Newsom issued Executive Order N-56-20 on April 23, 2020. This order postponed the 2020-21 LCAP to December 2020 and established the COVID-19 Operations Written Report requirement. Senate Bill 98, signed into law on June 29, 2020, made further changes to accountability requirements. These included elimination of the 2020-21 LCAP, shifting of the next three-year LCAP cycle to 2021-22 to 2023-24, and creation of the one-time Learning Continuity and Attendance Plan requirement. The 2021-22 to 2023-24 LCAP will be the third, three-year cycle in the history of the LCFF era. It follows the 2014-15 to 2016-17 LCAP and the 2017-18 to 2019-20 LCAP.

II. Driving Governance:

According to Ed Code 52060, on or before July 1, annually, the Governing Board of each school district shall adopt a Local Control and Accountability Plan (LCAP) using a template adopted by the State Board of Education (SBE), effective for three years with annual updates. It will include the district's annual goals for all students and for each significant subgroup in regard to the eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals. Prior to adoption of the LCAP, it must be presented for Public Hearing.

The specific components required for the 2021-22 to 2023-24 LCAP include:

- 2021 LCFF Budget Overview for Parents
- Annual Update for 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan
- 2021-22 to 2023-24 LCAP Three-year Plan
- 2021-22 LCAP Expenditure Tables
- LCAP Instructions

III. Budget:

SCUSD's Local Control and Accountability Plan (LCAP) includes projected expenditures for the actions and services aligned to each LCAP goal. The Local Control Funding Formula (LCFF) Budget Overview for Parents for 2021-22 provides a high-level overview of the district entire budget. The Budget Overview for Parents enables stakeholders to clearly view the following for 2021-22:

Total Projected District Revenue

- Total projected LCFF revenue
- Total projected LCFF Supplemental and Concentration grant revenue
- Total projected revenue from other state sources
- Total projected revenue from local funds
- Total projected Federal funding revenue (including Title I, II, and III funding)

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Public Hearing: Local Control and Accountability Plan 3-Year
June 10, 2021



Projected Expenditures

- Total Projected General Fund Expenditures
- Total Projected Expenditures included in the LCAP
- Total Projected Expenditures in the LCAP for high-needs students

The three-year plan component includes projected expenditures for each planned action and a detailed breakdown of projected expenditures within the expenditure tables. The expenditure tables are new to the LCAP template for the 2021-22 year and include the following information for each LCAP action:

- Total Personnel costs within the action
- Total Non-Personnel costs within the action
- Percentage of the total projected expenditures that are allocated to personnel
- Total Local Control Funding Formula (LCFF) Funds
- Total Other State Funds
- Total Local Funds
- Total Federal Funds

IV. Goals, Objectives and Measures:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. (From CDE LCAP web page)

The key components of an LCAP include:

- An overview of the district's **context**, recent **successes** and identified **needs**
- A district's **goals**
- The **actions/services** that the district will implement to achieve those goals (and their projected costs)
- The **metrics** that will be used to determine success and the **target outcomes** for each metric
- **Analysis** of outcomes and expenditures from the previous year
- Description of how the district is **increasing/improving services for unduplicated students**
- Description of how **stakeholder input** was solicited, summary of key input, and how it influenced the plan

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Public Hearing: Local Control and Accountability Plan 3-Year
June 10, 2021



SCUSD's proposed goals for the 2021-22 LCAP build upon the district's prior LCAP goals, strategic plan, and the current core value and guiding principle. The proposed goals are:

1. 100% of SCUSD students will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Growth in Graduation Rate and College/Career Readiness will be accelerated for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.
2. Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.
3. Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.
4. School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, and Homeless Youth.
5. Parents, families, community stakeholders, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.
6. Provide all school sites three-years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Supports (MTSS). Training will be completed and all district sites should be conducting business and serving students using an MTSS framework by 2024-25. Progress will be measured with the Self-Assessment of MTSS (SAM) Implementation tool in addition to external indicators of site fidelity including: (a) holding MTSS team meetings regularly, (b) engaging in data based practices to assess need and progress monitor and (c) providing differentiated tiered interventions as evidenced by twice-yearly report outs of challenges/successes by each site leader.
7. SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of stakeholders and adopt the updated version by the end of 2021-22. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-24.

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8. SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.

The LCAP must include measurable outcomes that enable the district to monitor progress across the eight state priorities. The eight state priorities and examples of required measurable outcomes within each include:

1. Basics (Teacher Assignments, Access to Instructional Materials, Facilities in good repair)
2. State Standards (Implementation of academic content and performance standards adopted by the state)
3. Parental Involvement (Efforts to seek parent input in decision making and promotion of parent participation)
4. Pupil Achievement (Performance on standardized tests, college/career readiness, English Learner reclassification and proficiency)
5. Pupil Engagement (Attendance rates, Chronic Absenteeism rates, Drop-out rates, Graduation Rates)
6. School Climate (Suspension rates, Expulsion rates, local surveys of safety and connectedness)
7. Course Access (Enrollment in a broad course of study)
8. Other Pupil Outcomes (Pupil outcomes in subject areas)

In addition to the above, the LCAP includes a range of state and local indicators that SCUSD uses to monitor progress towards the plan's goals. For each measurable outcome identified, specific target outcomes for 2023-24 must be set. SCUSD has expanded the level of disaggregation of student groups in the new LCAP to transparently show performance across groups, including performance gaps, and set individual targets.

V. Major Initiatives:

The Stakeholder Engagement section within the LCAP requires districts to provide descriptions in three key areas:

1. A summary of the stakeholder process and how input was considered before finalizing the LCAP.
2. A summary of the feedback provided by specific stakeholder groups.
3. A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The annual and ongoing engagement of stakeholders is a key part of SCUSD's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. The stakeholder engagement process for the 2021-22 to 2023-24 LCAP was unique in terms of timeline and scope as it built upon the engagement process for the 2020-21 Learning Continuity and Attendance Plan. As detailed in SCUSD's adopted Learning Continuity and Attendance Plan, a range of stakeholder engagement activities occurred throughout June-September 2020. These included listening sessions, meetings with district committees/groups, district surveys, a virtual town hall, public comment on the posted draft, and public comment at the public hearing

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and related board presentations. The engagement during this process was foundational to the 2021-22 LCAP as many of the priorities and recommendations raised during that process catalyzed and supported stakeholder input during the remainder of the 2020-21 year.

Extending from the Learning Continuity and Attendance Plan engagement process, stakeholder engagement for the 2021-22 LCAP continued throughout 2020-21. The process includes engagement with district committees/groups in their established meetings and special meetings, engagement with the board, stakeholder surveys, community listening sessions, meetings with district staff, opportunity to comment on the draft, and a public hearing. A key feature of engagement during 2020-21 was the sharing of key stakeholder recommendations earlier in the year to inform board and staff planning. During 2019-20 engagement, the LCAP Parent Advisory Committee (PAC) set an internal goal to advance initial recommendations earlier in the school year. This goal was achieved as the PAC provided initial recommendations to the board in December 2020 in the form of a Board Communication. The LCAP PAC later presented these recommendations to the board in February 2021. At this same meeting, members of the Student Advisory Council (SAC) presented their key recommendations to the board. To provide adequate time for consideration, the board scheduled a special meeting on 3.11.21 to engage directly with members of the PAC and SAC. This meeting also included a presentation by a representative from the California School Boards Association (CSBA) to discuss the role of the board with regard to the LCAP.

Building upon this priority to share stakeholder recommendations earlier, a summary of recommendations across key stakeholder committees/groups was provided to district leadership in early April. These were shared with executive cabinet, departmental leadership, and the representative stakeholder groups. This presentation provides an expanded set of input to the Board and public.

The district's key committees and groups play a critical role in representing different parts of the SCUSD community. Key groups supporting this year's input process included:

- African American Advisory Board (AAAB)
- American Indian Education Program Parent Committee (AIEP PC)
- Community Advisory Committee (CAC)
- District English Learner Advisory Committee (DELAC)
- LCAP Parent Advisory Committee (PAC)
- Student Advisory Council (SAC)

Additionally, the Sacramento Area Youth Speaks (SAYS) team at Luther Burbank provided a comprehensive set of student-formed recommendations to inform the LCAP process that have been integrated into the overall input.

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Presentations to the board to provide opportunities for board member input and public comment included:

- LCAP Mid-Year Update and Initial Presentation of LCAP PAC and SAC recommendations (2.18.21)
- Follow-up Presentation of LCAP PAC and SAC recommendations (3.4.21)
- Special Board Meeting to discuss stakeholder recommendations (3.11.21)
- Presentation of LCAP Draft (5.6.21)
- Summary of Stakeholder Input (5.20.21)
- LCAP Public Hearing (6.10.21)

Several surveys were administered throughout the year to gather additional input from stakeholders. These included:

- Fall 2020 School Climate Survey (Students only)
- Spring 2021 School Climate Survey in March-April 2021 (Students, Staff, and Families)
- LCAP Stakeholder Survey in April-May 2021 (Students, Staff, Families, and Community Members)

Additionally, members of the board of education partnered with the Parent Institute for Quality Education (PIQE) to administer a survey to parents and caregivers in support of the Expanded Learning Opportunities Grant planning process. Feedback from this survey affirmed many of the priorities and recommendations that emerged across LCAP engagement.

A series of five listening sessions were held in April and May 2021 and were open to all students, staff, parents/caregivers, and community members. These provided a brief overview of the LCAP and provided attendees opportunity to share their input on how to best support students with the highest needs.

Several overarching themes emerged throughout the range of stakeholder engagement activities. These themes included:

Effective Implementation of a Multi-tiered System of Supports (MTSS)

A leading theme that echoed across stakeholder input was the importance of implementing and sustaining an effective Multi-Tiered System of Supports (MTSS) districtwide and at each school site. This input area strongly informs many, if not most, of the other overarching themes and key recommendations. Key aspects of MTSS include a coherent and consistent Tier 1 (foundational) program, providing responsive services to students based on identified need (including individualized supports and reading supports), implementing systems that improve the culture and climate of schools and classrooms, equitable allocation of resources using data-based decision making, and monitoring the effectiveness of actions to determine what is working and what needs to be changed.

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Individualized Supports Based on Identified Student Needs

A theme across stakeholder group input was the need for more individualized supports for students with a particular focus on those students with the highest needs. A recurring recommendation was that individualized learning plans be developed for unduplicated students (English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students), African American students, and other student groups with demonstrated needs. Related recommendations include the assignment of specific liaisons to provide a 1 to 1 source of support and advisory periods to provide each student a 1 to 1 teacher/staff connection for social and emotional as well as academic support. Stakeholders emphasized the importance of effective assessment systems to ensure that student needs can be appropriately identified.

Focus on Early Literacy and Developing a Strong Foundation

A focus on early literacy as a foundational requirement for later academic success was also a recurring theme. Specific stakeholder feedback pointed to the need for a focus on reading proficiency by the 3rd grade as a key indicator for the district and expected deliverable for every single student as a fundamental educational right. Similarly, feedback reiterated the importance of supporting English Learners to make clear progress towards fluency and ultimate reclassification in the early grades. Stakeholders also emphasized the need for clear progress monitoring and responsive intervention/supports in early elementary to address any gaps as soon as they are identified. Additional feedback specified the importance of curriculum and instruction for dyslexia intervention, students with learning disabilities in reading, and all struggling readers. Feedback also emphasized the need for a strategic focus on college and career readiness efforts at the elementary grade level. Stakeholders affirmed the need for families and students to have an understanding of PreK-College pathways early on and to have support in developing a clear plan for PreK-12 and beyond, including defined postsecondary goals.

Increased Mental Health Supports

While this theme was present in previous LCAP input processes, it was significantly amplified during the input provided through the Learning Continuity Plan process, current LCAP engagement, and in recent input supporting learning recovery planning. Stakeholders have emphasized the need for more awareness, regular check-ins and monitoring of student needs, and provision of tiered supports to address mental health. Specific feedback examples include the call for more social workers, mental health counseling at school sites, student support centers at all school sites, and the development of courses/curricula to provide students direct access to education about their own mental health. Stakeholders have reiterated the importance of addressing mental health (including the effects of trauma) so that students can fully access any academic supports to be provided and fully engage in the process of learning.

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Improvement of School and Classroom Culture and Climate

Across stakeholder groups, the importance of improving school and classroom culture and climate emerged as a theme. This manifested in recommendations for multiple types of professional development including Social Emotional Learning, anti-bias and anti-racist training. Stakeholders reiterated the need for a continued focus on disproportionate suspension rates, in particular the disproportionate rates of suspension for African American students, Students with Disabilities, Foster Youth, and Homeless Youth. Also noted in feedback was the impact of curriculum on culture and climate. Specific examples included the stated need for curricular materials that are reflective of the Black/African American experience, expand awareness of and increase partnership with tribal educators to provide instruction about the American Indian and Alaska Native experience, provision of materials that support and value home languages, and consistency in providing instruction that is culturally relevant and historically accurate.

Coherence and Consistency in Providing an Equitable and Inclusive Educational Program in all Classrooms and Schools

An overarching theme that overlaps with many other priorities was stakeholders' call for coherence and consistency in the district's Tier 1 program. This call reaffirmed the demand that all students have equitable access to a quality education. Stakeholders emphasized the fact that it should not matter where a student lives, whether they have opted into a program of choice, or which classroom they are assigned to – they should be able to expect the same high-quality, standards-aligned, and enriching program inside and outside of the classroom everywhere in SCUSD. This includes access to high-quality arts and sports programs, regardless of zip code or choice of school. This strand of feedback encompassed the urgency communicated by stakeholders regarding implementation of the District Common Assessments, the differentiation of instruction in all classrooms, the implementation of Universal Design for Learning (UDL) practices, and the provision of effective Designated and Integrated English Language Development (ELD).

Equitable Allocation of Resources

A wide range of stakeholder feedback connected to the common theme of providing more resources to the students, families, programs, and schools that demonstrate the highest needs. This included consistent emphasis that targeted funding be utilized effectively to address the needs of the students who generate that funding. Related feedback included the need to further disaggregate data reporting and target outcomes and maintaining the transparency of how targeted funds are used.

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Implementation Accountability

Another theme that connects to a broad range of stakeholder interests is the importance of building in accountability measures for district initiatives and plans. A key aspect of this feedback strand is accountability to implement professional learning with fidelity. Stakeholders identified the current 'opt-in' culture of the district as a limiting factor in effectively implementing programs and feedback emphasized the need to monitor how training is being provided and whether it is effective in meeting the stated goal(s). Stakeholders also reiterated the importance of linking specific metrics to planned actions to enable more effective monitoring of progress and return on investment. Related to the above theme of coherence and consistency, stakeholder feedback specified the need to implement assessment practices with fidelity so other initiatives such as the Multi-Tiered System of Supports (MTSS) efforts can be successful.

Disruption of the Status Quo

Stakeholders expressed this theme in many ways, with 'disruption of the status quo' summarizing the general interest in taking the recent year as an opportunity for radical changes to programs and practices. This included feedback pointing to the opportunity to build upon key lessons from the distance learning experience and provide new instructional opportunities for students in the future. Also recurring as a theme in feedback was the idea that 'what we were doing before wasn't working, so we should think about how to do things differently.' As noted in the plan summary, stakeholders have emphasized that incremental change alone will not be sufficient to address the needs present in the system.

In addition to the overarching themes that emerged across stakeholder input strands, there were specific priorities and recommendations that recurred during stakeholder engagement. These are organized by LCAP goal area within the stakeholder engagement section.

VI. Results:

The Local Control and Accountability Plan (LCAP) must be presented to the board in a public hearing and, in a subsequent meeting, for adoption prior to June 30, 2021. These steps must occur in alignment with the public hearing and adoption of the district's 2021-22 budget. Within 5 days of adoption, the LCAP must be submitted to the Sacramento County Office of Education (SCOE) for approval.

Beginning with the 2021-22 LCAP, the Dashboard Local Indicators must also be presented during the same meeting at which the LCAP is adopted. Dashboard Local Indicators are self-reported by districts to the state and include:

- Basic Conditions: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Parent and Family Engagement

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- Local Climate Survey
- Access to a Broad Course of Study

VII. Lessons Learned/Next Steps:

Moving forward, the integration of key district planning processes with the LCAP will be key. Examples of recent processes include:

- Expanded Learning Opportunity Grant
- Coronavirus Aid, Relief, and Economic Security (CARES) Act
- California Collaborative for Education Excellence (CCEE) Systemic Instructional Review (SIR)

Remaining Checkpoints in the LCAP development and adoption process include:

- June 10, 2021: LCAP/Budget Public Hearing
- June 24, 2021: LCAP/Budget Adoption
- June 29, 2021: Deadline to Submit LCAP to Sacramento County Office of Education (SCOE)
- Summer 2021: (If needed) SCOE Feedback, SCUSD Revisions, SCOE Approval

Following adoption and approval by the Sacramento County Office of Education (SCOE), fall 2021 next steps will include communication and outreach with the adopted LCAP to students, families, and staff. Concise, stakeholder friendly materials will be provided to help all community members understand the district's key goals, actions, and metrics being used to evaluate success. This process will, in turn, help to drive further input that can be used to inform the development of the 2022-23 LCAP.



Local Control & Accountability Plan

Key Terms:

- **Local Control and Accountability Plan (LCAP):** A three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes
- **Local Control Funding Formula (LCFF):** The state's method for funding school district
- **LCFF Base Funding:** Uniform base grant based on grade span and average daily attendance
- **Unduplicated Pupils:** English Learners, Foster Youth Homeless Youth, and Socioeconomically Disadvantaged student
- **LCFF Supplemental Grant Funding:** Additional funding based upon unduplicated pupil percentage
- **LCFF Concentration Grant Funding:** Additional funding based upon the percentage of unduplicated pupils exceeding 55% of district's enrollment

Draft for 6.10.21 Public Hearing
**2021-22 to 2023-24 Local Control
and Accountability Plan (LCAP)**



Contents:

1. 2021-22 LCFF Budget Overview for Parents
2. Annual Update for 2019-20 LCAP
3. Annual Update for 2020-21 Learning Continuity and Attendance Plan
4. 2021-22 Local Control and Accountability Plan
5. 2021-22 LCAP Expenditure Tables
6. LCAP Instructions



Local Control & Accountability Plan

LCFF Budget Overview for Parents

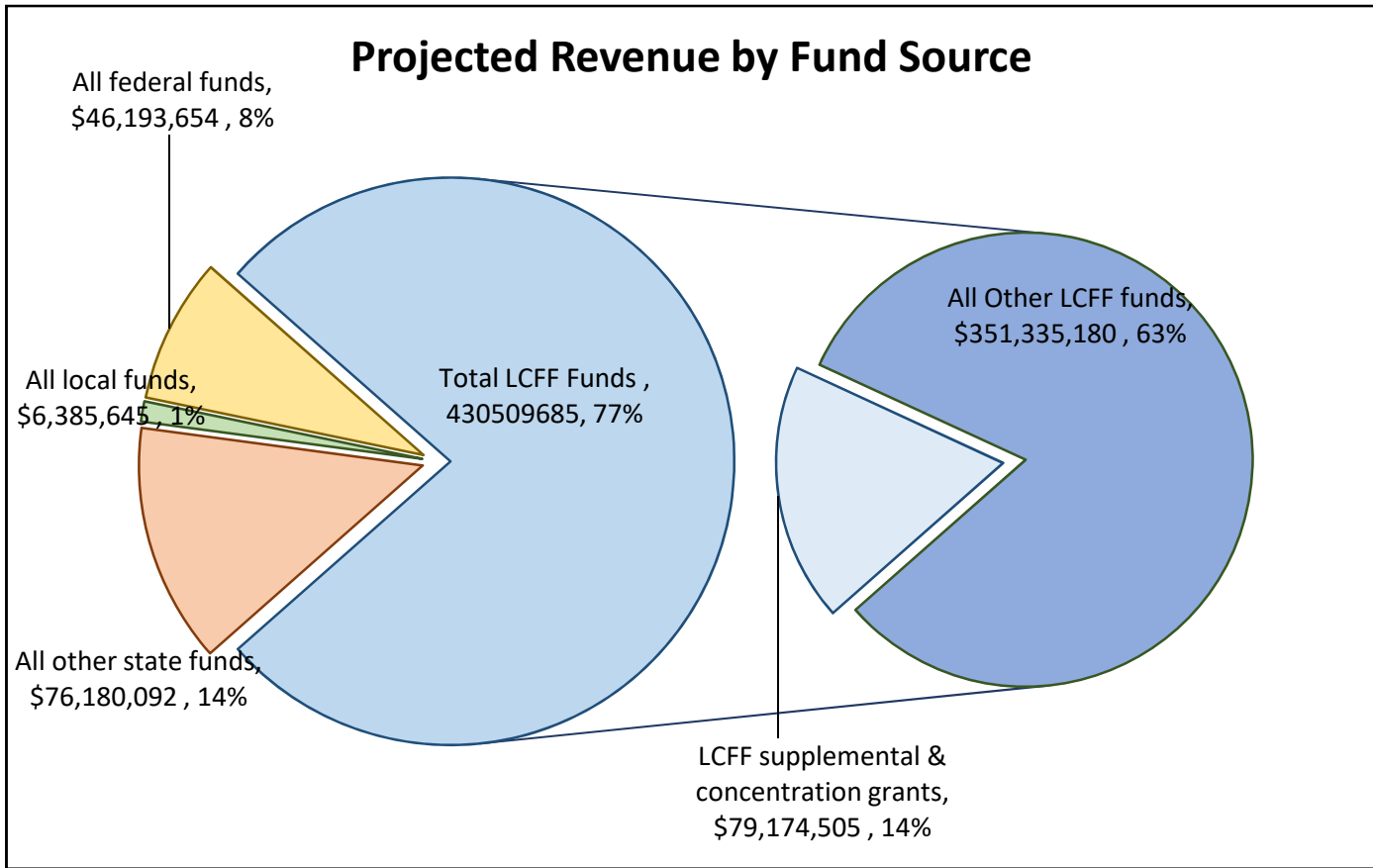
Local Educational Agency (LEA) Name: Sacramento City Unified School District
CDS Code: 34674390000000
School Year: 2021 – 22
LEA contact information: Jorge A. Aguilar, Superintendent (916) 643-7400

Note: Some projected expenditures are still being finalized and the total dollar amounts in this document specific to 21-22 LCAP expenditures may change.

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

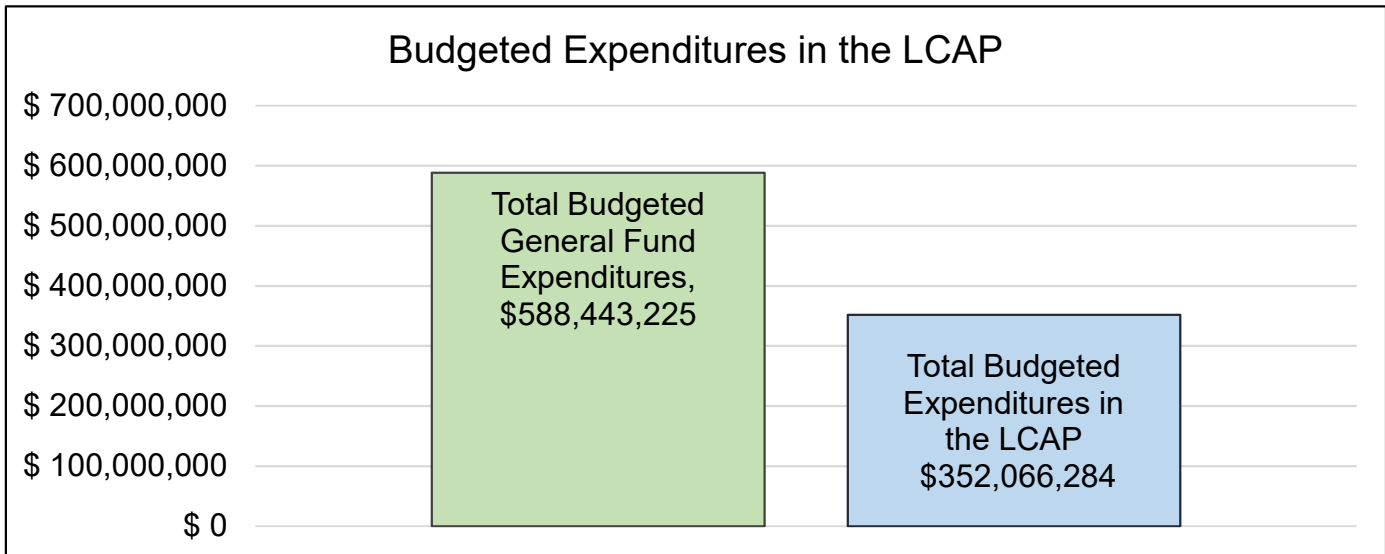


This chart shows the total general purpose revenue Sacramento City Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Sacramento City Unified School District is \$559,269,075.48, of which \$430,509,685.00 is Local Control Funding Formula (LCFF), \$76,180,091.55 is other state funds, \$6,385,645.32 is local funds, and \$46,193,653.61 is federal funds. Of the \$430,509,685.00 in LCFF Funds, \$79,174,505.00 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.



This chart provides a quick summary of how much Sacramento City 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.

Sacramento City Unified School District plans to spend \$588,443,225.15 for the 2021 – 22 school year. Of that amount, \$352,066,284.00 is tied to actions/services in the LCAP and \$236,376,941.15 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

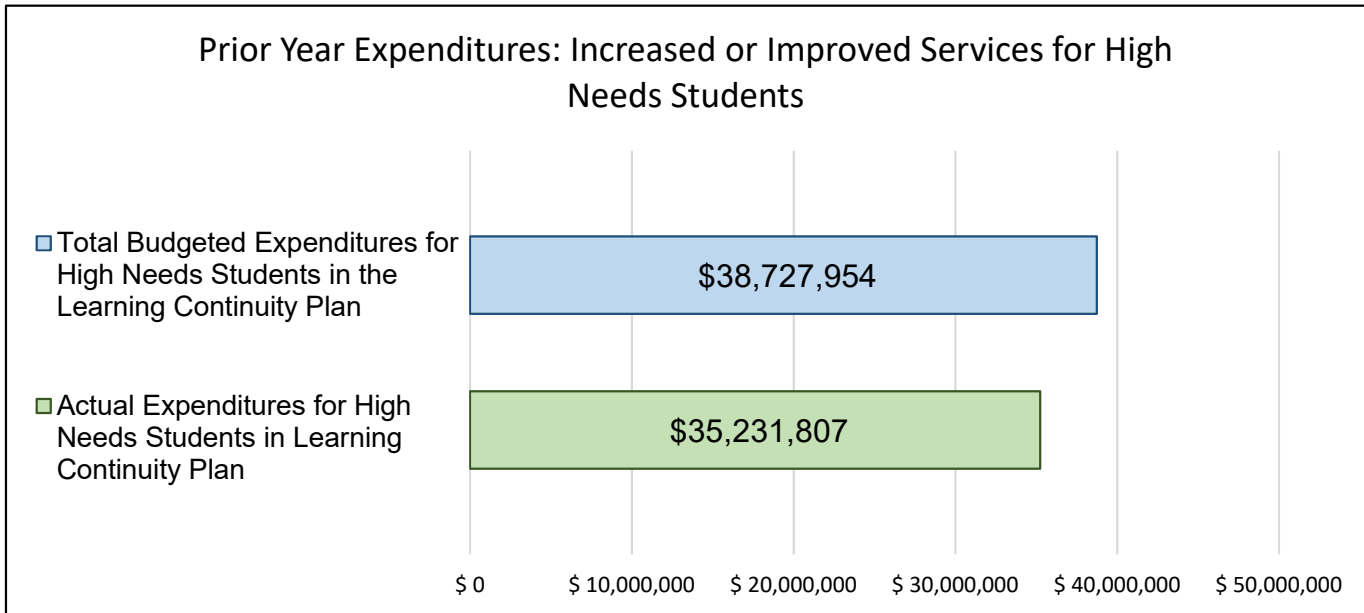
Central office department budgets (except for those specifically included), other employee salaries and benefits (except for those specifically included), transportation, Title 1, 2, and 3 funds (except for those

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

In 2021 – 22, Sacramento City Unified School District is projecting it will receive \$79,174,505.00 based on the enrollment of foster youth, English learner, and low-income students. Sacramento City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento City Unified School District plans to spend \$89,729,829.00 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



This chart compares what Sacramento City 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 Sacramento City 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, Sacramento City Unified School District's Learning Continuity Plan budgeted \$38,727,954.00 for planned actions to increase or improve services for high needs students. Sacramento City Unified School District actually spent \$35,231,807.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$3,496,147.00 had the following impact on Sacramento City Unified School District's ability to increase or improve services for high needs students:

The planned actions for increasing or improving services for high needs students were, overall,



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
Sacramento City Unified School District	Jorge A. Aguilar Superintendent	superintendent@scusd.edu 916.643.7400

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

Increase the percent of students who are on-track to graduate college and career ready.

- Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready. (Action 1.1)
- Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. (Action 1.2)
- Develop an infrastructure for ongoing analysis of student performance and progress by providing teacher release time and collaborative learning time. (Action 1.3)
- Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement. (Action 1.4)

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teachers are appropriately assigned and fully credentialed. Source: School Accountability Report Card	Percent of Teachers Fully Credentialed 2019-20: 97% Percent of Certificated Employees Teaching Outside of Subject Area of Competence 2019-20: 0% Source: School Accountability Report Cards (SARC)

Expected	Actual
<p>19-20 Maintain the number of fully credentialed certificated employees at 99%.</p> <p>Maintain teacher mis-assignment rate at less than 1 percent.</p> <p>Baseline 2016-17: 1,594 certificated employees were credentialed correctly. (95%)</p> <p>2016-17: 20 of 1677 certificated employees were teaching outside subject area of competence. (1.2%)</p>	
<p>Metric/Indicator Pupils have access to standards-aligned instructional materials.</p> <p>Source: School Accountability Report Card; SCOE Williams inspection</p> <p>19-20 Maintain textbook sufficiency. For all schools inspected, no insufficiency.</p> <p>Baseline 100% of students have their own assigned textbook in all core curricular areas (textbook sufficiency).</p>	<p>2018-19: No insufficiency found (100% of students have access to instructional materials in core curricular areas)</p> <p>2019-20: No insufficiency found (100% of students have access to instructional materials in core curricular areas)</p> <p>Source: School Accountability Report Card (SARC)</p>
<p>Metric/Indicator 2016-17 Implementation of State Standards Survey</p> <p>Administrators and leaders assess the district's progress in: (1) providing professional learning, (2) supporting sites in identifying areas to improve in delivering instruction, (3) providing CCSS</p>	

Expected

aligned instructional materials, (4) implementing academic standards for all students, (5) and supporting teachers' professional learning needs.

Source: Local

19-20

Percent of responses as "Fully Implementing" or "Fully Implementing with Sustainability" by area:
 (1) Providing professional learning in ELA, ELD, Mathematics, NGSS and Soc. Sci. 54%
 (2) Supporting sites in identifying areas of improvement in delivering instruction 50%
 (3) Providing CCSS aligned instructional materials in ELA, ELD, Mathematics, NGSS and Soc. Sci. 54%
 (4) Implementing academic standards in CTE, PE, Health, VAPA and World Language for all students 58%
 (5) Supporting teachers' professional learning needs 46%

Baseline

2016-17 Baseline:

Percent of responses as "Fully Implementing" or "Fully Implementing with Sustainability" by area:
 (1) Providing professional learning 24%
 (2) Supporting sites in identifying areas of improve in delivering instruction 20%
 (3) Providing CCSS aligned instructional materials 24%
 (4) Implementing academic standards for all students 28%
 (5) Supporting teachers' professional learning needs 16%

Metric/Indicator

Implementation of English Language Development (ELD) professional learning During the 2019-20 school year, professional learning on ELD focused on using the ELD

Actual

Survey Area	Percent of Responses*	
	Summer 2019	April 2020
Providing Professional Learning	25	24
Supporting Sites in Delivering Instruction	18	14
Providing Aligned Instructional Materials	40	38
Implementing Academic Standards	26	22
Supporting Teachers' Professional Learning	9	12

Source: Local Survey of Site and District Administrators
**Percent of Responses indicating either "Fully Implementing" or "Fully Implementing with Sustainability"*
 Summer 2019: 49 respondents
 Spring 2020: 49 respondents

During the 2019-20 school year, professional learning on ELD focused on using the ELD curriculum within the board-adopted K-12 ELA/ELD programs. ELD training specialists supported

Expected	Actual
<p>curriculum within the board-adopted K-12 ELA/ELD programs. ELD training specialists supported teachers with research-based ELD strategies and job-embedded coaching.</p> <p>Source: SCUSD Multilingual Literacy Department</p> <p>Source: Local</p> <p>19-20 New baseline for ELD professional learning will be established.</p> <p>Baseline 2016-17 Baseline:</p> <p>175 elementary school teachers and 34 secondary school teachers attended the summer ELD Professional Learning Institute.</p> <p>45 teachers participated in EL Master Plan professional learning</p>	<p>teachers with research-based ELD strategies and job-embedded coaching.</p> <p>Source: SCUSD Multilingual Literacy Department</p>
<p>Metric/Indicator Implementation of Next Generation Science Standards (NGSS) professional learning</p> <p>Source: Local</p> <p>19-20 300 teachers attend NGSS professional learning.</p> <p>Baseline 2016-17: 227 teachers attended NGSS professional learning.</p>	<p>2019-20: 1022 teacher contacts</p> <p>Note: This data is reported as ‘teacher contacts,’ as it represents the number of individual contact points and does includes multiple contact points for individual teachers. For 2019-20, the 1022 contacts include 115 Elementary contacts, Includes, 530 Secondary contacts, and 377 contacts through the Instructional Materials Pilot process. The ‘teacher contact’ methodology was used in past years to determine all data reported in previous LCAP Annual Updates.</p> <p>Source: SCUSD Curriculum and Instruction Department</p>
<p>Metric/Indicator</p>	<p>2018-19: 140 Teachers</p>

Expected	Actual														
<p>Implementation of Visual and Performing Arts standards professional learning</p> <p>Source: Local</p> <p>19-20 300 teachers attend VAPA professional learning.</p> <p>Baseline 2016-17: 202 teachers attended Visual and Performing Arts (VAPA) standards professional learning.</p>	<p>2019-20: 10 Teachers</p> <p>Professional development plans in 2019-20 were significantly impacted by two key factors. These included the time required to hire a new VAPA Coordinator, the position that oversees VAPA professional learning, and the closure of schools and in-person meetings due to COVID-19.</p> <p>Source: SCUSD Curriculum and Instruction Department</p>														
<p>Metric/Indicator Student achievement in grades 3-8 and 11 on standardized ELA assessments (CAASPP)</p> <p>Source: California School Dashboard; CAASPP.cde.ca.gov</p> <p>19-20 2018-19: CAASPP ELA Average distance from standard met/Level 3 (DF3):</p> <p>All: -7.4</p> <p>Continue to accelerate gap closure with the following targets for the lowest performing student groups:</p> <ul style="list-style-type: none"> • Low Income: -21 • English Learner: -30 • Students with Disabilities: -73 • African American students: -40 • Hispanic/Latino students: -19 <p>Baseline</p>	<p>Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below.</p> <p>2018-19 CAASPP ELA Results for Grades 3-8 and 11</p> <table border="1" data-bbox="1066 792 1684 1065"> <thead> <tr> <th>Student Group</th> <th>Average Distance From Standard (DFS)</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>-21.5</td> </tr> <tr> <td>Low Income Students</td> <td>-43.9</td> </tr> <tr> <td>English Learners</td> <td>-58.0</td> </tr> <tr> <td>Students with Disabilities</td> <td>-100.5</td> </tr> <tr> <td>African American students</td> <td>-72.5</td> </tr> <tr> <td>Hispanic/Latino students</td> <td>-39.7</td> </tr> </tbody> </table> <p>Source: California School Dashboard (CSD)</p>	Student Group	Average Distance From Standard (DFS)	All students	-21.5	Low Income Students	-43.9	English Learners	-58.0	Students with Disabilities	-100.5	African American students	-72.5	Hispanic/Latino students	-39.7
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<p>2015-16: CAASPP ELA Average distance from standard met/Level 3 (DF3)</p> <p>All: -28.4</p> <p>Status of lowest performing student groups:</p> <ul style="list-style-type: none"> • Low Income: -49.1 • English Learner -55.1 • Students with Disabilities: -101.3 • African American: -69.2 • Hispanic/Latino: -47.6 															
<p>Metric/Indicator Student achievement in grades 3-8 and 11 on standardized Math assessments (CAASPP)</p> <p>Source: California School Dashboard; CAASPP.cde.ca.gov</p> <p>19-20 2018-19: CAASPP Math Average distance from standard met/Level 3 (DF3)</p> <p>All: -30.4</p> <p>Accelerate gap closure with the following targets for the lowest performing student groups:</p> <ul style="list-style-type: none"> • Low Income: -39 • English Learner -38 • Students with Disabilities: -85 • African American: -65 • Hispanic/Latino: -40 <p>Baseline</p>	<p>Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below.</p> <p>2018-19 CAASPP Math Results for Grades 3-8 and 11</p> <table border="1" data-bbox="1066 781 1843 1122"> <thead> <tr> <th>Student Group</th> <th>Average Distance From Standard (DFS)</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>-48.8</td> </tr> <tr> <td>Low Income Students</td> <td>-70.5</td> </tr> <tr> <td>English Learners</td> <td>-75.1</td> </tr> <tr> <td>Students with Disabilities</td> <td>-129.1</td> </tr> <tr> <td>African American students</td> <td>-107</td> </tr> <tr> <td>Hispanic/Latino students</td> <td>-69.8</td> </tr> </tbody> </table> <p>Source: California School Dashboard (CSD)</p>	Student Group	Average Distance From Standard (DFS)	All students	-48.8	Low Income Students	-70.5	English Learners	-75.1	Students with Disabilities	-129.1	African American students	-107	Hispanic/Latino students	-69.8
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Expected	Actual																															
<p>2015-16: CAASPP Math Average distance from standard met/Level 3 (DF3)</p> <p>All: -45.4</p> <p>Status of lowest performing student groups:</p> <ul style="list-style-type: none"> • Low Income: -66.1 • English Learner -65 • Students with Disabilities: -119.4 • African American: -92.6 • Hispanic/Latino: -66.9 																																
<p>Metric/Indicator Percent of graduates who have completed A-G (college ready) courses</p> <p>Source: CDE DataQuest</p> <p>19-20 Increase by 5 percent until 55% is reached.</p> <p>Increase for Students with Disabilities by 3% a year.</p> <p>Baseline 2015-16: 43.0 percent</p> <p>Status of lowest performing student groups:</p> <ul style="list-style-type: none"> • Low Income: 39.2% • English Learner: 9.8% • Students with Disabilities: 5% • African American 34.9% • Hispanic/Latino 36.6% 	<p>Graduates meeting UC/CSU Requirements (Four Year Adjusted Cohort Outcome)</p> <table border="1" data-bbox="1066 764 1797 1040"> <thead> <tr> <th rowspan="2">Student Group</th> <th colspan="3">Percent of Group Completing</th> </tr> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>51.1</td> <td>50.7</td> <td>54</td> </tr> <tr> <td>Low Income Students</td> <td>46.5</td> <td>46.1</td> <td>50.3</td> </tr> <tr> <td>English Learners</td> <td>35.5</td> <td>35.9</td> <td>37.7</td> </tr> <tr> <td>Students with Disabilities</td> <td>10</td> <td>11.8</td> <td>17.6</td> </tr> <tr> <td>African American students</td> <td>29</td> <td>32.5</td> <td>36.5</td> </tr> <tr> <td>Hispanic/Latino students</td> <td>42</td> <td>41.9</td> <td>45.5</td> </tr> </tbody> </table> <p>Source: CDE Dataquest (Does not include charter schools)</p>	Student Group	Percent of Group Completing			2017-18	2018-19	2019-20	All students	51.1	50.7	54	Low Income Students	46.5	46.1	50.3	English Learners	35.5	35.9	37.7	Students with Disabilities	10	11.8	17.6	African American students	29	32.5	36.5	Hispanic/Latino students	42	41.9	45.5
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<p>Percent of students passing an Advanced Placement (AP) exam (3+)</p> <p>Source: SCUSD Internal analysis</p> <p>19-20 Increase by 2 percent until 65% is reached.</p> <p>Baseline 2015-16: 59.7 percent</p> <p>Status of lowest performing student groups:</p> <ul style="list-style-type: none"> • Low Income: 52% • English Learner: 44.4% • Students with Disabilities: 20% • African American 39.3% • Hispanic/Latino 57.9% 	<p>Advanced Placement (AP) Exams: Percent of 10-12th grade students passing at least one exam with a score of 3+</p> <table border="1" data-bbox="1073 326 1984 672"> <thead> <tr> <th rowspan="2">Student Group</th> <th colspan="3">Percent of Student Group</th> </tr> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>10.8</td> <td>10.6</td> <td>5.7</td> </tr> <tr> <td>Low Income Students</td> <td>8.5</td> <td>8.0</td> <td>4.2</td> </tr> <tr> <td>English Learners</td> <td>3.1</td> <td>4.4</td> <td>2.1</td> </tr> <tr> <td>Students with Disabilities</td> <td>0.5</td> <td>0.4</td> <td>0.7</td> </tr> <tr> <td>African American students</td> <td>2.3</td> <td>2.4</td> <td>1.6</td> </tr> <tr> <td>Hispanic/Latino students</td> <td>9.9</td> <td>8.9</td> <td>4.4</td> </tr> </tbody> </table> <p>Source: SCUSD Internal CALPADS Analysis</p>	Student Group	Percent of Student Group			2017-18	2018-19	2019-20	All students	10.8	10.6	5.7	Low Income Students	8.5	8.0	4.2	English Learners	3.1	4.4	2.1	Students with Disabilities	0.5	0.4	0.7	African American students	2.3	2.4	1.6	Hispanic/Latino students	9.9	8.9	4.4
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<p>Metric/Indicator Percent of students demonstrating college readiness on standardized ELA assessment (CAASPP grade 11 "Exceeded")</p> <p>Source: CAASPP.cde.ca.gov</p> <p>19-20 Increase by 2 percent for both Ready and Conditionally Ready</p> <p>Baseline 2015-16: 19.0 percent</p> <p>Status of lowest performing student groups:</p> <ul style="list-style-type: none"> • Low Income: 15% • English Learner: 1% • Students with Disabilities: 2% • African American 9% • Hispanic/Latino 10% 	<p>Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below.</p> <p>2018-19 CAASPP ELA Results: Percent of 11th Grade Students Exceeding Standard</p> <table border="1" data-bbox="1073 1003 1690 1247"> <thead> <tr> <th>Student Group</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>21.0</td> </tr> <tr> <td>Low Income Students</td> <td>15.3</td> </tr> <tr> <td>English Learners</td> <td>0</td> </tr> <tr> <td>Students with Disabilities</td> <td>2.3</td> </tr> <tr> <td>African American students</td> <td>7.7</td> </tr> <tr> <td>Hispanic/Latino students</td> <td>15.1</td> </tr> </tbody> </table> <p>Source: CAASPP Test Results Site (caaspp-elpac.cde.ca.gov/caaspp/)</p>	Student Group	Percent	All students	21.0	Low Income Students	15.3	English Learners	0	Students with Disabilities	2.3	African American students	7.7	Hispanic/Latino students	15.1																	
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<p>Metric/Indicator Percent of students demonstrating college readiness on standardized Math assessment (CAASPP grade 11 "Exceeded")</p> <p>Source: CAASPP.cde.ca.gov</p> <p>19-20 Increase by 2 percent</p> <p>Baseline 2015-16: 8.0 percent</p> <p>Status of lowest performing student groups:</p> <ul style="list-style-type: none"> • Low Income: 6% • English Learner: 2% • Students with Disabilities: 1% • African American 2% • Hispanic/Latino 3% 	<p>Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below.</p> <p>2018-19 CAASPP Math Results: Percent of 11th Grade Students Exceeding Standard</p> <table border="1" data-bbox="1062 404 1688 649"> <thead> <tr> <th>Student Group</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>10.3</td> </tr> <tr> <td>Low Income Students</td> <td>6.1</td> </tr> <tr> <td>English Learners</td> <td>1.4</td> </tr> <tr> <td>Students with Disabilities</td> <td>0.5</td> </tr> <tr> <td>African American students</td> <td>1.6</td> </tr> <tr> <td>Hispanic/Latino students</td> <td>5.3</td> </tr> </tbody> </table> <p>Source: CAASPP Test Results Site (caaspp-elpac.cde.ca.gov/caaspp/)</p>	Student Group	Percent	All students	10.3	Low Income Students	6.1	English Learners	1.4	Students with Disabilities	0.5	African American students	1.6	Hispanic/Latino students	5.3
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<p>Metric/Indicator Cohort graduation rate</p> <p>Source: CDE DataQuest</p> <p>19-20 Increase by 2.5% a year until 90% or greater rates are achieved for all student groups.</p> <p>Increase graduation rate for SWD by 3% a year until it reaches parity with all student groups.</p> <p>Baseline</p>															

Expected	Actual																															
<p>2015-16: 81.4 percent</p> <p>Status of lowest performing student groups:</p> <ul style="list-style-type: none"> • Low Income: 79.2% • English Learner: 73.8% • Students with Disabilities: 57.3% • African American 72.3% • Hispanic/Latino 77.8% 	<p>Cohort Graduation Rates for 2017-18 to 2019-20</p> <table border="1" data-bbox="1058 228 1856 505"> <thead> <tr> <th rowspan="2">Student Group</th> <th colspan="3">Percent</th> </tr> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>86.3</td> <td>85.7</td> <td>87.3</td> </tr> <tr> <td>Low Income Students</td> <td>85.6</td> <td>84.7</td> <td>86.1</td> </tr> <tr> <td>English Learners</td> <td>77.5</td> <td>81.2</td> <td>75.8</td> </tr> <tr> <td>Students with Disabilities</td> <td>65.1</td> <td>66</td> <td>70.4</td> </tr> <tr> <td>African American students</td> <td>77.7</td> <td>77.1</td> <td>82.4</td> </tr> <tr> <td>Hispanic/Latino students</td> <td>85.4</td> <td>84.2</td> <td>84.6</td> </tr> </tbody> </table> <p>Source: California School Dashboard (CSD)</p> <p>Notes: As of the 2019 Dashboard, the Graduation Rate Indicator reports a combined 4/5 year Cohort Graduation Rate. The 2017-18 and 2018-19 results reported above both are based on this method. The results above do not include charter schools.</p>	Student Group	Percent			2017-18	2018-19	2019-20	All students	86.3	85.7	87.3	Low Income Students	85.6	84.7	86.1	English Learners	77.5	81.2	75.8	Students with Disabilities	65.1	66	70.4	African American students	77.7	77.1	82.4	Hispanic/Latino students	85.4	84.2	84.6
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<p>Metric/Indicator Percent of International Baccalaureate (IB) students receiving IB diplomas</p> <p>Source: SCUSD Internal analysis</p> <p>19-20 Increase by 2 percent</p> <p>Baseline 2015-16: 6.4% percent</p>	<p>Percent of IB Diploma Program candidates that completed the full IB Diploma</p> <p>2017-18: 1.8% 2018-19: 3.3% 2019-20: 7.5%</p> <p>Source: School Site Reporting of Outcomes</p>																															
<p>Metric/Indicator Percent of English Learner students making progress (ELPI)</p> <p>Source: California School Dashboard</p> <p>CELDT/ELPAC Progress</p> <p>Source: SCUSD Internal analysis</p>	<p>Due to the COVID-19 Pandemic, no results for the English Learner Progress Indicator (ELPI) were published on the 2020 Dashboard. Results from the 2019 Dashboard are provided below.</p>																															

Expected	Actual												
<p>19-20 Increase in progress toward English proficiency as measured by ELPAC:</p> <p>30% increase in the percentage of students at overall Level 1 who increased one or more levels in one year. (Baseline: 28% of Level 1 students increased one or more levels from 2017 to 2018.)</p> <p>50% reduction in the percentage of students whose scores decreased one or more levels. (Baseline: 19% of students with two ELPAC scores experienced a decrease)</p> <p>Baseline Spring 2017 California School Dashboard:</p> <p>Status: Low (63.7%) Change: Maintained (-0.8%)</p> <p>2016-17 % of EL students making annual progress as measured by CELDT: 53%</p>	<p>2018-19 English Language Proficiency Assessments for California (ELPAC) Results</p> <table border="1" data-bbox="1066 285 1923 587"> <thead> <tr> <th>Testing Result</th> <th>Percent of English Learners Tested</th> </tr> </thead> <tbody> <tr> <td>Decreased at least one Level</td> <td>18.5</td> </tr> <tr> <td>Maintained Level 1, 2L, 2H, 3L, 3H</td> <td>37.4</td> </tr> <tr> <td>Maintained Level 4</td> <td>3.4</td> </tr> <tr> <td>Progressed at least one Level</td> <td>40.6</td> </tr> <tr> <td>Made Annual Progress*</td> <td>44.1</td> </tr> </tbody> </table> <p>Source: California School Dashboard (CSD)</p> <p>Note: ‘Annual Progress’ on the ELPAC is defined as progressing at least one Level OR Maintaining Level 4. Level 4 is the highest level a student can score on the ELPAC.</p>	Testing Result	Percent of English Learners Tested	Decreased at least one Level	18.5	Maintained Level 1, 2L, 2H, 3L, 3H	37.4	Maintained Level 4	3.4	Progressed at least one Level	40.6	Made Annual Progress*	44.1
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<p>Metric/Indicator Percent of English Learner students reclassified</p> <p>Source: CDE DataQuest</p> <p>19-20 Increase by 1.5 percent</p> <p>Baseline 2016-17: 11.2 percent</p>	<p>Note: Baseline reported in 2016-17 included charter school reclassification date.</p> <p>Data excluding charter schools: 2017-18: 12.6% 2018-19: 9.5% 2019-20: 10.3%</p> <p>Source: Reclassification Data from the California Department of Education (CDE)</p>												

Expected	Actual																							
<p>Metric/Indicator Enrollment in 9th - 12th grade Linked Learning Pathways / Career Academies</p> <p>Source: SCUSD Internal analysis</p> <p>19-20 Maintain a threshold of 35%.</p> <p>Baseline 2015-16: 34.1 percent</p>	<p>Percentage of 9-12th grade students enrolled in Career Technical Education (CTE) (Linked Learning Pathways/Career Academies)</p> <table border="1" data-bbox="1060 386 1732 662"> <thead> <tr> <th rowspan="2">Student Group</th> <th colspan="2">Percent of Group</th> </tr> <tr> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>20.8</td> <td>23.3</td> </tr> <tr> <td>Low Income Students</td> <td>20.6</td> <td>23.5</td> </tr> <tr> <td>English Learners</td> <td>19.3</td> <td>19.8</td> </tr> <tr> <td>Students with Disabilities</td> <td>16.8</td> <td>19.3</td> </tr> <tr> <td>African American students</td> <td>20.2</td> <td>24.2</td> </tr> <tr> <td>Hispanic/Latino students</td> <td>22.0</td> <td>24.7</td> </tr> </tbody> </table> <p>Source: SCUSD Internal CALPADs Analysis</p>	Student Group	Percent of Group		2018-19	2019-20	All students	20.8	23.3	Low Income Students	20.6	23.5	English Learners	19.3	19.8	Students with Disabilities	16.8	19.3	African American students	20.2	24.2	Hispanic/Latino students	22.0	24.7
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<p>Metric/Indicator Implementation of Ethnic Studies curriculum</p> <p>Source: Local</p> <p>19-20 Full implementation as a semester-long graduation requirement</p> <p>Baseline 2016-17: Pilot curriculum at C.K. McClatchy, Luther Burbank, and George Washington Carver High Schools</p>	<p>SCUSD's graduation requirements now include a one-semester ethnic studies requirement. Up to and including the graduating class of 2022, students can take either Ethnic Studies or Contemporary Global Issues. From the graduating class of 2023 on, Ethnic Studies will fully replace Contemporary Global Issues as the graduation requirement.</p> <p>Source: SCUSD Graduation Requirements</p>																							
<p>Metric/Indicator Students have access to a broad course of study.</p> <p>Source: SCUSD Internal analysis</p> <p>19-20 Maintain course access at 100%</p> <p>Baseline</p>	<p>Specific methodology for this metric has not been defined in previous years, though this metric has been reported on as part of the district's Local Indicator Data in the California School Dashboard.</p> <p>All students have access to the district's basic, broad course of study.</p>																							

Expected	Actual																																																											
<p>2016-17: 100% of students have access to a broad course of study</p>	<p>Local Indicator reporting further discusses some of the systemic inequities present that result in disproportionately low enrollment in Advanced Placement and for A-G on-track status for multiple student groups. While all students may have access to the basic, broad course of study, this equal access is not manifesting in students equitably accessing advanced coursework or attaining key college preparedness indicators.</p> <p>Source: SCUSD Local Indicator Data on California School Dashboard (CSD)</p>																																																											
<p>Metric/Indicator Participation in Advanced Learning Opportunities</p> <p>Source: SCUSD Internal analysis</p> <p>19-20 Monitor GATE identification for representation of all student groups.</p> <p>Baseline 2016-17: Elementary GATE participation rate 13.2 percent 2016-7: Middle School GATE participation rate 31.7 percent</p>	<p>Pending</p> <p>Demographics of Students newly identified as GATE in First 90 Days Percent of group of all 1st graders and of newly identified students</p> <table border="1"> <thead> <tr> <th data-bbox="1060 691 1570 821" rowspan="2">Student Group</th> <th colspan="2" data-bbox="1575 691 1860 737">2018-19</th> <th data-bbox="1864 691 1999 737">2019-20</th> </tr> <tr> <th data-bbox="1575 740 1709 821">% of All 1st</th> <th data-bbox="1713 740 1860 821">% of IDs</th> <th data-bbox="1864 740 1999 821">% of All 1st</th> </tr> </thead> <tbody> <tr> <td data-bbox="1060 824 1570 863">Total Cohort</td> <td data-bbox="1575 824 1709 863">3591</td> <td data-bbox="1713 824 1860 863">454</td> <td data-bbox="1864 824 1999 863"></td> </tr> <tr> <td data-bbox="1060 867 1570 906">English Learners</td> <td data-bbox="1575 867 1709 906">21.2</td> <td data-bbox="1713 867 1860 906">11.2</td> <td data-bbox="1864 867 1999 906"></td> </tr> <tr> <td data-bbox="1060 909 1570 948">Foster Youth</td> <td data-bbox="1575 909 1709 948">0.3</td> <td data-bbox="1713 909 1860 948">0.0</td> <td data-bbox="1864 909 1999 948"></td> </tr> <tr> <td data-bbox="1060 951 1570 990">Homeless Youth</td> <td data-bbox="1575 951 1709 990">0.7</td> <td data-bbox="1713 951 1860 990">0.0</td> <td data-bbox="1864 951 1999 990"></td> </tr> <tr> <td data-bbox="1060 993 1570 1032">Socioeconomically Disadvantaged</td> <td data-bbox="1575 993 1709 1032">69.0</td> <td data-bbox="1713 993 1860 1032">43.2</td> <td data-bbox="1864 993 1999 1032"></td> </tr> <tr> <td data-bbox="1060 1036 1570 1075">Students with Disabilities</td> <td data-bbox="1575 1036 1709 1075">14.3</td> <td data-bbox="1713 1036 1860 1075">6.8</td> <td data-bbox="1864 1036 1999 1075"></td> </tr> <tr> <td data-bbox="1060 1078 1570 1117">African American</td> <td data-bbox="1575 1078 1709 1117">13.8</td> <td data-bbox="1713 1078 1860 1117">2.9</td> <td data-bbox="1864 1078 1999 1117"></td> </tr> <tr> <td data-bbox="1060 1120 1570 1159">American Indian or Alaska Native</td> <td data-bbox="1575 1120 1709 1159">0.7</td> <td data-bbox="1713 1120 1860 1159">0.7</td> <td data-bbox="1864 1120 1999 1159"></td> </tr> <tr> <td data-bbox="1060 1162 1570 1201">Asian</td> <td data-bbox="1575 1162 1709 1201">18.7</td> <td data-bbox="1713 1162 1860 1201">23.1</td> <td data-bbox="1864 1162 1999 1201"></td> </tr> <tr> <td data-bbox="1060 1205 1570 1243">Hispanic/Latino</td> <td data-bbox="1575 1205 1709 1243">39.9</td> <td data-bbox="1713 1205 1860 1243">24.7</td> <td data-bbox="1864 1205 1999 1243"></td> </tr> <tr> <td data-bbox="1060 1247 1570 1286">Native Hawaiian or Pacific Islander</td> <td data-bbox="1575 1247 1709 1286">2.1</td> <td data-bbox="1713 1247 1860 1286">1.1</td> <td data-bbox="1864 1247 1999 1286"></td> </tr> <tr> <td data-bbox="1060 1289 1570 1328">White</td> <td data-bbox="1575 1289 1709 1328">17.3</td> <td data-bbox="1713 1289 1860 1328">34.1</td> <td data-bbox="1864 1289 1999 1328"></td> </tr> <tr> <td data-bbox="1060 1331 1570 1370">Two or More Races</td> <td data-bbox="1575 1331 1709 1370">7.6</td> <td data-bbox="1713 1331 1860 1370">13.4</td> <td data-bbox="1864 1331 1999 1370"></td> </tr> </tbody> </table> <p>Source: Advanced Learning Department</p>	Student Group	2018-19		2019-20	% of All 1 st	% of IDs	% of All 1 st	Total Cohort	3591	454		English Learners	21.2	11.2		Foster Youth	0.3	0.0		Homeless Youth	0.7	0.0		Socioeconomically Disadvantaged	69.0	43.2		Students with Disabilities	14.3	6.8		African American	13.8	2.9		American Indian or Alaska Native	0.7	0.7		Asian	18.7	23.1		Hispanic/Latino	39.9	24.7		Native Hawaiian or Pacific Islander	2.1	1.1		White	17.3	34.1		Two or More Races	7.6	13.4	
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<p>Metric/Indicator</p>	<p>Due to competing professional learning demands, no teachers were enrolled in GATE certificate classes during the 2019-20</p>																																																											

Expected	Actual									
<p>Expansion of Gifted and Talented Education professional learning</p> <p>Source: Local</p> <p>19-20 Maintain enrollment in GATE certificate classes at 20.</p> <p>Baseline 2016-17: 33 teachers completes the GATE professional learning sequence</p>	<p>school year. Teachers were provided ongoing, on-site support by the GATE Training Specialist to sustain and improve program offerings.</p> <p>Source: SCUSD Curriculum and Instruction Department</p>									
<p>Metric/Indicator Graduation On Track: N and % of high school students moved from off-track to on-track by the end of Semester 1.</p> <p>Source: PTAI (local)</p> <p>19-20 Establish goal based on baseline</p> <p>Baseline Establish baseline in 2018-19</p>	<p>Number and Percent of high school students moved from Off-Track to On-Track for Graduation by the end of the first semester</p> <table border="1" data-bbox="1066 776 1766 906"> <thead> <tr> <th>Year</th> <th>Number</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>1427/4171</td> <td>34.2</td> </tr> <tr> <td>2019-20</td> <td>1722/4938</td> <td>34.9</td> </tr> </tbody> </table> <p>Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))</p>	Year	Number	Percent	2018-19	1427/4171	34.2	2019-20	1722/4938	34.9
Year	Number	Percent								
2018-19	1427/4171	34.2								
2019-20	1722/4938	34.9								
<p>Metric/Indicator A-G On Track: N and % of 10th-12th grade students moved from a-g off-track to a-g subject borderline by the end of Semester 1.</p> <p>Source: PTAI (local)</p> <p>19-20 Establish goal based on baseline</p> <p>Baseline Establish baseline in 2018-19</p>										

Expected	Actual									
	<p data-bbox="1060 168 1877 285">Number and Percent of high school students moved from Off-Track to subject borderline for A-G course completion by the end of the first semester</p> <table border="1" data-bbox="1064 329 1761 457"> <thead> <tr> <th data-bbox="1064 329 1289 371">Year</th> <th data-bbox="1289 329 1533 371">Number</th> <th data-bbox="1533 329 1761 371">Percent</th> </tr> </thead> <tbody> <tr> <td data-bbox="1064 371 1289 414">2018-19</td> <td data-bbox="1289 371 1533 414">524/1953</td> <td data-bbox="1533 371 1761 414">26.8</td> </tr> <tr> <td data-bbox="1064 414 1289 457">2019-20</td> <td data-bbox="1289 414 1533 457">644/1952</td> <td data-bbox="1533 414 1761 457">33</td> </tr> </tbody> </table> <p data-bbox="1060 505 1780 581">Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))</p>	Year	Number	Percent	2018-19	524/1953	26.8	2019-20	644/1952	33
Year	Number	Percent								
2018-19	524/1953	26.8								
2019-20	644/1952	33								
<p data-bbox="107 607 1010 716">Metric/Indicator Implementation of State Standards in Social Studies and Civics: Confirm standards implementation is aligned with the FAIR Act</p> <p data-bbox="107 753 296 784">Source: local</p> <p data-bbox="107 842 443 914">19-20 Monitor implementation</p> <p data-bbox="107 930 527 993">Baseline Establish baseline in 2018-19</p>	<p data-bbox="1052 600 1948 704">Prior levels of implementation were sustained and no additional implementation steps were taken. No formal baseline was established in 2018-19.</p> <p data-bbox="1052 745 1845 776">Source: SCUSD Curriculum and Instruction Department</p>									

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p data-bbox="107 1182 1035 1479">A basic educational program is provided to all students in Sacramento City Unified School District as the foundation to developing College and Career Ready students. In order to improve student learning, close achievement gaps and ensure students are college, career, and life ready, the district will provide certificated salaries and benefits to attract teachers who are highly qualified to provide exemplary services to all students, including unduplicated counts. Kindergarten through third grade classes will be a maximum of 24 students per class. Maintain class size reduction at 24:1 in K-3, and provide class size reduction</p>	<p data-bbox="1066 1190 1470 1287">Classroom teachers; classified staff; basic facilities costs; instructional supplies.</p> <p data-bbox="1079 1321 1488 1352">1000-4000 LCFF \$261,874,148</p> <p data-bbox="1066 1373 1480 1500">Maintain class size reduction to 24:1 in K-3, additional CSR in targeted classrooms, and professional learning through</p>	<p data-bbox="1547 1255 1959 1286">1000-4000 LCFF \$261,173,682</p> <p data-bbox="1539 1373 1835 1437">1000-4000 Suppl/Con \$38,329,452</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>above formula at selected high-need sites. Maintain professional learning through collaborative time.</p> <p>At Title I schools, intervention services are provided to our most academically-challenged students.</p>	<p>collaborative time. 1000-4000 Suppl/Con \$35,994,995</p> <p>Intervention and school initiatives 1000-6000 Title I \$2,914,000</p>	<p>1000-4000 Title I \$6,389,135</p>
<p>Curriculum Coordinators and district training specialists offer on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CCSS and other California State Standards, including the ELD standards, World Languages, Next Generation Science Standards, Visual and Performing Arts, Social Science, Physical Education and Health; and professional learning for Special Education.</p>	<p>1000-3000 Suppl/Con \$799,477</p> <p>1000-3000 Title I \$2,753,255</p> <p>1000-3000 Title II \$859,018</p> <p>1000-3000 Title III \$509,308</p> <p>1000-3000 Suppl/Con EL \$107,249</p>	<p>1000-3000 Suppl/Con \$536,503</p> <p>1000-3000 Title I \$2,111,634</p> <p>1000-3000 Title II \$897,947</p> <p>1000-3000 Title III \$499,931</p> <p>1000-3000 Suppl/Con EL \$0</p>
<p>Construct a strong foundation for early childhood learning with preschool and Transitional Kindergarten. Enhance school readiness and achievement over time with early literacy. Transitional kindergarten continues without modification.</p> <p>These early childhood offerings have been shifted to other providers: Early Head Start for infants and toddlers, preschool programs, in-house programs for children with medical needs, and prenatal education.</p>	<p>Federal Child Care: 235,774</p> <p>Head Start: 5,840,686</p> <p>SETA Headstart Preschool 31,200</p> <p>PreK and Family Lit 15,000</p> <p>State Preschool: 4,565,429</p> <p>1000-4000 Grant \$10,688,089</p> <p>Transitional kindergarten</p> <p>1000-4000 Suppl/Con \$1,313,030</p> <p>Contribution to state preschool</p> <p>1000-4000 Suppl/Con \$847,039</p> <p>Contribution to Adult Education for the Parent Participation Preschool 1000-4000 Suppl/Con \$360,000</p>	<p>1000-4000 Grant \$11,262,183</p> <p>1000-4000 LCFF \$1,440,922</p> <p>1000-4000 Suppl/Con \$1,098,262</p> <p>1000-4000 LCFF \$1,600,000</p>
<p>District librarians assist with research and project-based learning. Low income, English learner and foster youth have access to instructional technology resources to enhance instruction and provide college and career readiness activities.</p>	<p>1000-3000 Suppl/Con \$1,541,999</p>	<p>1000-3000 Suppl/Con \$1,556,146</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase access to Common Core instruction for students with disabilities. Develop and implement MTSS including strategies for evidence based academic and social emotional intervention and universal design for learning in all Gen Ed and SDC classes in K-12.</p> <p>Site capacity assessment tool will be validated and 100% of schools will have participated in the survey during 2019-20.</p>	<p>1000-3000 LCFF \$19,273,093 1000-3000 LCFF \$321,968</p>	<p>1000-3000 LCFF \$17,145,952 1000-3000 LCFF \$320,903</p>
<p>Provide academic and career counseling to support students. Provide targeted assistance to low income, English learner, foster youth and students with disabilities in college and career readiness activities and guidance.</p> <p>Counselors at every high school and .5 FTE at middle schools plus John Still and Rosa Parks K-8, for a total of 47 FTE districtwide.</p> <p>Action is modified with the addition of the Master Schedule Director and credit recovery programming to improve increased graduation rate and college and career readiness by ensuring students who are off-track get back on-track.</p>	<p>1000-3000 LCFF \$762,567 1000-3000 Suppl/Con \$5,633,929 Master Schedule Director, Professional Learning, Credit Recovery Programming 1000- 6000 Suppl/Con \$815,870</p>	<p>1000-3000 LCFF \$804,542 1000-3000 Suppl/Con \$5,960,083 1000-6000 Suppl/Con \$479,512</p>
<p>Sustain and deepen the implementation of Linked Learning and High Quality Career Technical Education (CTE) Pathways that prepare students for post-secondary education and careers. Increase student participation in the work-based learning (WBL) continuum. CCGI is no longer in use.</p> <p>It is anticipated that Perkins will be renewed and additional funds will be provided through CTEIG 2, but those have not been awarded as of the LCAP adoption.</p>	<p>1000-4000 Suppl/Con \$2,941,941 Strong Workforce Grant 1000- 7000 Grant \$83,057</p>	<p>1000-4000 Suppl/Con \$2,351,144 1000-7000 Grant \$14,308 Perkins Grant 1000-7000 Grant \$382,133</p>
<p>No funding is anticipated for the 2019-20 year. Grant funds were intended to be exhausted by 2018-19.</p>	<p>\$0</p>	<p>N/A</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Foster Youth receive educational counseling from a Foster Youth Services Department Program Associate with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department. Educational outcomes for Foster Youth must mirror that of the general student population.</p> <p>Grant included refers to a contract with the County. Foster Youth served by the grant are 16-18 years old and will be prepared for independent living. Action is modified by the addition of the TUPE grant.</p>	<p>1000-4000 Suppl/Con \$435,230 1000-4000 Title I \$180,993 TUPE Grant 1000-4000 Grant \$973,160</p>	<p>1000-4000 Suppl/Con \$382,106 1000-4000 Title I \$152,729 1000-4000 Grant \$405,235</p>
<p>Provide English Language Development (ELD) professional learning for principals, district staff including bilingual instructional assistants, and other leaders. Implement the EL Master Plan in accordance with the CA ELA/ELD Framework. Staff support schools' monitoring of English Learner progress in ELD, and in academic subjects. Modified action reflects funding shift from Title I to LCFF - Suppl/Con EL. Action is modified by a reduction in staff (from 2 Coordinators to 1)</p>	<p>1000-4000 Suppl/Con \$7,535 1000-4000 Suppl/Con EL \$367,432 1000-3000 Title I \$152,845 1000-4000 Title III \$927,554</p>	<p>1000-4000 Suppl/Con \$7,486 1000-4000 Suppl/Con EL \$277,973 1000-3000 Title I \$111,637 1000-4000 Title III \$837,088</p>
<p>Expand access to programming to support students who are demonstrating beyond age level capacity for learning and creativity. Implement inclusive practices in the Gifted and Talented identification pathways that specifically support Low Income, English learners, students with disabilities, and culturally diverse learners.</p> <p>Action is modified by the addition of a Research and Data Coordinator who will oversee data and analysis requirements related to GATE eligibility, and math eligibility data analyses for math placement; coordinate the district-wide administration of the PSAT 8/9, PSAT, and SAT.</p>	<p>1000-3000 LCFF \$78,535 5000-5999: Services And Other Operating Expenditures Suppl/Con 692,000 1000-3000 Title I \$78,535 1000-3000 Title II \$115,520 Research and Data Coordinator (1.0 FTE) 1000-3000 Suppl/Con \$154,701</p>	<p>1000-3000 LCFF \$81,603 5000-5999: Services And Other Operating Expenditures Suppl/Con \$431,583 1000-3000 Title I \$82,652 1000-3000 Title II \$118,051 1000-3000 Suppl/Con \$99,237</p>
<p>Expand access to the International Baccalaureate (IB) program by providing ongoing professional learning, providing curricular resources, and community outreach to ensure that low income, English learners, and under-represented student groups are enrolled.</p>	<p>1000-4000 Suppl/Con \$972,538</p>	<p>1000-4000 Suppl/Con \$914,208</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.1:</p> <ul style="list-style-type: none"> • Curriculum, assessments, and professional learning • Substitutes for professional learning • Supplemental materials and instructional technology 	1000-4000 Suppl/Con \$2,945,000	1000-5000 Suppl/Con \$3,128,465 1000-5000 Suppl/Con EL \$441,683
<p>Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.2:</p> <ul style="list-style-type: none"> • Intervention Supports such as Resource Teachers • Instructional Assistants 	1000-4000 Suppl/Con \$2,800,000	1000-5000 Suppl/Con \$1,421,553 1000-5000 Suppl/Con EL \$573,944
<p>Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.3:</p> <ul style="list-style-type: none"> • Additional collaborative time for data analysis, planning and monitoring of student progress • Academic Conferences 	1000-4000 Suppl/Con \$285,000	1000-5000 Suppl/Con \$407,122 1000-5000 Suppl/Con EL \$467,129
<p>Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.4:</p> <ul style="list-style-type: none"> • Supplemental materials for English Language Development • Bilingual Instructional Assistants • Books 	1000-4000 Suppl/Con EL \$1,930,000	1000-5000 Suppl/Con EL \$475,491 1000-5000 Suppl/Con \$55,959
<p>School Psychologists provide screening and early identification of learning disabilities and other challenges students face. Attend student study team meetings and recommend appropriate interventions or</p>	1000-3000 Suppl/Con \$3,971,800	1000-3000 Suppl/Con \$4,093,105

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
modifications as needed, especially for low income, English learner, foster youth and homeless students		
Interventions to improve Grade Level Readiness will include Winter Break, after school, weekend and summer programs.	1000-4000 Suppl/Con \$600,000 1000-4000 Title I \$900,000	1000-4000 Suppl/Con \$0 1000-4000 Title I \$79,797
Action will not be implemented in 2019-20.		N/A
Provide intervention support through before-and-after school tutoring for students identified as low-performing in the targeted grades listed above.	1000-6000 Grant \$1,792,254	Low-Performing Student Block Grant (LPSBG) 1000-6000 Grant \$1,277,462
Credit recovery options at the Sacramento Accelerated Academy (SAA), the district's online credit recovery program housed on the Enrollment Center campus. SAA students work on coursework in a computer lab setting and have the assistance of teachers who are on-site as well as online teachers whom they can access remotely via the internet.	1000-4000 Suppl/Con \$1,129,983	1000-4000 Suppl/Con \$1,277,462
SCUSD's Induction program will provide participating teachers individualized, job-embedded support in the first years of their teaching profession so as to increase the efficacy and retention of our new teachers. Participating Teachers will also demonstrate progress towards mastery of the California Standards for the Teaching Profession so as to effectively serve our diverse student body, their families and our community.	1000-5000 LCFF \$372,852 1000-3000 Title II \$780,652	1000-3000 LCFF \$266,055 1000-3000 Title II \$376,401

Goal Analysis

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

The majority of budgeted funds in this goal area were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. While there was reallocation of staff efforts during the transition to distance learning, there was not a significant reallocation of funding. The areas in which funds were expended on other actions or services and/or additional funds were used were:

- Providing technology and materials to ensure access to distance learning. Beginning with one device per family, chromebooks were distributed to all students who needed a device. Hotspots were provided upon request and a partnership was established with Comcast to provide several months of free internet access to eligible families. This broad effort was a

primary focus immediately following school closures to ensure that all students, and especially low-income students, English Learners, Foster Youth, and Homeless Youth, could access distance learning.

- Staff identified additional software and materials to support instruction and distance learning implementation. This included an expanded Zoom subscription, physical textbooks, software licenses, and school supplies. This included district access to Nearpod, a tool for developing interactive lessons and online access to Rosetta Stone.
- Additional hourly time for key staff to prepare for the full launch and support of distance learning.

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

The closure of school sites due to the COVID-19 pandemic presented a unique and significant challenge to the implementation of several actions/services in this area. Beginning in March 2019 and lasting through the end of the school year, many district activities had to be postponed, canceled, or significantly modified. In addition, the cancellation of state assessments in Math, English Language Arts, and Science and the changes in how other data were collected impacted the reporting of student outcomes. Overall, student outcomes indicate some progress toward achieving the stated goal of increasing the percent of students who are on-track to graduate college and career ready while reaffirming the need to address inequitable outcomes between student groups and improve outcomes for all students.

Successes

- District leadership continued to develop and implement common systems and processes for academic counseling. This included regular reviews by counselors to address identified student needs in a timely manner and A-G benchmarks set across the district. These benchmarks provide a rubric that counselors and students can use to understand how progress is made toward completion of the full A-G course sequence. This process was designed to specifically benefit unduplicated student groups and students with exceptional needs as they have continued to have disproportionate outcomes in these measures over time.
- Progress was made toward standardizing placement and eligibility criteria for college prep and Advanced Placement (AP) courses. Standard district eligibility criteria for math and science courses were created and the use of established College Board criteria for AP course placement started. This is a significant change from the previous context in which individual school sites, departments, or instructors set criteria of their own choosing, leading to wide variation in policies and practices across sites. The district also worked towards common course titles and the elimination of unnecessary course titles that contribute to the tracking of students into separate cohorts within the master schedule. The district also convened staff to collaboratively develop course placement criteria for English Learners to ensure that they are consistently enrolled in schedules that include both the appropriate Designated ELD instruction as well as keeping them on-track for graduation and providing opportunities for A-G completion. Similar work started and is in progress at the middle school grade levels. District and school site staff started collaborative discussions to review and revise placement and eligibility criteria for middle school mathematics, science, and GATE coursework. Overall, these course placement and eligibility efforts were just the beginning of a larger and ongoing effort to eliminate barriers and decrease the opportunity and access gaps that exist in the system.

- When the district shifted to distance learning, it took the opportunity to launch professional development for staff in Universal Design for Learning (UDL) as a part of the foundational training. As part of 'Phase 1' of Professional Development for Distance Learning, staff completed three self-paced modules on UDL. This professional development supports staff in designing instruction that provides multiple access points for students to engage in learning, multiple representations of content and concepts, and multiple ways for students to express their thinking. This training was also in alignment with the district's ongoing efforts to implement an effective Multi-Tiered System of Support (MTSS).
- The professional development provided for staff also included self-paced modules for instructional staff in a variety of distance learning tools – Google Classroom, software-based curricula, assessment platforms, collaborative tools, and accessibility tools and supports for students with disabilities. The skills acquired in this training supported the transition to distance learning and will support the ability of staff to implement hybrid instruction and other uses of instructional technology in the future.
- A key success within the context of distance learning was the design and implementation of virtual tools. This expanded into the 2020-21 school year. Early successes during 2019-20 included virtual supports for teacher induction (virtual classroom visits), providing families an online preschool enrollment option, and engaging sites in virtual collaboration to support student groups (e.g. cross-school collaboration of Gay Straight Alliances (GSAs)).

Challenges

Many of the key implementation challenges from 2019-20 were connected to school closures and the conditions of the pandemic. These included:

- Providing the appropriate technology (hardware) and connectivity to deliver distance learning. This was a major challenge at the outset of school closures and was addressed through a districtwide effort to obtain, distribute, and provide support to students and families to use computers. Wi-Fi hotspots were also made available upon request to facilitate internet connectivity. This broad challenge also included determining student and family needs, preparing devices for distribution, and appropriately inventorying and tracking distribution.
- Delivery of the wide range of professional development planned for the spring and early summer. Implementation of professional development as planned was, of course, impacted by the inability to gather in groups. This affected staff's ability to deliver internal opportunities within the district as well as attendance at outside conferences/workshops. This challenge also resulted from the need to implement new and urgent components of professional learning. As the instructional model shifted to distance learning, there were significant demands on staff time to engage in professional development designed to support the transition. This resulted in less time available for other types of professional development. Lastly, the district continued to struggle with an 'opt-in' model for some forms of professional development. This continued to present challenges in ensuring that all staff were consistently trained in specific forms of professional development.
- Credit recovery program participation was a challenge in the new school closure context. Staff cited the role of fatigue, as students were spending longer hours online and were less likely to voluntarily attend additional online classes. They also cited the inability to leverage in-person supervision to keep students on track. The presence of a supportive adult in the same room is a key support in keeping students on-track with their credit recovery program and goals.
- Delivering preschool and early kindergarten in an online format presented significant challenges, as did the logistical enrollment of families into preschool. Staff worked to rapidly pivot instruction to distance learning and have successful done

so. However, the importance in early education of in-person teacher-student and student-student interactions cannot be understated. As noted, an online enrollment option was implemented.

- Physically connecting with unengaged students was and remains a challenge. In the early days of school closures, the numbers of unengaged students were high and it was difficult to connect some students to the initial distance learning rollout. Efforts to address this challenge are discussed further in the responses to goal 2 prompts.

A broad challenge that was present before school closures and remains a challenge is the ability to fully implement district common assessments. These were impacted by the same 'opt-in' culture referenced above and the participation in district common assessments was far from ideal. In 2019-20, only 43% of students participated in 1 or more interim assessment for English Language Arts and 53% participated in 1 or more for Math. This has been a focal point of stakeholder input and staff prioritization as assessments are critical to the district's planned MTSS efforts and overall ability to identify and address student needs.

Actions Not Implemented

The majority of actions within this goal are based in salary and benefits for instructional staff. For these, most were implemented as planned and, while staff roles pivoted during school closures, positions themselves were maintained through school closures. Actions/expenditures not implemented due to COVID-19 included much of the professional development planned for the Spring semester and on-site programs and other activities requiring physical interaction. These included aspects of the teacher induction program (Action 1.22), in-person tutoring programs, and extracurricular activities. Some of these activities were later restored partially within the virtual space. Additionally, Advanced Placement (AP) exams were modified in scope by the College Board and International Baccalaureate (IB) exams were not held. The planned implementation of the Low-performing Student Block Grant (LPSBG) (Action 1.20) to provide additional tutoring was cut short by school closures and the planned summer school program was significantly modified. The summer school program that was offered was reduced in scope and provided staff an opportunity to pilot aspects of distance learning instruction in preparation for the fall.

Overall Effectiveness

Review of the available data demonstrate progress towards the goal in some areas during the 2019-20 year and over the lifespan of the LCAP (2017-18 to 2019-20). In other areas, progress was minimal or decreases were observed. Overall, significant disparities in performance by student group persist and the need to increase the percent of students who are on-track to graduate college and career ready remains.

- The two key California School Dashboard indicators specifically aligned to this goal – Graduation Rate and College/Career Readiness – reveal mixed results when the data are disaggregated. While the overall rates for the district improved slightly from 2017-18 to 2019-20 (Graduation Rate increased from 86.3% to 87.3% and College/Career Readiness increased from 40.1 to 41.7%), the performance of student groups varied greatly. Significant progress was made in Graduation Rate over the three years for Homeless Youth (69.5% to 72.9%), Students with Disabilities (65.1% to 70.4%), African American students (77.7% to 82.4%), Filipino students (91.2% to 95.2%), White Students (88.7% to 92.5%), and Foster Youth (76.5% to 81.3%) while other student groups had relatively small increases or decreases. In the case of American Indian or Alaska Native students (78.6% to 73.3%) the decrease was more significant.
- For the College/Career Indicator on the California School Dashboard (not included as an LCAP indicator in the 2019-20 LCAP but discussed here as a relevant metric that will be included in the next LCAP), notable progress was made by Foster Youth

(6.1% to 30%), Students with Disabilities (4.1% to 8.1%), American Indian or Alaska Native students (15.4% to 20%), Filipino students (48.2% to 58.1%), and Multiracial students (41.6% to 51.7%). Most of the remaining student groups increased or decreased slightly, with Asian students (61.4% to 56.9%) and Homeless Youth (17.9% to 12.3%) as the groups with the most significant decreases. Overall, 2019-20 results on these two indicators did not demonstrate significant forward progress in meeting the articulated goal, though there were some bright spots for specific student groups. Tremendous disparities between student groups persisted with four groups above 50% preparedness and five groups near or below 20% preparedness.

- The percentage of graduates completing UC 'A-G' requirements increased from 51.1% in 2017-18 to 54% in 2019-20, with individual student groups continuing to display vast disparities in outcomes. Asian (71.4%), Filipino (80%), and Multiracial students (64.5%) had outcomes well above 'all students' in 2019-20. English Learners (37.7%), Foster Youth (38.5%), Homeless Youth (20.9%), Students with Disabilities (17.6%), African American Students (36.5%), and American Indian or Alaska Native students (30%) were all well below the average for 'All' students.
- Fall 2019 marked the first year that 'status' was reported on the California School Dashboard for the new English Learner Progress Indicator. Following two consecutive years of results for the new English Learner Proficiency Assessments for California (ELPAC), SCUSD achieved a 44.1% rate of English Learners making Annual Progress on the assessments. This rate includes students who either maintained the highest level possible (4) or improved at least one level. This rate is at the upper threshold of the state-defined 'Low' range. To enter the 'Medium' range a rate of 45-55% must be achieved. The overall rate for the state on the 2019 Dashboard was 48.3% making progress. The reclassification rate for 2019-20 (10.3%) increased from the 2018-19 rate (9.5%).
- The percentage of students passing at least one Advanced Placement (AP) exam with a score of 3 or higher decreased significantly (from 10.8% in 2017-18 to 5.7% in 2019-20). The AP context was impacted greatly by school closures, with tests being administered online and in a modified format. As a result, it is hard to compare the results to the prior year. However, the 2017-18 to 2018-19 results (10.8% to 10.6%) showed relatively static performance over that one-year time span.
- Student performance on the 2018-19 state English Language Arts (ELA) assessment showed a broadly positive trend relative to 2017-18 for the average Distance From Standard (DFS) score. This score represents the average amount above or below the threshold score for 'Standard Met.' There was notable improvement for 'All students' (-26.7 DFS to -22.1 DFS) and for several student groups. Foster Youth, Socioeconomically Disadvantaged students, Hispanic/Latino students, White students, and Multiracial students all improved by more than 5 points. Not all student groups made positive growth and the performance of Homeless Youth (-77.2 DFS to -88.5 DFS) and American Indian or Alaska Native students (-52.2 DFS to -61.8 DFS) were particularly concerning. Broadly, the performance of all students and student groups in the ELA assessment continue to demonstrate a significant need for improvement, with the overall district performance in 2018-19 still lagging significantly behind that of the state (-2.5 DFS).
- Student performance on the 2018-19 state Mathematics assessment did not change much for 'All students' relative to 2017-18. 'All students' improved slightly from -50.6 DFS to -48.8 DFS. While no student group improved more than 5 points, several decreased by significant amounts. Homeless Youth (-103.9 DFS to -122.3 DFS) and American Indian or Alaska Native students (-83.6 DFS to -98.6 DFS) showed the most concerning decreases and the district's overall performance (-48.8 DFS) remained below the state average (-33.5 DFS). The percent of 11th grade students exceeding standards for ELA

(21%) and Math (10.3%) remained low and have shown minimal improvement since the 2015-16 baseline levels of 15% for ELA and 8% for Math.

- Outcomes for provision of standards-aligned curriculum and appropriately assigned and credentialed teachers remained at overall high levels. For 2019-20, 97% of teachers were fully credentialed and there were no teachers teaching outside of their area of subject competence. All students were found to have sufficient, standards-aligned instructional materials during fall inspections.

Overall, this goal remains an area in which significant progress is needed moving forward. With the district's guiding principle focused on students graduating with the greatest number of postsecondary choices from the widest array of options, the emphasis on college and career readiness and the related actions and metrics in this LCAP goal should continue.

Goal 2

Students will be engaged with a safe, physically and emotionally healthy learning environment.

- All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning. (Action 2.1)
- Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities such as robotics, project-based learning, extended extracurricular and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.). (Action 2.2)
- Maintain clean, safe, and appealing facilities conducive to learning. (Action 2.3)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: SCUSD Strategic Plan

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Well maintained school campuses</p> <p>Source(s): School Accountability Report Card</p> <p>19-20 Maintain FIT (Facilities Inspection Tool) Inspection rating at 100%.</p> <p>Maintain one plant manager and at least 16 hours of custodial time at each school.</p>	<p>Facilities Inspection Tool (FIT) Results:</p> <p>97% of school sites met or exceeded the 'Good Repair' standard in Spring 2019 inspections. (2 sites did not meet the 'Good Repair' standard)</p> <p>Percent of school sites with assigned Plant Manager: 2019-20: 100%</p> <p>Percent of school sites that meet the minimum threshold for weekly custodial time (12 hours): 2019-20: 100%</p> <p>Source: SCUSD Facilities Services Department</p>

Expected	Actual
<p>Baseline 100% of schools inspected are rated exemplary or good on the Facilities Inspection Tool (FIT).</p> <p>Each school site has a Plant Manager and at least 12 hours of custodial time weekly.</p>	
<p>Metric/Indicator Attendance</p> <p>Source: SCUSD midyear analysis</p> <p>19-20 District-wide attendance rates will maintain at 96% or greater.</p> <p>Baseline 2015-16: 93.8% 2016-17: Mid year 95.3%</p>	<p>District-wide Attendance Rates</p> <p>2018-19 Final: 94.2%</p> <p>2019-20 Mid-Year: 94.8% (to 2.29.20)</p> <p>Source: SCUSD Internal Analysis</p>
<p>Metric/Indicator Chronic Absence</p> <p>Source: SCUSD midyear analysis</p> <p>19-20 Chronic Absence rates will maintain at 10% or lower for all students</p> <p>Baseline 2016-17: Mid year 11.9%</p> <p>Status of Specific Student Groups: Low Income: 13.7% English Learners: 9.5% Students with Disabilities: 17.2%</p>	<p>Chronic Absenteeism Rates for 2019-20 are shown for the portion of the year leading up to school closures due to COVID-19.</p>

Expected

Foster Youth: 21.6%
 Homeless: 30.5%

African American: 18.5%
 Hispanic/Latino: 13.1%

Actual

Chronic Absenteeism Rates

Student Group (Includes grades K-8 in alignment with California School Dashboard)	Percent of Group Chronically Absent	
	2018-19 Final	2019-20 Mid-Year
All students	14.8	11.0
Low Income Students	18.1	12.4
English Learners	11.2	8.3
Students with Disabilities	19.8	12.8
Foster Youth	30.1	21.4
Homeless Youth	57.9	42.8
African American students	27.6	20.1
Hispanic/Latino students	16.5	11.8

Sources:
 2018-19 Final Data from California School Dashboard
 2019-20 Mid-Year (to 2.28.20) from SCUSD Internal Analysis

Student Group (Includes Grades K-12)	Percent of Group Chronically Absent	
	2018-19 Final	2019-20 Mid-Year*
All students	17.2	13.1
Low Income Students	20.4	14.4
English Learners	14.5	10.9
Students with Disabilities	23.0	16.5
Foster Youth	39.5	24.3
Homeless Youth	58.5	44.5
African American students	30.4	22.9
Hispanic/Latino students	19.2	14.2

Sources:
 2018-19 Final Data from CDE Dataquest
 2019-20 Mid-Year data (to 2.28.20) from SCUSD Internal Analysis

A focus area for SCUSD has also been the Chronic Absenteeism rate for Kindergarten students:

2018-19 mid-year (to 2.21.19)*: 17.2%
 2018-19 Final (CDE Dataquest): 20.7%
 2019-20 mid-year (to 2.28.20)*: 15.1%

*Source: SCUSD Internal Data System
 (Performance and Targeted Action Index (PTAI))

Expected	Actual																																																											
<p>Metric/Indicator Suspension rate</p> <p>Source: SCUSD midyear analysis</p> <p>19-20 Monitor suspension rate monthly.</p> <p>Lower suspension rate for all to 2.1%</p> <p>Continue to lower suspension rate for disproportionately affected student groups: African American Hispanic Foster Student with Disabilities</p> <p>Baseline 2016-17: Mid year 3.8%</p> <p>Status of Specific Student Groups: Low Income: 4.5% English Learners: 3.0% Students with Disabilities: 8.4% Foster Youth: 18.1% Homeless: 10.0%</p> <p>African American: 10.0% Asian: 0.7% Hispanic: 3.5% White: 2.1%</p>	<p>Suspension Rates for 2018-19 and 2019-20</p> <table border="1" data-bbox="1060 267 1963 743"> <thead> <tr> <th rowspan="2">Student Group</th> <th colspan="4">Suspension Rate</th> </tr> <tr> <th>2018-19 Mid-Year</th> <th>2018-19 Final</th> <th>2019-20 Mid-Year</th> <th>2019-20 Final</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>3.8</td> <td>5.6</td> <td>3.1</td> <td>3.7</td> </tr> <tr> <td>Low Income Students</td> <td>4.6</td> <td>6.8</td> <td>3.7</td> <td>4.5</td> </tr> <tr> <td>English Learners</td> <td>3.2</td> <td>3.7</td> <td>2.1</td> <td>2.3</td> </tr> <tr> <td>Students with Disabilities</td> <td>7.2</td> <td>10</td> <td>5.6</td> <td>6.7</td> </tr> <tr> <td>Foster Youth</td> <td>14.2</td> <td>21.2</td> <td>9.9</td> <td>13.5</td> </tr> <tr> <td>Homeless Youth</td> <td>8.5</td> <td>12.2</td> <td>5.2</td> <td>6.4</td> </tr> <tr> <td>African American students</td> <td>10.1</td> <td>14.6</td> <td>8.1</td> <td>10.3</td> </tr> <tr> <td>Asian students</td> <td>1.2</td> <td>1.6</td> <td>0.8</td> <td>1.0</td> </tr> <tr> <td>Hispanic/Latino students</td> <td>3.5</td> <td>5.4</td> <td>2.7</td> <td>3.3</td> </tr> <tr> <td>White students</td> <td>2.0</td> <td>2.9</td> <td>1.8</td> <td>2.1</td> </tr> </tbody> </table> <p>Sources: 2018-19 Final from California School Dashboard (CSD) 2018-19 and 2019-20 Mid-Year from SCUSD Internal Analysis (Mid-Year data reports Suspension Rates to end of February) 2019-20 Final from CDE Dataquest</p>	Student Group	Suspension Rate				2018-19 Mid-Year	2018-19 Final	2019-20 Mid-Year	2019-20 Final	All students	3.8	5.6	3.1	3.7	Low Income Students	4.6	6.8	3.7	4.5	English Learners	3.2	3.7	2.1	2.3	Students with Disabilities	7.2	10	5.6	6.7	Foster Youth	14.2	21.2	9.9	13.5	Homeless Youth	8.5	12.2	5.2	6.4	African American students	10.1	14.6	8.1	10.3	Asian students	1.2	1.6	0.8	1.0	Hispanic/Latino students	3.5	5.4	2.7	3.3	White students	2.0	2.9	1.8	2.1
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<p>Source: CDE DataQuest</p> <p>19-20 Drop out rate will decrease to 9.4% for all, 9.7% for Low income, 11.3% for EL.</p> <p>Maintain a middle school drop out rate of less than 1 percent.</p> <p>Baseline 2015-16: 10.9%</p> <p>Status of Specific Student Groups: Low Income: 12.2% English Learners: 13.3% Students with Disabilities: 18% Foster Youth: n/a Homeless: n/a</p> <p>African American: 19% Asian: 5.2% Hispanic: 10.9% White: 9.8%</p> <p>Middle school drop out rate: less than 1 percent</p>	<p>2018-19: 0.1% 2019-20: 0.06%</p> <p>Source: SCUSD Internal Analysis</p> <p>High School Drop Out Rate</p> <table border="1" data-bbox="1060 446 1885 860"> <thead> <tr> <th rowspan="2">Student Group</th> <th colspan="3">Dropout Rate of Group</th> </tr> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>8.9</td> <td>7.6</td> <td>6.2</td> </tr> <tr> <td>Low Income Students</td> <td>10</td> <td>8.4</td> <td>6.9</td> </tr> <tr> <td>English Learners</td> <td>13.9</td> <td>10</td> <td>13</td> </tr> <tr> <td>Students with Disabilities</td> <td>14.5</td> <td>10.3</td> <td>7.8</td> </tr> <tr> <td>Foster Youth</td> <td>26.3</td> <td>37.5</td> <td>16.7</td> </tr> <tr> <td>Homeless Youth</td> <td>25.5</td> <td>22.8</td> <td>22.1</td> </tr> <tr> <td>African American students</td> <td>14.8</td> <td>14.6</td> <td>9.7</td> </tr> <tr> <td>Asian students</td> <td>3.3</td> <td>4.4</td> <td>2.5</td> </tr> <tr> <td>Hispanic/Latino students</td> <td>10.1</td> <td>7.4</td> <td>7.6</td> </tr> <tr> <td>White students</td> <td>6.7</td> <td>6.1</td> <td>2.6</td> </tr> </tbody> </table> <p>Source: California Department of Education (CDE) Dataquest Note: Data does not include charter school outcomes</p>	Student Group	Dropout Rate of Group			2017-18	2018-19	2019-20	All students	8.9	7.6	6.2	Low Income Students	10	8.4	6.9	English Learners	13.9	10	13	Students with Disabilities	14.5	10.3	7.8	Foster Youth	26.3	37.5	16.7	Homeless Youth	25.5	22.8	22.1	African American students	14.8	14.6	9.7	Asian students	3.3	4.4	2.5	Hispanic/Latino students	10.1	7.4	7.6	White students	6.7	6.1	2.6
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2014-15: 0.0% (10 students) 2015-16: 0.0%																																																						
<p>Metric/Indicator School Climate Survey</p> <p>Source: Local</p> <p>19-20 Improve percent of positive responses by 5% annually until 90% is reached.</p> <p>Baseline School Climate Survey Baseline Results as of 6/15/2017 percent of positive responses by construct:</p> <p>Students in grades 3-12 (N = 12,347) Elementary: Safety: 59% Belongingness: 68%</p> <p>K-8: Safety: 61% Belongingness: 68%</p> <p>Middle: Safety: 65% Belongingness: 66%</p> <p>High : Safety: 65% Belongingness: 62%</p> <p>Teachers (N = 695) Safety: 61%</p>	<p>Measures of Safety and Belongingness represent aggregate results across multiple survey questions. The data below represents the percent of respondents who answered positively (Indicated either positive or strongly positive response) on survey questions related to Safety and Belongingness.</p> <p>2019-20 Total Respondents: Students: 17,506 Parents/Guardians: 1,922 Staff: 1,118</p> <table border="1" data-bbox="1066 735 1780 1130"> <thead> <tr> <th rowspan="3">Group</th> <th colspan="4">Percent Positive Responses</th> </tr> <tr> <th colspan="2">Safety</th> <th colspan="2">Belongingness</th> </tr> <tr> <th>18-19</th> <th>19-20</th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>All Students (3rd -12th)</td> <td>63.8</td> <td>62.5</td> <td>65.8</td> <td>65.3</td> </tr> <tr> <td>Elementary</td> <td>61.0</td> <td>61.2</td> <td>68.3</td> <td>68.8</td> </tr> <tr> <td>K-8</td> <td>61.3</td> <td>60.0</td> <td>61.8</td> <td>63.1</td> </tr> <tr> <td>Middle School</td> <td>67.2</td> <td>65.6</td> <td>67.6</td> <td>66.4</td> </tr> <tr> <td>High School (Large)</td> <td>63.0</td> <td>60.5</td> <td>60.2</td> <td>57.2</td> </tr> <tr> <td>High School (Small)</td> <td>73.7</td> <td>72.0</td> <td>68.1</td> <td>68.2</td> </tr> <tr> <td>Staff</td> <td>61.2</td> <td>51.2</td> <td>73.3</td> <td>65.6</td> </tr> <tr> <td>Families</td> <td>85.0</td> <td>81.7</td> <td>84.6</td> <td>80.0</td> </tr> </tbody> </table> <p>Source: Local School Climate Survey</p>	Group	Percent Positive Responses				Safety		Belongingness		18-19	19-20	18-19	19-20	All Students (3 rd -12 th)	63.8	62.5	65.8	65.3	Elementary	61.0	61.2	68.3	68.8	K-8	61.3	60.0	61.8	63.1	Middle School	67.2	65.6	67.6	66.4	High School (Large)	63.0	60.5	60.2	57.2	High School (Small)	73.7	72.0	68.1	68.2	Staff	61.2	51.2	73.3	65.6	Families	85.0	81.7	84.6	80.0
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Expected	Actual																								
<p>Belongingness: 74%</p> <p>Families (N = 1,074)</p> <p>Safety: 83%</p> <p>Belongingness: 81%</p>																									
<p>Metric/Indicator Chronic Absence Interventions:</p> <p>N and % of K-12th grade students who are at risk of being chronically absent, or chronically absent, and have documented evidence of two or more attendance interventions.</p> <p>Source: PTAI (local)</p> <p>19-20 Establish targets for N and %</p> <p>Baseline Report baseline from 2018-19</p>	<p>2018-19 and 2019-20 Chronic Absence Intervention Results</p> <table border="1" data-bbox="1060 586 1780 776"> <thead> <tr> <th rowspan="2">Grade Span</th> <th colspan="2">2018-19</th> <th colspan="2">2019-20</th> </tr> <tr> <th>N</th> <th>%</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Elementary School</td> <td>8593</td> <td>64.2</td> <td>8960</td> <td>58.6</td> </tr> <tr> <td>Middle School</td> <td>2757</td> <td>64.5</td> <td>2561</td> <td>52.5</td> </tr> <tr> <td>High School</td> <td>6098</td> <td>73.9</td> <td>5792</td> <td>48.2</td> </tr> </tbody> </table> <p>Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))</p>	Grade Span	2018-19		2019-20		N	%	N	%	Elementary School	8593	64.2	8960	58.6	Middle School	2757	64.5	2561	52.5	High School	6098	73.9	5792	48.2
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<p>Metric/Indicator Attendance Interventions:</p> <p>N and % of K-12th grade students who had less than 95.9% attendance, received attendance interventions, and had improved attendance by January 31</p> <p>Source PTAI (local)</p> <p>19-20 Establish targets for N and %</p> <p>Baseline Report baseline from 2018-19</p>	<p>2018-19 and 2019-20 Attendance Intervention Results</p> <table border="1" data-bbox="1060 1130 1829 1344"> <thead> <tr> <th rowspan="2">Grade Span</th> <th colspan="2">2018-2019</th> <th colspan="2">2019-20</th> </tr> <tr> <th>N</th> <th>%</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Elementary School</td> <td>8661</td> <td>3.1</td> <td>10148</td> <td>21.4</td> </tr> <tr> <td>Middle School</td> <td>2669</td> <td>2.7</td> <td>2715</td> <td>25.5</td> </tr> <tr> <td>High School</td> <td>5532</td> <td>2.3</td> <td>4429</td> <td>30</td> </tr> </tbody> </table> <p>Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))</p>	Grade Span	2018-2019		2019-20		N	%	N	%	Elementary School	8661	3.1	10148	21.4	Middle School	2669	2.7	2715	25.5	High School	5532	2.3	4429	30
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<p>Metric/Indicator Disproportionality in Suspension by Segment:</p> <p>N and % of K-6th grade students with 1 or more suspension incidents whose student groups are disproportionately represented</p> <p>N and % of 7th-8th grade students with 1 or more suspension incidents whose student groups are disproportionately represented</p> <p>N and % of 9th-12th grade students with 1 or more suspension incidents whose student groups are disproportionately represented</p> <p>Source: PTAI (local)</p> <p>19-20 Establish targets for N and %</p> <p>Baseline Report baseline from 2018-19</p>	<p>Number and Percent of students with 1 or more total suspension incidents whose student groups are disproportionately represented based on 2017-18 data (African American and American Indian or Alaska Native students)</p> <table border="1" data-bbox="1066 444 1881 656"> <thead> <tr> <th rowspan="2">Grade Span</th> <th colspan="2">2018-2019</th> <th colspan="2">2019-20*</th> </tr> <tr> <th>N</th> <th>%</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>K-6</td> <td>363/733</td> <td>49.5</td> <td>213/442</td> <td>44.4</td> </tr> <tr> <td>7-8</td> <td>213/496</td> <td>42.9</td> <td>173/406</td> <td>42.6</td> </tr> <tr> <td>9-12</td> <td>270/765</td> <td>35.3</td> <td>182/430</td> <td>42.3</td> </tr> </tbody> </table> <p>*2019-20 Data is through 4.7.20</p> <p>Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))</p>	Grade Span	2018-2019		2019-20*		N	%	N	%	K-6	363/733	49.5	213/442	44.4	7-8	213/496	42.9	173/406	42.6	9-12	270/765	35.3	182/430	42.3
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ensure that school sites are clean, welcoming and well-maintained with sufficient staffing.	2000-3000 LCFF \$16,137,635 4000-4999: Books And Supplies LCFF \$802,623	2000-3000 LCFF \$15,317,441 4000-4999: Books And Supplies LCFF \$640,680
Expansion of the Safe Haven Initiative, ensuring that the SCUSD community knows that all district properties are to be considered a Safe Haven from U.S. Customs and Immigration Enforcement (ICE). This initiative includes, but is not limited to: <ul style="list-style-type: none"> voluntary professional learning for staff; 	1000-4000 Suppl/Con \$271,000	1000-4000 Suppl/Con \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> connections to resources for students and their families such as citizenship or English as a Second Language classes; support for DACA-eligible students. 		
<p>Action is modified to reflect the vacancy in Safe Schools Director and potential changes to the provision of services by School Resource Officers.</p>	<p>2000-3000 LCFF \$0 5000-5999: Services And Other Operating Expenditures LCFF \$1,510,000</p>	<p>2000-3000 LCFF \$177,402 5000-5999: Services And Other Operating Expenditures LCFF \$563,823</p>
<p>Action is modified to include stipends for Secondary School Leadership.</p> <p>Assistant Principals at the secondary level include staff above formula. These staff are responsible for supporting positive school climate at their site: targeted outreach to unduplicated students and their families in order to build trusting relationships.</p> <p>Additional funds are provided for stipends to department heads at district high schools. These stipends are to support their leadership on use of student data to provide interventions for struggling students in order to maintain on-track status for graduation and a-g course completion, especially for low-income and English learner students.</p>	<p>1000-3000 LCFF \$3,057,969 Stipends to department heads 1000-3000 Suppl/Con \$210,000</p>	<p>1000-3000 LCFF \$2,797,648 1000-3000 Suppl/Con \$170,932</p>
<p>Implement an integrated approach to school climate in order for schools to become more positive, dynamic and supportive places to learn. The approach integrates Social Emotional Learning competencies, Positive Behavior Intervention Supports, and Restorative Practices. Action is modified to reflect a change in funding.</p> <p>Budgeted expenditures include:</p> <ul style="list-style-type: none"> SEL Director Equity Coaches Professional Learning and Conferences Supplemental Instructional Materials and Books 	<p>1000-4000 Suppl/Con \$273,149 1000-4000 Title I \$1,053,434 1000-4000 Title II \$385,662</p>	<p>1000-4000 Suppl/Con \$174,139 1000-4000 Title I \$743,709 1000-4000 Title II \$658,045</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continued support and training for Bully Prevention. Facilitate resolution of suspected bullying reports with safety plans and action plans for involved students. Ensure recognition of the effect of privilege, oppression and micro-aggression in suspected bullying.	2000-3000 Title I \$26,925 2000-3000 Grant \$114,788	2000-3000 Title I \$13,134 2000-3000 Grant \$55,992
<p>Implement a comprehensive program to increase attendance and decrease chronic absenteeism. The program ("Be Here") consists of four major activities:</p> <ul style="list-style-type: none"> • Tracking and monitoring attendance data; • Communicating the importance of attendance; • Reducing punitive measures that keep students out of school; • Providing support for at-risk students <p>All SCUSD schools will receive universal support, and the 21 schools with the highest rate of chronic absence will receive strategic and intensive services.</p> <p>Action is modified to reflect the district enrollment staff (added in Year 2) moved to Goal 3.</p>	Learning Community for School Success Grant 1000-4000 Grant \$515,513	1000-4000 Grant \$569,958
Wraparound health and mental health supports are provided by district nurses and social workers.	1000-3000 Suppl/Con \$1,722,569 1000-3000 Title I \$188,369 1000-3000 LCFF \$836,738 1000-4000 Suppl/Con \$39,000 1000-3000 Suppl/Con \$688,136 1000-3000 Title I \$196,988 1000-3000 LCFF \$800,428 1000-4000 Grant \$334,747	1000-3000 Suppl/Con \$1,643,028 1000-3000 Title I \$238,078 1000-3000 LCFF \$898,184 1000-4000 Suppl/Con \$39,000 1000-3000 Suppl/Con \$906,096 1000-3000 Title I \$31,700 1000-3000 LCFF \$809,374 1000-4000 Grant \$337,950
Provide Expanded Learning programming, including before school, after school, summer, and intersession learning experiences. Expanded Learning programs advance the academic, social, emotional, and physical needs and interests of students. Expanded Learning	ASES Grant 1000-4000 Grant \$8,968,801 1000-4000 Suppl/Con \$545,456	1000-4000 Grant \$9,586,180 1000-4000 Suppl/Con \$465,837

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>opportunities are hands-on, engaging, student-centered, results-driven, and complement learning activities in the regular school day/year.</p> <p>Services are provided by community partners, with supervision, support and quality assurance, provided by the Youth Development department. SCUSD has 11 qualified main providers, including but not limited to: Sacramento Chinese Community Services Center, Target Excellence, Focus on Family, Boys & Girls Club, and Center for Fathers and Families.</p>	1000-4000 Title I \$449,711	1000-4000 Title I \$464,751
<p>The Connect Center is a centralized Student Support Center that serves as a “gateway” to critical support services for students and families. This central hub provides a single, easily identifiable point of access and assistance to address the social, emotional, and health needs of all students.</p> <p>Services provided include: Information and referral; clinical consultation; case management; attendance intervention and support; individual and family counseling; crisis intervention; health insurance enrollment.</p>	1000-4000 Suppl/Con \$131,923 Medi-Cal: Kaiser: Learning Communities for School Success: 1000-4000 Grant \$161,645 1000-4000 Title I \$153,240	1000-4000 Suppl/Con \$152,651 1000-4000 Grant \$131,110 1000-4000 Title I \$67,195
<p>Support for the enrollment, attendance and achievement of homeless students to ensure they receive equal access to educational opportunities. Specific services include assistance in the following areas: school enrollment and attendance support services, records retrieval, school and hygiene supplies, health/immunization referrals, shelter/housing and community referrals, and education support services under McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youths.</p>	1000-4000 Title I \$161,872	1000-4000 Title I \$158,259
<p>Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the Single Plan for Student Achievement (SPSA), in service of local decision making to support Student Support Centers in 27 schools.</p>	1000-4000 Suppl/Con \$360,000 1000-4000 Grant \$2,096,760	1000-4000 Suppl/Con \$143,046 1000-4000 Grant \$1,546,632
<p>Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and</p>	1000-4000 Suppl/Con \$920,000	1000-5000 Suppl/Con \$1,544,126

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>reflected in the Single Plan for Student Achievement (SPSA), in service of local decision making to support Action 2.1 and 2.2:</p> <ul style="list-style-type: none"> • Supplemental Instructional Materials in support of Positive School Climate • Personnel at school sites to support safety, student attendance, health, mental health, case management • Enrichment and extracurricular activities, including athletics • Robotics, art and music programs 		<p>1000-5000 Suppl/Con EL \$104,663</p>
<p>Student Leadership Conference</p>	<p>5000-5999: Services And Other Operating Expenditures Suppl/Con \$50,000</p>	<p>5000-5999: Services And Other Operating Expenditures Suppl/Con \$1,473</p>
<p>Provide more varied opportunities for students to become interested in school and learning through technology-based activities, extended extracurricular offerings, and experiential learning.</p>	<p>Music, Instructional Technology support, and other classroom equipment refresh 1000-6000 Suppl/Con \$500,000</p> <p>Elementary Athletics 1000-5000 Suppl/Con \$358,000</p> <p>College/Business Visits 1000-5000 Suppl/Con \$250,000</p> <p>Needs-based scholarships for experiential learning 1000-5000 Suppl/Con \$100,000</p> <p>Student Clubs 1000-4000 Suppl/Con \$50,000</p>	<p>1000-6000 Suppl/Con \$660,339</p> <p>1000-5000 Suppl/Con \$324,340</p> <p>1000-5000 Suppl/Con \$10,661</p> <p>1000-5000 Suppl/Con \$0</p> <p>1000-4000 Suppl/Con \$0</p>
<p>Expanded visual and performing arts opportunities</p>	<p>1000-4000 Suppl/Con \$791,376</p>	<p>1000-5000 Suppl/Con \$777,337</p>

Goal Analysis

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

The majority of budgeted funds in this goal area were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. While there was reallocation of staff efforts during the transition to distance learning, there was not a significant reallocation of funding. The areas in which funds were expended on other actions or services and/or additional funds were used were:

- Continuation of meal services for students and families. Additional funds were provided to Food and Nutrition Services to ensure that staff could effectively pivot to a model of food preparation and distribution that could be implemented within established safety parameters.
- Purchase of Personal Protective Equipment (PPE) and other supplies/equipment to ensure that essential services could be maintained and to prepare for the potential reopening of school sites. These efforts helped to lay the groundwork for the later reopening of learning hubs, which would provide in-person services for students with high needs.
- Additional hourly time for staff in student support and health services, technology services, and other critical departments to conduct targeted outreach to students and families and to develop systems for the full launch and support of distance learning.

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

The closure of school sites due to the COVID-19 pandemic during the second half of the 2019-20 school year brought an entire set of new and unexpected challenges and opportunities for success in meeting those challenges. As discussed in the analysis section for Goal 1, the closure of physical school sites had wide-ranging impacts on the implementation of actions and the availability of student outcome data. Actions that were planned for the late spring or summer were modified or, in some cases, not implemented/postponed until the fall. The shift to a distance learning model and the professional learning that was implemented to support this shift provided the opportunity to engage all instructional staff in foundational training. An example of this was the integration of Social Emotional Learning (SEL) into Academic Content for Distance Learning. Staff at all grade levels were provided guidance and resources to implement core SEL practices into assigned online learning and face-to-face online sessions.

Distance learning also required a major shift in service delivery across departments including Student Services, Special Education, and other offices providing targeted supports to students and families. The provision of a safe, physically and emotionally healthy learning environment took on a very different meaning as the learning environment expanded beyond the physical school sites. The continuation of food and nutrition services during the shelter-in-place period was itself a massive undertaking requiring the coordination of many individuals and teams. Major challenges included communication with families to provide information about distance learning as well as important updates and guidance regarding COVID-19. Maintaining a sense of community and establishing meaningful connection between school and home became more challenging and more urgent than ever. The role of facilities staff took

on new layers of complexity and urgency as they routinely sterilized and deep cleaned school sites and other facilities supporting essential staff.

Successes

To achieve the goal - Students will be engaged with a safe, physically and emotionally healthy learning environment – the majority of actions were implemented as planned and are discussed below in three overarching areas. These included (a) actions that supported the effective implementation of systems, structures, and curriculum at school sites, (b) actions that provided a range of wrap-around services for students and families, and (c) actions that enhanced the academic and experiential opportunities for students.

- Actions that focused on the effective implementation of systems, structures, and curriculum at school sites included the district’s Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL) programs (Action 2.5), anti-bullying efforts (Action 2.6), the ‘Be Here’ Attendance Initiative (Action 2.7), and Assistant Principals at secondary school sites (2.4). PBIS and SEL efforts were aligned through the work of Equity Coaches that provided support to implement SEL curriculum, staff training in PBIS and Restorative Practices, and direct teacher support to develop and sustain positive culture/climate in the classroom and schoolwide. The bullying prevention program sustained efforts to provide staff training, build awareness, and provide direct site support in resolution of individual bullying incidents. The program coordinator worked closely with PBIS and SEL staff to align efforts. The grant-funded ‘Be Here’ attendance initiative implemented a range of actions to decrease Chronic Absenteeism. Twenty-one focus school sites were supported to implement best practices including regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network. Assistant Principals at secondary school sites were key leaders in the site-based implementation and coordination of all of the above named efforts (PBIS, SEL, bullying prevention, Be Here attendance program) and other programs key to the development and maintenance of positive school climate and culture. Additionally, the district’s preliminary efforts to implement a system-wide Multi-Tiered System of Supports (MTSS) resulted in a comprehensive three-year plan with installation to begin in 2020-21.

- A second set of actions was focused on the provision of wrap-around services for students and families and included Health services (Action 2.8), the Connect Center (Action 2.10), and Homeless Services (Action 2.11). A range of health services (physical and mental) were provided through district nurses, social workers, and the immunization clinic. These staff provided critical services that played a key part in addressing health issues that might otherwise result in significant loss of time in school for students. The Connect Center continued to serve as a centralized ‘gateway’ to critical support services for students and families in SCUSD. The Connect Center coordinates a range of services by providing a single, easily identifiable point of access and assistance. Services at the Connect Center include individual and family counseling referrals, mental health/behavioral consultations, suicide-risk response and intervention, attendance interventions, health insurance enrollment/health advocacy, and LGBTQ Safe Zone trainings. Similar services were provided locally at some school sites through their site-based Student Support Centers (SSC). Support for Homeless Youth included enrollment, transportation assistance, facilitation of meal access, retrieval of school/medical records, referral to health resources, and more. All of these actions were implemented as part of the larger effort to achieve the goal of providing a safe and healthy learning environment for all students. See the Student Support & Health Services 19-20 Annual Report for further details and data by program and area (https://www.scusd.edu/sites/main/files/file-attachments/2019-20_annual_report.pdf?1602609871)

- A third set of actions focused on implementing academic and experiential opportunities designed to increase student engagement in school. These included Expanded Learning programs (Action 2.9) and Visual and Performing Arts (VAPA) programming (Action 2.16). The Expanded Learning programs implemented by the Youth Development Support Services (YDSS) department included the full range of grant-funded after school programs at 61 school sites across the district. These programs provided extended-day academic and social activities for students that aligned with their in-class academics. After-school programming included a one-hour reading-focused block of academic time. This aligned support and other ongoing collaboration with the academic office supported increased coherence between after-school programs and classroom curricula. VAPA programs outlined in Action 2.16 sustained implementation of Middle School Music programs and provided professional learning to teachers in support of VAPA curriculum implementation.

- Actions supporting the maintenance of clean and safe facilities (Action 2.1) were implemented as planned and, throughout the closure of physical school sites, took on a heightened level of importance. Custodians, School Plant and Operations Managers, and related maintenance staff all played critical roles in maintaining safe and healthy work environments for essential staff that were present at sites to maintain core services including food distribution.

- During the early days of school closure, Food and Nutrition Services rapidly mobilized their staff to ensure the continuation of meal services for families and students. This rapidly grew to the point where staff were serving a daily number of meals on par with normal operation during in-person school. A curbside pick-up process was established that maximized safety for staff and families and partnerships were developed with local community organizations and businesses to provide additional food for families and students.

Challenges

- As noted above, connecting and communicating with families and students was a major challenge during the time of school closure and remains an area of ongoing focus. With no ability to meet and connect at the physical school site and the gaps in technology access, staff focused significant effort on contact through multiple channels including phone calls, mailing, and home visits. Home visits (conducted with safety protocols in place) proved to be an effective means for reengaging unengaged students and allowed for a point of contact to distribute key resources such as chromebooks, hotspots, and other instructional materials.

- The preparation of school sites for the 2020-21 school year was also a major challenge. At the time, it was not known how long we would remain in distance learning. With the assumption that a return to school in the fall was possible, staff identified the numerous challenges associated with returning (social distancing, sterilization, testing, air filtration, signage/pathways, etc.) and began planning for each.

- It has been said many times that the pandemic has exacerbated gaps and challenges that were already present. This has proven to be true in many parts of our educational system. A key example is the need for even more wrap-around services for students who are in need of additional support. School sites without student support centers have less immediate access to the range of supports that might be needed for academics, behavior, or health. Distance learning, conducted entirely online, revealed and amplified existing needs for differentiated instruction, social emotional learning integration, and tiered intervention.

- During school closures, bullying incident reporting declined drastically. Staff have noted that this certainly does not mean that almost all bullying has ceased, but represents a likely gap in reporting. Staff are planning to face new challenges in cyberbullying as our use of technology in instruction has expanded. An overall challenge for the district is the collection of important data within district systems that informs decision making. The collection of bullying reports is one example.

- A challenge present in 2019-20 that has grown in awareness is the need for increased identification of Homeless Youth. Increased identification of eligible youth can increase the number of students receiving appropriate supports. Based on projections, it is likely that a significant number of youth who would qualify for services are not yet identified.

School closures also decreased the number of behavior incidents being logged and the overall ability of staff to build relationships. In the area of behavior, distance learning also highlighted the challenge of discipline as a shared responsibility between teachers and family. With learning taking place at home and, in some cases, parents/caregivers physically present during lessons, staff had to navigate the dual sets of expectations existing in the classroom and at home.

Actions not Implemented

The majority actions within this goal are based in salary and benefits for staff. For these, most were implemented as planned and, while staff roles pivoted during school closures, positions themselves were maintained through school closures.

- Actions/expenditures not implemented due to COVID-19 included on-site student programs and other activities requiring physical interaction (some of these were later implemented in the virtual space) and in-person professional development during the spring. The closure of school sites also reduced the need for custodial operations related to expanded learning programs and other extracurricular activities, though efforts were shifted toward sterilization for sites maintaining essential services.

- In some cases, actions had not been fully implemented or started prior to March and school closures prevented the intended spring efforts to ‘reboot.’ These included college/business visits for students, student leadership conference attendance, and support for student clubs (Actions 2.14 and 2.15). While students were provided some opportunities to attend leadership conferences and go on college/business visits, implementation was far below the planned level in terms of total expenditure.

Actions that were not implemented for reasons unrelated to school closures:

- The implementation scope of the school safety action (Action 2.3) was different than planned. A Board Action in August 2019 modified the implementation of School Resource Officers (SROs) from 8 to 4 and changed the program from a site-based model to one in which SROs ‘floated’ across multiple campuses. A Director of School Safety was also hired. The need for a School Safety Task Force was identified to engage in collaborative planning to determine next steps in this area.

- The Safe Haven Initiative (Action 2.2), while maintaining a presence in the set of resources the district provides to students and families via the website, was not implemented in terms of any expenditures on specific services or supports.

Overall Effectiveness

Overall, the final 2019-20 outcomes provide evidence of some progress in achieving the goal of engaging students with a safe, physically and emotionally healthy learning environment. This goal remains an area of need and significant inequities in outcomes must be addressed to fully meet this goal.

Two of the major student outcomes areas for this goal – Discipline and Attendance – included results that demonstrated progress towards meeting the goal. With attendance and suspension data collection taking on a very different meaning following school closures (attendance data was collected differently during distance learning and very few suspensions occurred), it is important to separate discussion of results into ‘before school closure’ and ‘after school closure’ buckets. For the purpose of demonstrating progress, results ‘before school closure’ will be the focus.

- Before school closure, Chronic Absenteeism outcomes showed positive progress in a number of areas. While 2018-19 end-of-year Chronic Absenteeism results (California School Dashboard) were slightly above 2017-18 (14.6% to 14.8%), this included the impact of the days lost to the Northern California fires and a local labor action. Relative to the state of California (a 1.1% increase), SCUSD was able to maintain previous levels with the impact of the two unique circumstances. Further, 2019-20 mid-year data (as of Feb 2020) demonstrated progress relative to the same month in previous year (as of Feb 2019), decreasing from 11.5% to 10.7%. This change was measured for grades K-12. While not included as a specific LCAP indicator, additional progress was seen in the Chronic Absenteeism rates at the 18 schools sites that were the focus of the district’s Be Here grant-funded attendance initiative. Through intentional collaboration with several departments and key school staff, such as Student Support Center staff, Parent/Community Liaisons, Parent-Teacher Home Visit Project and others, these sites were able to decrease their chronic absenteeism 0.81% during the 2018-19 school year, even with the two unanticipated impacts. Within this overall progress, significant gaps in outcomes persist for student groups. 2018-19 Dashboard Results show Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students all to have rates 10 percentage points or more above the rate of ‘All students.’ These sit in stark contrast to Asian, Filipino, and White students who all have rates well below that of ‘All students.’

- Significant progress was made in 2019-20 in the documentation and delivery of attendance interventions for students who were at-risk of becoming or already chronically absent. Rates at the elementary (3.4% to 21.4%), middle (2.7% to 25.5%) and high school (2.3% to 30%) grade spans were all significantly above 2018-19 levels. Overall, the district’s efforts to engage staff in delivering and documenting attendance interventions continues to incrementally improve over time.

The Student Support & Health Services (SSHS) staff made significant progress in 2019-20 with the use of the Early Identification and Intervention System (EIS) to identify students and families in need of support. When a student is referred to SSHS staff, they work collaboratively with the individual, their family, and appropriate school staff to curate a tailored case plan that will best support academic success and overall well-being. SSHS staff created a Student Support Database within EIS and have documented support for over 15,000 students and families. Of all students referred and served in 2019-20, an average of 79% were identified in EIS for attendance and/or behavioral concerns. In the twelve weeks during school closure, SSHS staff connected via zoom//text/email/phone or home visit with 5,793 students and families that were disengaged and struggling due to school closure and pandemic related

concerns.

- Discipline data, as measured by Suspension and Expulsion rate, also demonstrated positive progress. Dashboard results showed decreases in the Suspension Rates from 2017-18 to 2018-19 of .5% or more for All Students (6.1% to 5.6%), Homeless Youth (15.2% to 12.2%), Socioeconomically Disadvantaged students (7.3% to 6.8%) African American students (16.6% to 14.6%), American Indian or Alaska Native students (9.1% to 8%), and Multiracial students (7% to 4.9%). Small decreases in Suspension Rate also occurred for Students with Disabilities, Asian students, Filipino students, and White students. Increases were seen in rates for English Learners (3.4% to 3.7%), Foster Youth (20.5% to 21.2%), and Native Hawaiian or Pacific Islander students (4.9% to 6.4%). Inequitable outcomes persisted among student groups with Foster Youth, Homeless Youth, Students with Disabilities, and African American students all continuing to demonstrate Suspension Rates well above that of 'All students.'
- An internal analysis of mid-year Suspension Rate data (to the end of February for 2018-19 and 2019-20) showed decreases for 'All students' (3.8% to 3.1%) and across all reported student groups. Highlights included significant decreases for Students with Disabilities (7.2% to 5.6%), Foster Youth (14.2% to 9.9%), Homeless Youth (8.5% to 5.2%), and African American students (10.1% to 8.1%). While inequitable outcomes are still evident, the significant decrease for those groups with the historically greatest disparity in Suspension Rates is a point of positive progress on which to build.
- The district internal data reporting (Performance and Targeted Action Index (PTAI)) offers a deeper look into one aspect of the district's Suspension data that has remained a focal point. This is the percent of students with one or more suspensions whose student groups are disproportionately represented. This has included African American students and American Indian or Alaska Native students (based on 2017-18 levels). From 2018-19 to 2019-20 (through March 2020), there was not a significant decrease in the disproportionate representation in the district. While grades K-6 saw the disproportionate representation decrease from 49.5% to 44.4%, the high school grades increased from 35.3% to 42.3%. The middle school grades (7-8) did not significantly change (42.9% to 42.6%). Overall, the percentage of these two student groups in the set of students who have been suspended 1 or more times remained very high relative to their total demographic representation in the district (~14% total for both groups). This data reveals a continued need to focus on the disproportionate representation of specific student groups in the suspension data and overall disciplinary process.
- End-of-Year Suspension and Chronic Absenteeism data for 2019-20 show significant decreases for all students and all students groups. Given the significant change in how this data was collected, these results do not support any significant conclusions with regard to the overall effectiveness in this goal area.
- Expulsion rates remained low for the district. The rate in 2019-20 was 0.01%, down from the previous rates of .04% in 2018-19 and .03% in 2017-18. The 6 total expulsions in 2019-20 were significantly down from the total of 18 in the previous year.
- Drop-out rates improved (decreased) from 2017-18 to 2019-20 for most student groups and for all students (8.9% to 6.2%). Notable improvements included Students with Disabilities (14.5% to 7.8%), African American students (14.8% to 9.7%), Filipino students (3.5%

to 0%), Hispanic/Latino students (10.1% to 7.6%), Low Income students (10% to 6.9%), Foster Youth (26.% to 16.%), and White students (6.7% to 2.%), while English Learners showed a decrease from 2017-18 to 2018-19 (13.9% to 10%) but then increased back almost to 2017-18 levels in 2019-20 (13%). High drop-out rates relative to the 'All student' level persisted for English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students.

With broad examples of progress in the areas of discipline and attendance, it is difficult to establish a direct, causal relationship between any single action and the specific outcomes. That said, the district's intentional efforts to implement the attendance initiative programming, anti-bullying education, Positive Behavioral Intervention and Supports (PBIS), Social Emotional Learning (SEL), wrap-around health services, expanded learning programs, and other Student Support Services programs have collectively been effective in improving some outcomes. The attendance initiative has a relatively direct relationship between its implemented actions and resulting improvements, with documented evidence of their efforts across the 18 focus sites. Other targeted efforts have yielded positive results that provide insight into the effectiveness of specific actions. The PBIS focus schools showed a reduction in total behavioral referrals of 12% and decrease in total suspensions of 45% from the previous year. SEL efforts have been focused at the schools identified for the highest variance in suspensions for African American students. Of the 23 identified schools, 22 decreased in suspension rate and 21 decreased in suspensions for African American students. 5 of the 6 schools with the largest decreases from the previous year were focus schools. As noted above, this has not necessarily resulted in a significant decrease in overall disproportionality, but the decreasing trends of suspensions do represent progress upon which to build.

Goal 3

Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Stakeholders to have improved opportunities to participate in district/site activities that increase their skills as partners in education.
(Action 3.1)

Stakeholders to receive improved district and site communications, including translation/interpretation services (Action 3.2)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: SCUSD Strategic Plan

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent participation in decision-making and leadership activities</p> <p>Source: Local</p> <p>19-20 Maintain the number of School Site Councils with proper composition at 100%.</p> <p>Provide training for the School Site Councils that did not receive training in 2018-19, thus reaching 100% of district schools.</p>	<p>School Sites Properly Composed: 2019-20: 61% (45/74)</p> <p>School Sites Receiving Training: 2019-20: 5 in-person SSC training conducted. Additionally, an SSC training webinar was developed and made accessible to all school sites.</p>

Expected	Actual
<p>Baseline 2016-17: 100% of SCUSD school site councils are properly composed.</p> <p>2016-17: Seventeen (17) schools received School Site Council training.</p>	
<p>Metric/Indicator Parent participation in the District English Learners Advisory Committee (DELAC)</p> <p>Source: Local</p> <p>19-20 Increase the percent of schools with an ELAC sending a representative to DELAC to 75%.</p> <p>Increase the attendance rate for 4 out of 7 meetings to 75%.</p> <p>Baseline 2015-16: 52% of schools with an ELAC send a representative to at least one DELAC meeting</p> <p>2016-17: 54% of schools with an ELAC send a representative to at least one DELAC meeting.</p> <p>38% of those representatives attended 4 out of 7 meetings.</p>	<p>Percentage of Schools with an ELAC sending a representative to DELAC 2018-19: 47% 2019-20: 38%</p> <p>Percentage of members who attend 4 out of 7 meetings 2018-19: 52% 2019-20: 25%</p> <p>Source: Multilingual Literacy Department</p>
<p>Metric/Indicator Parent participation in the Community Advisory Committee for Special Education (CAC)</p> <p>Source: Local</p>	<p>Average Number of Attendees at CAC Meetings (including officers):</p> <p>2019-20: 25 2018-19: 24.5 2019-20: 25</p>

Expected	Actual
<p>19-20 Increase the average attendance by 5%</p> <p>Baseline 2015-16 CAC attendance averaged 20 per meeting.</p> <p>2016-17 CAC attendance at meetings and workshops averaged 22.5 per event.</p>	<p>Source: SCUSD Special Education Department</p>
<p>Metric/Indicator Build relationships and improve home-school communication with the number of Parent-Teacher home visits per year</p> <p>Source: Parent-Teacher Home Visit mid-year report</p> <p>19-20 Increase home visits by 10%</p> <p>Baseline 2016-17: 3,791 home visits</p>	<p>2019-20: 971 Home Visits through March 2020</p> <p>Source: SCUSD Family and Community Engagement Department</p> <p>Note: number reflects actual student visits, not total billed hours. Past numbers were not reflective of actual student visits and, in some cases, counted number of hours. Targets for 2022-23 will reflect the new baseline accounting for actual visits.</p>
<p>Metric/Indicator Build parent capacity to support their student academically with school site participation in the Academic Parent Teacher Team (APTT) model</p> <p>Source: Parent-Teacher Home Visit mid-year report</p> <p>19-20 Maintain the number of schools participating at 13</p> <p>Baseline 2016-17: 13 schools are participating</p>	<p>2017-18: 13 schools</p> <p>2018-19: 10 schools</p> <p>2019-20: 9 schools</p> <p>Source: SCUSD Family and Community Engagement Department</p>
<p>Metric/Indicator Build understanding of the school system and current topics in education with the Parent Leadership Pathway workshop series</p>	<p>Number of Participating School Sites: 2017-18: 28 2018-19: 21 2019-20: 9</p>

Expected	Actual
<p>Source: Local</p> <p>19-20 Maintain participating sites at 28</p> <p>Increase attendance to 2,800</p> <p>Baseline 2016-17: 25 sites</p> <p>Session attendance: 2,500 participant sign-ins</p>	<p>Total Attendance at Parent Leadership Pathway Workshop (PLPW) Events: 2017-18: 2872 2018-19: 2114 2019-20: 992 (Through 2.25.20)</p> <p>Following school closures due to COVID-19, PLPW efforts pivoted to attendance/engagement support, development of trainings for zoom/google classroom, development of a Distance Learning Toolkit, and Social Emotional Learning (SEL) Support.</p> <p>Source: SCUSD Family and Community Engagement Department</p>
<p>Metric/Indicator Participation of English learner parents in the Parent Leadership Pathway</p> <p>Source: Local</p> <p>19-20 Maintain 75% English learner parent participation</p> <p>Baseline 2016-17: 67.1%</p>	<p>2017-18: 58%</p> <p>2018-19: 51%</p> <p>2019-20: 46% (Through March 2020)</p> <p>Source: SCUSD Family and Community Engagement Department</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide parent outreach and education services and the establishment of site Parent Resource Centers. Staff support district wide parent engagement by facilitating opportunities for involvement, providing access to resource information, and offering capacity-building workshops and training. Provide technical assistance and staff training at school sites.</p>	<p>2000-3000 Suppl/Con \$143,061 2000-3000 Title I \$140,177 2000-3000 Suppl/Con EL \$47,687</p>	<p>2000-3000 Suppl/Con \$143,119 2000-3000 Title I \$148,291 2000-3000 Suppl/Con EL \$47,132</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action is modified to reflect a reduction in staff, and the addition of fingerprinting costs to facilitate parent involvement at school sites.	Funds to pay the cost of fingerprinting for parent volunteers. 5000-5999: Services And Other Operating Expenditures Suppl/Con \$50,000	5000-5999: Services And Other Operating Expenditures Title I \$1,598
Support for Parent Teacher Home Visits (PTHV) and Academic Parent-Teacher Teams, with the addition of a .5 FTE Training Specialist, and funds for home visit stipends.	1000-3000 Title I \$473,449 1000-3000 Suppl/Con \$60,000	1000-3000 Title I \$399,424 1000-3000 Suppl/Con \$33,372
<p>Translation and interpretation are provided in five languages by bilingual staff at district meetings and events and at schools. Staff also support enrollment and initial language proficiency testing. Action is modified to reflect change in FTE for Spanish translator/assessor staff:</p> <p>Spanish: 2.0 FTE Hmong: 2.0 FTE Cantonese: 1.0 FTE Vietnamese: 1.0 FTE Russian: 1.0 FTE</p>	2000-3000 LCFF \$228,860 2000-3000 Suppl/Con \$508,754 2000-3000 Suppl/Con EL \$218,281	2000-3000 LCFF \$238,352 2000-3000 Suppl/Con \$497,292 2000-3000 Suppl/Con EL \$212,503
Provide prompt communication to foster guardians: enrollment rights, proper transfer of credits, class placement and academic standing. Share resources and information about the school district's policies, procedures and supports.	No additional expenditure	N/A
<p>Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the Single Plan for Student Achievement (SPSA), in service of local decision making to support Action 3.1:</p> <ul style="list-style-type: none"> Staff and services to improve outreach and communication to facilitate parents/caregivers in attending parent education, informational meetings, and school events, and in volunteering at the school; especially parents of low income, English learner and students with disabilities. 	1000-4000 Suppl/Con \$530,000	1000-5000 Suppl/Con \$229,992 1000-5000 Suppl/Con EL \$89,675

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Actions identified by each School’s Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the Single Plan for Student Achievement (SPSA), in service of local decision making to support Action 3.2:</p> <ul style="list-style-type: none"> Improved translation and interpretation provided for meetings, web postings and newsletters, phone outreach, etc., especially for parents of English learners. 	<p>1000-4000 Suppl/Con EL \$30,000</p>	<p>1000-5000 Suppl/Con EL \$6,339</p> <p>1000-5000 Suppl/Con \$3,342</p>
<p>Provide appropriate language translation for the Single Plan for Student Achievement (SPSA) at each school as required by criteria noted above.</p>	<p>5000-5999: Services And Other Operating Expenditures Suppl/Con EL \$17,037</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$16,516</p>
<p>Action will not be implemented in 2019-20. Options for a no-cost infographic are available.</p>	<p>N/A</p>	<p>N/A</p>
<p>Enrollment Center parent outreach and support services</p>	<p>Director of Student Services and Alternative Education (portion of FTE) and Enrollment Specialist 1000-4000 Suppl/Con \$242,571</p>	<p>1000-4000 Suppl/Con \$204,518</p>
<p>Support for parent advisory committees</p>	<p>1000-5000 Suppl/Con \$150,000</p>	<p>1000-5000 Suppl/Con \$43,716</p>

Goal Analysis

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

The majority of budgeted funds in this goal area were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. While there was reallocation of staff efforts during the transition to distance learning, there was not a significant reallocation of funding. One area in which funds were reallocated was for Parent Teacher Home Visits. Parent Teacher Home Visits were shifted toward increased training as the PTHV program prepared to pivot to the virtual, Bridge Visit model. This training began in the spring of 2020 in preparation for a robust launch of Bridge Visits in the summer/fall of 2020. The efforts of other staff in the District Parent Resource Center were shifted toward engagement and outreach to families as part of a

cross-department collaboration. These efforts targeted unengaged students and focused on outreach to families of English Learners, Low-income students, Foster Youth, Homeless Youth, and other student groups with high levels of unengagement.

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

The closure of school sites beginning in March 2019 as a result of the COVID-19 pandemic had wide-ranging impacts on the implementation of actions and the ability to report on specific metrics. The inability to gather in groups or conduct any in-person events significantly impacted the wide range of family engagement activities being implemented across the district. While some activities carried on into the virtual meeting space, these were modified in form and faced the significant challenge of a technology gap districtwide. One outcome of the response to the COVID-19 pandemic has been an improved understanding of the technology and communication needs that exist across the district, including how these intersect with language and other access barriers. A large proportion of the initial efforts were focused on connecting students in order to begin implementing the distance learning plan and establish a new rhythm for curriculum and instruction. Parallel to this, efforts were made to stay connected with parents/caregivers through established communication channels and new methods such as video-conferencing.

Successes

To achieve the goal – Parents, families, and community stakeholders will become more fully engaged as partners in the education of students in SCUSD – the actions were, overall, implemented as planned during the months prior to school closures. Following school closures, staff pivoted to virtual supports and collaborating with other departments on engagement and outreach efforts.

In the months prior to school closures, the district’s Parent Resource Center staff developed and implemented a wide range of engagement activities that provided opportunities for involvement, capacity building, and access to resources. Key efforts included the Parent Information Exchange (PIE) and Parent Leadership Pathway Workshop (PLPW) series. The PIE is a monthly event bringing together staff, families, and community organizations/agencies to share resources and collaborate on ways to better serve students and families. The PLPW is a series of 10 workshops for parents/guardians that provides training on topics such as supporting homework, positive communication, school involvement, importance of good attendance, Social Emotional Learning, Cultural Competency, and Facilitation skills. A key goal of the series is to build the capacity of parents to become leaders of their peers within school communities.

Following school closures, Parent Resource Center staff pivoted efforts to a cross-departmental collaboration to support attendance and engagement. This included making direct outreach calls and participating in home visits to reengage students who were ‘unreachable.’ Parent Resource Center staff also worked to develop online trainings for Zoom, Google Classroom, and other distance learning supports. A web-based Distance Learning Toolkit was developed to centralize a variety of resources for families.

Parent Teacher Home Visits are a signature practice in SCUSD, with the national program’s roots beginning in Sac City’s own pilot program years ago. This work supports teachers and other staff to go on structured visits to the homes of students to engage in collaborative discussions on how best to support academic and personal achievement. Teachers were provided training and time to build upon their learning. The PTHV training specialist also supported teachers to implement Academic Parent Teacher Teams

(APTTs) at 6 school sites. APTTs enhanced the work of PTHVs by supporting teachers to lead whole-class meetings with parents. In these meetings, the teacher and parents work together to identify student needs, set goals, and monitor progress over a series of sessions throughout the year.

While Parent Teacher Home Visits were on a 'pause' for the early months of distance learning, this is an instance in which significant successes in the current year have been achieved due to the foundation that was successfully laid during the latter part of 2019-20. Staff rapidly pivoted to development and implementation of the Bridge Visit model, a virtual form of Parent Teacher Home Visit. During the early months of school closures, training was provided to teachers so that all could hit the ground running in the summer/fall of 2020-21. As is noted in the 2020-21 Annual Update, this early work led to a large number of Bridge Visits being conducted by staff during distance learning.

- The Matriculation and Orientation (MOC) staff, foster youth staff, and Enrollment Center staff all worked to provide parents, families, and community members' access to information, resources, and programs. The MOC team includes district translators who work to make key information/resources available in the district's key identified languages of Spanish, Hmong, Cantonese, Vietnamese, and Russian. Foster Youth staff ensured that foster guardians received key information about enrollment rights, academic placement/standing, and the district's relevant policies and procedures. The Enrollment Center continued to serve as a key front-line resource for families, offering them information about and access to a wide range of services at the initial point of enrollment. Services and resources included the Immunization Clinic, McKinney-Vento services for families in transition, translation access, Regional Transit (RT) bus passes, family services, and support for transfers and open-enrollment programs. These actions all continued their key roles in providing families information and access, both important precursors to becoming more fully engaged.
- Within Action 3.10, the African American Transition Committee initiated its work to support the planned launch of the African American Advisory Board (AAAB) in 2020-21. While these efforts were impacted by the COVID-19 shelter in place period, key steps were taken towards the ultimate launch including accessing technical support, exploring key partnerships, and capacity building through professional learning. Other parent/guardian leadership groups continued their work to represent parent/guardian voice within key program areas and collaborate with staff on ways to increase the opportunity for all family members to have voice within their school communities and districtwide. Groups continuing their work in this area included, but were not limited to, the Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), American Indian Education Program Parent Committee (AIEP PC), and LCAP Parent Advisory Committee (PAC).

Challenges

Parent/caregiver engagement and empowerment, like many other efforts of the district, was significantly challenged by the closure of schools. As discussed above, the inability to gather in groups or conduct any in-person events significantly impacted the wide range of family engagement activities being implemented across the district. Specific challenges included:

- Connecting with families to engage and empower. It has been noted that COVID exposed and exacerbated challenges and gaps that already existed in our district and system. A key example is the gap in technology access (both hardware and connectivity) for many families. While progress was made, this remains an area of need.
- The initial inability and ongoing challenges in conducting home visits and bringing families together into space was a significant barrier to existing forms of engagement. Events like the Parent Leadership Pathway Workshops, Parent Information Exchange, Academic Parent Teacher Teams, and Parent Teacher Home Visits all were rooted in bringing people together and building relationships between individuals and groups. While many aspects of these efforts were brought into the virtual space, notably the PTHV transition to Bridge Visits, it is hard to replace the effects of being together in space.
- Unrelated to COVID, but also exacerbated by the impacts of school closures, is the ongoing challenge of providing the full scope of translation and interpretation services to meet the diverse linguistic needs present in the district. This is an area in which the district recognizes the need for ongoing improvement and growth.

Actions Not Implemented

Overall, most of the actions within this goal were implemented as planned, with the shift in staff efforts after school closure discussed above. Aspects of actions that were not fully implemented included:

- The majority of funds set aside for Volunteer Fingerprinting Costs were not expended. The service was provided as planned - with the district's centralized fingerprinting services remaining open to any parent/guardian volunteers to access the service at no cost. The total funds expended were significantly less than anticipated.
- As noted, planned activities of the Parent Leadership Pathway Workshops, Parent Information Exchange, Academic Parent Teacher Teams, and Parent Teacher Home Visits were all not implemented fully due to school closures.
- At the school-site level, ability to implement actions varied, with in-person activities canceled and 'rebooting' in the virtual spaces taking varying amounts of time.

Overall Effectiveness

The outcomes associated with this goal demonstrate some areas of progress while, overall, reaffirm this as an area of need moving forward.

- Through March 2020, the key actions implemented by Parent Resource Center staff (Action 3.1) continued to operate at a high efficiency, considering their reduction in staff (the Parent Resource Center in 2019-20 was staffed by 2.0 FTE Family Partnership Facilitators, down from 5.0 FTE in previous years). Staff facilitated the Parent Leadership Pathway Workshop series at 9 sites and supported teachers to implement Academic Parent Teacher Teams at 9 sites. Through 2.25.20, there were 992 net attendees at the PLPW events, with 46% of these being parents/guardians of English Learners. These numbers are broadly very favorable considering the staffing is at 40% of previous capacity and has, at the reduced levels, strived to maintain as wide a scope of service as possible.

- Staff also provided the training, support, and logistical management to complete 902 Parent Teacher Home Visits through 2.25.20. It is difficult to compare this last outcome with previous years, as during those years data was reported for total hours and not unique visits. (Each Home Visit can result in 2 hours being logged, with one hour of preparation and one of follow-up)
- The results of the family survey administered in fall 2019 as part of the district's Local Indicator reporting revealed a significant need for improvement in fully engaging families as partners. While the total number of responses was small, the respondents overwhelmingly rated the district as being in the 'Beginning Development' phase of engagement for the majority of the indicator areas. It is the district's intent to (1) improve the overall participation rate in future survey administrations, (2) improve the quality of the survey tool, and (3) continue improving the scope and quality of opportunities for families to fully engage as partners in their child(ren)'s education.
- School Site Councils (SSCs) continued their key role in serving as each school site's primary means for parents/guardians and community members to fully engage in the Cycle of Continuous Improvement within their school community. Funds allocated to school sites (including LCFF Base, LCFF Supplemental and Concentration, Title 1, and other grant funds) are used to improve student outcomes and the SSC remains a primary place for parents/guardians to engage as partners in the decision-making process informing the education of their students.

Goal 4

Maximize the leadership, structure, and processes of the organization to execute our mission as effectively and efficiently as possible.

- Institute the practice of evaluating program and resource efficacy. (Action 4.1)
- Establish a district-wide protocol for providing customer service to stakeholders. (Action 4.2)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: SCUSD Strategic Plan

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SCUSD Data Dashboard Usage</p> <p>Source: Local</p> <p>19-20 Metric omitted</p> <p>Baseline Report Dashboard analytics (usage) for initial (2016-17) school year. (Baseline 2016-17: 1,606 midyear)</p>	<p>This metric was omitted in the previous LCAP.</p>
<p>Metric/Indicator On-time submission to CalPADS and Civil Rights Data Collection (CRDC)</p> <p>Source: Local</p>	<p>District confirms on-time submission of district level data to CALPADS and CRDC for 2019-20.</p> <p>Source: Technology Services Department</p>

Expected	Actual
<p>19-20 Maintain on-time submission</p> <p>Baseline On time submission of district level data to CalPADS and CRDC</p>	
<p>Metric/Indicator Infinite Campus (Student Information System) usage</p> <p>Source: Local</p> <p>19-20 Increase number of Infinite Campus accounts by 10%</p> <p>Baseline Report number of students whose families have Infinite Campus accounts. (Baseline 2016-17: 5,700 midyear)</p>	<p>Number of Students with at least 1 parent with an Infinite Campus Account:</p> <p>2017-18 Mid-Year: 5,398 2018-19 Mid-Year: 6,318 2019-20 Mid-Year: 12,651*</p> <p>*As of 3.13.20. Number is out of 46,187 student records, which includes all students who have been enrolled in any school for at least 1 day.</p> <p>Source: SCUSD Internal Analysis (Technology Services Department)</p>
<p>Metric/Indicator Customer service measurement tool: Complaints and resolution</p> <p>Source: Local</p> <p>19-20 Improve by 10% annually</p> <p>Baseline Develop customer service measurement tools</p>	

Expected	Actual																		
	<p data-bbox="1060 170 1690 251">Number of Complaints Received by the Constituent Services Office Per Quarter:</p> <table border="1" data-bbox="1060 284 1717 544"> <thead> <tr> <th data-bbox="1066 292 1392 332">Quarter</th> <th data-bbox="1396 292 1556 332">2018-19</th> <th data-bbox="1560 292 1711 332">2019-20</th> </tr> </thead> <tbody> <tr> <td data-bbox="1066 336 1392 376">July-September</td> <td data-bbox="1396 336 1556 376">418</td> <td data-bbox="1560 336 1711 376">391</td> </tr> <tr> <td data-bbox="1066 380 1392 420">October – December</td> <td data-bbox="1396 380 1556 420">368</td> <td data-bbox="1560 380 1711 420">347</td> </tr> <tr> <td data-bbox="1066 423 1392 464">January – March</td> <td data-bbox="1396 423 1556 464">237</td> <td data-bbox="1560 423 1711 464">274</td> </tr> <tr> <td data-bbox="1066 467 1392 508">April - June</td> <td data-bbox="1396 467 1556 508">328</td> <td data-bbox="1560 467 1711 508">179</td> </tr> <tr> <td data-bbox="1066 511 1392 552">Total</td> <td data-bbox="1396 511 1556 552">1351</td> <td data-bbox="1560 511 1711 552">1191</td> </tr> </tbody> </table> <p data-bbox="1060 592 1848 836">Average Time to Resolve Complaints: Current records do not allow for a precise reporting of this metric. In the 2018-19 Annual Update it was reported that most cases take between 3-5 days to resolve. Staff report that this range is still accurate for the majority of cases.</p> <p data-bbox="1060 876 1858 998">Note: Quarterly numbers reported represent total Constituent Services Office contacts. Contacts include official complaints and related interactions/comments.</p> <p data-bbox="1060 1047 1816 1128">Source: SCUSD Student Hearing and Placement Department</p>	Quarter	2018-19	2019-20	July-September	418	391	October – December	368	347	January – March	237	274	April - June	328	179	Total	1351	1191
Quarter	2018-19	2019-20																	
July-September	418	391																	
October – December	368	347																	
January – March	237	274																	
April - June	328	179																	
Total	1351	1191																	
<p data-bbox="105 1153 462 1226">Metric/Indicator Annual evaluation report</p> <p data-bbox="105 1266 304 1299">Source: Local</p> <p data-bbox="105 1356 304 1429">19-20 Planning year</p> <p data-bbox="105 1445 241 1477">Baseline</p>	<p data-bbox="1060 1144 1995 1226">This metric was not utilized as planned and no specific baseline or methodology was confirmed in 2019-20.</p> <p data-bbox="1060 1258 1995 1437">District staff are engaged in development of a school and program evaluation framework based on key research questions. These have informed inclusion of attendance, discipline, and academic outcome data for schools. As this framework continues to evolve, staff will revisit how the methodology used might apply to a</p>																		

Expected	Actual
Develop performance metrics for all program plans and contracts	broader set of performance metrics for all program plans and contracts.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide dashboard database reporting, and assessment system software and tools, to support the district and school sites to analyze student work and monitor student progress.</p> <p>Prepare to identify how programs, staffing levels, instructional supports have impact.</p> <p>Illuminate Education: student licenses, grading software, item bank and pre-built assessments.</p> <p>Tableau Server license support: 7 user licenses.</p>	<p>Illuminate 5000-5999: Services And Other Operating Expenditures Suppl/Con \$228,642</p> <p>Tableau 5000-5999: Services And Other Operating Expenditures Suppl/Con \$35,956</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$241,840</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$35,956</p>
Provide training in customer service standards; measure satisfaction level across departments	0	N/A

Goal Analysis

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

The funds allocated to actions/services in this goal area were minimal and expended as planned. No reallocations or changes in use occurred.

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

This goal, while broad in scope, had the fewest actions of SCUSD's four LCAP goals. Of the two planned actions, one was implemented fully while the other was not implemented. Action 4.1 provided staff access to the Illuminate dashboard and database reporting system. This was used both for administration of local assessments/surveys and to analyze student performance. Illuminate serves as the district's single entry point for a wide range of student data platforms/resources including the Early Identification and Intervention System (EIS), Performance and Targeted Action Index (PTAI), Attendance, Behavior, and Course Performance (ABC) reports, reports on the Math and ELA state assessments, and School Climate Survey results. Staff at school sites and district staff use Illuminate to evaluate student, school, and district needs and to inform data-based decisions. This contributed to the achievement of Goal 4 by supporting program evaluation and the making of decisions that are as effective and efficient as possible.

Action 4.2 (districtwide training in customer service standards and the corresponding measurement of satisfaction level across departments) was not implemented as planned. This is an area in which the district's focus has diverged from the original plan for the goal and action in 2017. Customer service training is currently implemented at the department level and on an as-needed basis. The district still recognizes the value of a centralized customer service model as well as a standardized method for measuring customer satisfaction across departments. However, the prioritization of other issues has resulted in this action being identified for future consideration when the appropriate time and resources can be focused on effective implementation.

It is difficult to reach any definitive conclusions regarding the effectiveness of the stated actions/services to achieve the goal. As stated above, the implementation as planned of the Illuminate dashboard and database system supported district and site-based staff to identify needs and make data-based decisions. Broadly, this does have a positive impact on 'Maximizing the leadership, structure, and processes of the organization to execute our mission as effectively and efficiently as possible.' However, the postponement of any implementation of districtwide customer service training or development of an annual evaluation report with performance metrics for all program plans and contracts resulted in the absence of clear evidence on which to evaluate the two major sub-elements of the stated goal. These were to (1) institute a practice of evaluating program and resource efficacy and (2) establish a district-wide protocol for providing customer service to stakeholders.

The district is engaged in development of a school and program evaluation framework based on key research questions. Currently this is focused on the evaluation of school programs within targeted areas such as attendance, discipline, and selected academic outcomes. As the methodology and reporting are refined, the evaluation framework may be extended to other district program areas.

The defined metrics within this goal include on-time submission of CALPADs/CRDC data to the California Department of Education (CDE), usage of Infinite Campus (Student Information System) by families, and complaint resolution through the Constituent Services Office. And while it is a positive to report that CDE submissions were on-time, usage of Infinite Campus increased (6,318 accounts as of mid-year in 2018-19 to 12,651 in 2019-20), and quarterly complaints decreased (1351 total in 2018-19 to 1191 in 2019-20), they are not necessarily a basis for reaching broad conclusions about the districtwide program evaluation or customer service.

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
<p>Personal Protective Equipment (PPE) Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.</p>	\$293,610	\$1,827,251	No
<p>Screening Materials Additional Thermometers to screen student temperature and mitigate potential spread of COVID.</p>	\$11,866	\$2,404,341	No
<p>Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.</p>	\$414,623	\$1,065,418	No
<p>Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.</p>	\$229,798	\$1,317,420	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Portable High Efficiency (HE) Air Purification Units: Portable air purification units to be placed in classrooms, work areas, and common spaces within the districts to mitigate the spread of COVID-19. These units also mitigate wildfire smoke.</p>	\$6,167,700	\$8,444,661	No
<p>Handwashing Stations Additional handwashing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate transmission of COVID-19. Costs for each handwashing station include rental and 4 services per week for a 6-month period.</p>	\$415,164	\$89,078	No
<p>Hydration Stations Current drinking fountains are to remain turned off during the pandemic in order to reduce the spread of COVID-19. The installation of touchless hydration stations will provide students and staff safe access to drinking water when on campus. Will include 1 station at smaller school sites and district facilities and 2 stations at larger school sites and Serna Center.</p>	\$1,200,000	\$130,459	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.

Several of the actions in the in-person instructional offerings section of the plan exceeded the projected expenditures substantively. As the 2020-21 school progressed and plans evolved, the scope of these actions widened to reflect the additional needs identified for successfully implementing in-person instruction and addressing the demands of the COVID-19 pandemic context.

- Screening materials, initially focused on the provision of additional thermometers to screen temperature and mitigate the spread of COVID, expanded to include the costs associated with providing COVID-19 testing, contact tracing software and materials, pulse oximeters, and thermal scanners. Initially projected at \$11,866 for just thermometers, the estimated actual expenditure is \$2,398,083 with all additional testing, tracing, and scanning materials included.

- Personal protective equipment, projected at \$293,610 and with an estimated actual of \$1,088,113, expanded in scope to include plexiglass barriers in key areas such as offices, cafeterias, and libraries at all school sites and in high contact areas within the district office. Included as planned were costs associated with face coverings, soap, and hand sanitizer.
- Disinfecting materials were projected at \$414,623 and have an estimated actual of \$1,065,418. The implemented action included the projected spray bottles disinfectant, towels, gloves, goggles, and masks and expanded to include backpack foggers and other equipment for use by custodial staff to make disinfection processes efficient and effective.
- Visual Cues and Materials for Social Distancing were projected at \$229,798 and have an estimated actual of \$1,317,007. As planned, the district purchased and installed signage, stanchions, floor decals, and posters to direct traffic according to site plans. The scope of what was actually needed to effectively achieve this action grew beyond the original plan at the time of approval. Expenditures also included stickers/decals, lamination of materials to minimize replacement need, and lawn signs to support the overall safety plan at the site.
- Air Purification Unit were implemented as planned, with the estimated actual expenditure (\$8,444,661) exceeding the projected expenditure (\$6,167,700). Self-Contained Air Purification Units and specialized air filters were purchased to filter air in classrooms and other enclosed spaces. The actual cost of the units, replacement parts, and filters across all necessary spaces exceeded the projected expenditure.
- Hydration Stations and Handwashing Stations both have estimated actual expenditures substantially lower than the projected estimates. Hydration stations (projected at \$1,200,000) were installed, but at a decreased amount with an estimated actual of \$130,459 as the scope of installation was less than planned. Handwashing stations, projected at \$415,164, were budgeted assuming a weekly rental cost that would last much of the school year. With in-person schooling not occurring until very late in the year, estimated actual costs (\$80,078) are far less.

Analysis of In-Person Instructional Offerings

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

At the time of this draft's writing, SCUSD's planned reopening of in-person instruction for PreK-3rd grade students was scheduled for April 8, 2021. Grades 4-6 were scheduled to return on April 15, 2021 and grades 7-12 were scheduled to return on April 22, 2021.

The 2020-21 school year was one of uncertainty for many districts, SCUSD included. Balancing guidance from the federal, state, and county health agencies, the state legislature and Governor, the California Department of Education (CDE), and the interests of stakeholders, the district remained committed to reopening for in-person instruction as soon as the identified conditions of readiness were satisfied.

Early in the 2020-21 school year, the district's Conditions for Reopening Dashboard was established to provide the community regular updates on the progress within each metric defined as a critical component to reopening. The dashboard identified the key areas in

which challenges to reopening existed and the specific metrics that had to be completed prior to reopening. The key areas and some example metrics included:

- Communication: Health and Safety Plan including contact tracing procedures, Health Promotion Practices, SCUSD Dashboard on positive cases/exposures
- Site Safety: Inspection checklists, third-party inspections of sites, classroom preparation, daily disinfection schedule, Plexiglas barriers, directional signage
- Ventilation: Heating, Ventilation, and Air Conditioning (HVAC) units programmed to run continuously, replaced with appropriate filters, opened for outside air
- Hygiene: Disable hand dryers/drinking fountains, flush water lines, available hand soap, sanitizer, and facial tissue
- Preparing our Employees: Employees provided access to training
- Testing: Available testing, routine SCUSD on-site testing, process for reporting positive tests
- Screening: Health screening procedures, protocols for visitors, temperature check equipment at each site
- Face Covering: Face coverings in all classrooms/common places, face coverings required for all grade levels (except medical exemption)

These conditions were established in alignment with public health guidelines and align strongly with the Governor's Safe Schools for all Plan.

On March 16, Sacramento County entered the 'red tier' for risk level based on the rate of per 100,000 new daily case count, the overall rate of positive tests for the entire county, and the health equity positivity rate which assesses the disparity in test positivity rates between different census tracts/neighborhoods.

COVID-19 Testing

Providing testing that is widely available and has a rapid turnaround time for results was a significant challenge and required a collaborative effort across departments to implement. Leading up to the large-scale April reopening for in-person instruction, testing capacity and systems were built out through the district's Learning Hub sites and other open district offices. Testing was provided at all learning hub sites and operational district locations using self-administered PCR testing kits as well as rapid antigen tests. The turnaround time for the PCR test is 24-48 hours and the rapid antigen tests provide on-site results within 15 minutes. Testing began the week of March 8th and, through the first few weeks of testing, the SCUSD positivity rate was 0.86%. All testing is being offered free of charge and on a voluntary basis to all staff and students through a partnership with the California Department of Public Health (CDPH) and the Sacramento County Public Health (SCPH) department.

Vaccination

In addition to COVID-19 testing, SCUSD has partnered with Dignity Health and other community entities to host vaccination clinics open to staff as well as community members. All district staff members were offered the opportunity to be vaccinated. As of March 19, 2021, four clinic events had been held and over 2000 staff and community had been vaccinated. The district has continued partnering with Dignity Health to provide vaccines to community members at clinics, the Serna Center, and other school sites to support distribution of the vaccine across the Sacramento community.

School Site Safety:

Preparing physical school sites for the return of students to in-person instruction presented numerous challenges. These were addressed through the ongoing efforts of staff in Facilities and Maintenance Services, Risk Management, Student Support & Health Services, Nutrition Services, and others. School site staff were critical in the on-site leadership and implementation of all required preparations and processes. Key challenges addressed included:

- Installation of physical barriers at points of high contact: Plexiglas barriers were installed in front office counters, Multipurpose Rooms, cafeterias, library counters, and additional office counters
- Installation of signage and directional barriers to guide movement of students: Signs have been installed to direct traffic flow and provide important reminders about health and safety practices. Stanchions, tents, directional arrows, and traffic cones have been provided to sites to ensure that students follow appropriate routes to and from class
- Site plans and maps to define entry/exit points and schedules: Guided by third-party review and support, site leadership has been provided training in how to identify and implement appropriate entry and exit procedures
- Ventilation and filtration of closed spaces: Heating, Ventilation & Air Conditioning (HVAC) filters were upgraded and, where upgrade was not possible, a portable HEPA filtration unit was installed. HVACs were programmed to flush inside air a minimum of 2 hours before and after the building is occupied. Additionally, handheld CO2 monitors were purchased to provide sites a means of assessing the air quality and ventilation.

As an additional check on readiness, an outside consultant was brought in to conduct final assessments site-walks to ensure that all requirements had been met in advance of students returning to campus.

Screening

The process for daily student screening upon entry to school sites was established early in the year as part of the district's Return to Health plan. Students and staff were provided guidance for conducting passive (self) screening at home daily. This includes monitoring for symptoms of illness and recent close contact with someone confirmed to have COVID-19. Active screening conducted at schools includes a temperature check and review of signs/symptoms of illness for all students and staff entering the site. Any student or staff with symptoms of COVID or who are required to quarantine per Centers for Disease Control (CDC) guidelines will be advised to return home. The district is currently working to provide access to an app that allows screening for signs/symptoms to be completed digitally prior to arrival. This will enable schools sites to complete on-site screenings in less time.

Face Coverings

Except in cases of medical exemption, face coverings are required for all staff, students, parents/guardians, and visitors while on campus or in district facilities. Individuals may wear a face covering of their own choosing that meets California Department of Public Health (CDPH) guidelines and SCUSD will provide a face covering to all individuals who need them.

Learning Model

A key challenge in implementing in-person learning was resolving the details of the learning model to be used. The district ultimately decided to implement a concurrent model in which teachers deliver synchronous instruction to both in-person and at-home students at the same time. Students opting to return for in-person instruction were split into two cohorts ('A' and 'B') and students choosing to remain in full-time distance learning were designated cohort C. Cohorts A and B each attended in-person instruction 2 days per week,

with the other three days being distance learning. While the concurrent model presented challenges of its own (notably the technology challenges discussed below), a key success was that it allowed students to keep their same teachers for the remainder of the year. The schedule also maintained time within the school day for teachers to continue targeted small group instruction. For secondary students, daily start times returned to those used in 2019-20 to align with bus schedules and to allow morning classes to end before lunch for health and safety practices to be completed. Staff for each grade span (PreK-3, 4-6, 7-12) were returned to campus on the Monday prior to their specific students' start date to prepare for student arrival.

Cohort Schedule:

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- Monday: Distance Learning day for all. Time for both whole-group synchronous instruction and targeted small group instruction. Collaborative Time for teachers.
- Tues-Fri: About three hours of live, synchronous instruction in the morning, with concurrent teaching of students in person and students at home. Afternoon is for targeted small group instruction.
- Students pick-up grab-and-go meals at lunchtime.
- K-6 students in Special Day Classes attend classes in-person Tuesday-Friday in a phased-in approach.

A Professional Learning Website was built and provided to staff. The site includes a curated set of resources including both national and SCUSD-produced to support teachers. Topics include technology, concurrent teaching, lesson design, and content area-targeted support. A series of live question and answer sessions were also provided for teachers leading up to the opening of school.

Technology

As noted above, a key challenge emerging from the selection of the concurrent model was the need for technology that allows a teacher to instruct in-person and at-home students simultaneously. To address this challenge, the district established a Technology Reopening Committee tasked with identifying the technology needed to reopen schools and implement the learning model. The committee visited neighboring districts and met with technology personnel to learn about their process. The committee's recommendations resulted in the following being provided for each SCUSD classroom: Two (2) teacher devices (one to monitor DL students, one to facilitate instruction), LCD monitor, LCD projector, charging needs for student chromebooks, and a Polycom Studio Bar. The Polycom Studio Bar is a device that allows for amplified sound, without the need for additional speakers or microphones. Schools are also being provided with additional power strips, multi-USB docking stations, and broadband and wireless access points as needed.

The district has sufficient devices to issue every teacher a second device/computer and also recognized that there are staff who may be in need of an upgraded computer in their classrooms. With this in mind, data was collected to determine how many additional computers were needed to ensure teachers had devices compatible with Zoom and the additional technology being placed in their classrooms. Staff were provided training videos on how to set-up and use the new technology and resources for teachers to support concurrent teaching. These will include professional learning videos and podcasts that will remain accessible over time. These resources were also shared with principals.

As of March 2021, the district had deployed approximately 31,100 Chromebooks to students who identified they needed a device. This deployment began in March 2020 and has continued throughout Distance Learning. Additional Chromebook carts, Chromebooks and chargers were provided to elementary school sites to accommodate daily needs at grades EK-3. Students in grades 4 - 12 are expected to bring their District Chromebooks from school-to-home as needed for instruction in a 1:1 model. Prior to establishing that expectation, the District, in collaboration with school sites, ensured that all students in grades 4-12 had a District issued Chromebook device. In the event a student forgets to bring their District issued Chromebook with them to school, additional Chromebook carts, Chromebooks and chargers will be available for students to use at school on any given day.

To provide direct support to staff, temporary positions of Technology Support Teachers (TSTs) were created. These TSTs were provided to sites in proportion to student enrollment and have ensure that staff have access to technical assistance including troubleshooting and demonstration of technology and applications. TSTs work in coordination with site technicians.

Athletics

Enabling students and staff to resume participation in athletics (practices and competition) involved a series of challenges that were addressed in close alignment with California Interscholastic Federation (CIF) and local San Joaquin-Section guidelines. The normal three high school sport seasons were condensed into two seasons for the 2020-21 school year, transportation arrangements to and from games was arranged, attendance was limited to parents and family members, and weekly COVID testing was implemented for specific spots (football, wrestling, water polo) as required by public health guidelines.

Learning Hubs

A key district success in providing in-person services that served as a template for addressing later challenges were the Learning Hubs implemented by the Expanded Learning team. These were implemented at 14 school sites and, after beginning with 40 students/hub, grew to the maximum capacity of 56 students each. Students attending learning hubs were provided support through their distance learning instruction and additional enrichment activities. In the transition to in-person learning available to all students, the learning hubs were expanded out to 43 additional sites beyond the initial 14. These provide academic support, tutoring, snack, physical activity, and enrichment through external partners and begin immediately after in-person instruction. Priority for all learning hubs is given to Homeless Youth, Foster Youth, English Learners, Students with Disabilities, and disengaged students. Students who attended Learning Hubs during distance learning were provided priority to continue after in-person instruction resumed. Learning hubs provided in-person activities 5 days per week, including the three days each week that students were not in-person with their classroom teachers.

Return Survey Results

Another key challenge in implementing in-person instruction was the determination of which students would be returning. The district administered a Learning Options Form in early March 2021 to determine, for each student, whether they would remain in full distance learning or return as part of an in-person cohort. If a survey was not submitted, the student was automatically enrolled in In-person instruction with the opportunity to modify as needed. The survey was made available through multiple channels and staff engaged in extensive outreach to increase the response rate. Overall, responses were obtained for 81% of students with 53% of respondents

indicating a preference to return. This rate varied by grade span, student group, and board member area. Significant variance existed by race/ethnicity, with 33% of Asian and 71% of White students indicating a preference to return, and for fluency status, 35% of Redesignated students and 58% of English Only students, and board member area, 43% of Area 4 and 63% of Area 2.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Devices and Connectivity Computers made available for all students who need a device to access distance learning at home, Wi-Fi hotspots on an as needed basis, and connectivity support through Sac City Kids Connect partnership with Comcast. Sac City Kids Connect provides low cost connectivity to eligible families. Contract provides 6 months of service for 5000 accounts. This action also includes headsets for students.</p>	\$5,728,184	\$14,404,671	No
<p>Additional Technology for Students with Disabilities Assistive technology for Students with Disabilities to access distance learning instruction from home. Includes headsets for computers.</p>	\$7,047	\$150,070	No
<p>Early Childhood Education Support Instructional Supplies and computers for staff in preschool programs.</p>	\$120,577	\$155,521	No
<p>Foster Youth Services Provide remote support for Foster Youth through a case management model. Support includes regular check-ins with students and parents, monitoring of attendance/engagement and referral to services as needs are identified.</p>	\$504,349	\$667,765	Yes
<p>Multilingual Literacy Department Lead the implementation of designated/integrated English Language Development (ELD), newcomer programs, and language immersion programs. Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in a virtual</p>	\$1,363,445	\$1,464,307	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.			
Counselors, Master Scheduling, and Credit Recovery Counselors will provide students academic, college, and other supports, including referral to appropriate services. Counselors will provide virtual small group and 1 on 1 college applications support. Counselors will also play a key role in the scheduling of students at the secondary level in cohorts that meet student academic needs while meeting health guidelines. This effort will be led by the Master Scheduling director, who will also lead efforts to balance enrollment across schools/programs. This will be a key aspect of effective scheduling within distance learning and in transition to hybrid and full in-person modes; particularly as staff may need to be redeployed to address health concerns and enrollment-based needs.	\$7,280,609	\$7,017,552	Yes
Training Specialists and Curriculum Coordinators Lead the district's distance learning program including the use of grade level scope and sequence plans, administration and use of the district's common assessments, and implementation of the skills and strategies acquired in professional learning. Facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, integration of Social Emotional Learning practices, use of the learning management system (Google Classroom), and implementation of targeted small group and 1 on 1 instruction.	\$4,996,850	\$4,876,890	Yes
Collaboration Time	\$5,558,673	\$5,565,748	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will be focused on assessing and addressing learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID.			
Special Education Instructional Assistants and Psychologists Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	\$19,623,365	\$17,491,313	No
Homeless Services Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	\$161,872	\$156,458	No
Enrollment Center Maintain existing staffing and supports so that students are efficiently transitioned into school system and between school sites. Centralized services including an immunization clinic, family services, a summer feeding program, services for families in transition, and translators.	\$247,873	\$260,684	Yes
Expanded Learning Programs Provide support to students during synchronous and asynchronous learning time. In collaboration with partners, develop programs at each school site to provide supports that include home visits, outreach, referral to resources, online enrichment, small group instruction, tutoring, homework help, and credit recovery/elective courses at high schools. Pilot in-person learning hubs at elementary	\$10,438,240	\$8,864,001	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
schools with possibility of expansion to additional expanded learning elementary sites.			
Distance Learning Professional Development Two (2) additional days of professional learning to help prepare teachers to implement distance learning.	\$2,600,000	\$2,019,770	No
Distance Learning Professional Development: Electronic copies of The Distance Learning Playbook resource for staff.	\$33,600	\$8,460	No
Instructional Materials for Distance Learning Provide instructional materials necessary for students to participate fully in instruction. Includes physical textbooks, workbooks, digital textbook licenses, school supplies, and curriculum software.	\$697,554	\$5,559,995	No

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.

Most of the actions for the Distance Learning Program did not have substantive differences between the planned actions and budgeted expenditures. The efforts of Counselors, Training Specialists and Curriculum Coordinators, Homeless Services staff, and other staff/programs supporting the distance learning effort all were implemented as planned.

A substantive difference between the budgeted expenditure and estimated actual expenditure was in the area of Devices and Connectivity. Projected at \$5,728,184, the estimated actual for this action is \$14,404,671. The planned aspects were implemented, with computers being made available for all students who needed a device and wifi/connectivity access being provided in the form of a continued partnership with Comcast and with individual hotspots. The scope of this action also includes the range of devices that have been purchases to allow for concurrent learning during the last part of the year. This includes the technology in classrooms that will allow students remaining in distance learning to participate in concurrent learning with those returning to the classroom. Technology includes devices that will capture classroom audio/video that reduces reduced ambient noise.

A second difference that was significantly higher than projected was Instructional Materials for Distance Learning. This was projected at \$697,554 and has an estimated actual of \$5,559,995. At the time of the expenditure projections, the costs reflected actuals and encumbrances to that point. The full scope of need was not concretely projected at that point and came to include a variety of additional digital resources and a significant number of physical texts to provide students copies of materials at home.

Other substantive differences include:

- Additional technology to assist students with disabilities in accessing distance instruction from home. At the time of the plan adoption, a small amount (\$7,047) of funds had been expended for this purpose but no definitive allocation had been made beyond this. The estimated actual expenditures reflect additional needs that arose and total \$150,070.
- The difference in the projected expenditure (19,623,365) and estimated actual expenditure (\$17,491,313) for Special Education Instructional Assistants and Psychologists is consistent with previous years, as some positions were not filled at the outset of the year and remained unfilled for varying amounts of time.
- Expanded Learning continued to operate programs as planned, though the reduced scale and form of offerings due to school closures resulted in an estimated actual expenditure (\$8,864,001) less than their projected budget of (\$10,438,240).
- Estimated actuals for Distance Learning Professional Learning Materials (\$8,460) were significantly under the projected expenditure (\$33,600). This was due to a lower than anticipated unit cost (projected purchase price was \$14.55/item and actual cost was \$9.43/item) and less than anticipated demand. The Distance Learning Playbook was made available to all staff who requested a copy on a voluntary basis.

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.

Overall, the district made efforts to implement the continuity of instruction actions as planned, though actual implementation varied across school sites and programs. A challenge impacting multiple aspects of the distance learning plan was the ongoing lack of a formal Distance Learning agreement. As noted in the updated version from 10.29.20, the district's Learning Continuity and Attendance Plan outlined the district's planned implementation of actions and services for students, families, and staff. It was further noted that the contents of the plan included some elements that had been discussed in labor-related negotiations. At the time of the plan update and this writing, formal agreement had not been reached.

The curriculum scope and sequence and identification of priority standards remain key parts of the district's ongoing plans to establish coherence and consistency across school sites and grade levels. Similarly, the focus on Google Classroom as the standard Learning Management System (LMS) is an important step in aligning the student and family experience.

Student scheduling was implemented as planned, with staff cohorting students as much as possible to prepare for the potential return to in-person instruction. As the return plans became concrete, most students were able to maintain their existing class assignments with their same teacher(s). Synchronous instruction in the mornings provided students access to daily, live instruction and asynchronous instruction in the afternoons allowed teachers to hold small group and one-on-one targeted instruction to address specific learning needs. The lack of a formal agreement for Distance Learning presented a challenge to the regular recording of all lessons for later viewing.

Copies of physical textbooks were provided to those who needed them and the district invested in a range of online instructional materials to support distance learning. A key challenge in the area of instructional materials were those unique items associated with Career and Technical Education (CTE). For many courses, students did not have the required equipment at their homes that was present in the specialized CTE classrooms. This made it difficult to implement aspects of the curriculum without the necessary equipment. Staff did work to provide students with equipment, with some solution being less than ideal. Examples of courses that have more intense materials needs include construction, automotive work, and computer science. Where providing physical equipment at home has not possible, teachers have developed virtual lessons.

Maintaining continuity in credit recovery was a challenge in the distance learning environment. Staff reported that engaging students in credit recovery during distance learning has been difficult. When in physical space, teachers are able to provide direct support to students, making rounds in the classroom and building relationships. During distance learning there has been significant online fatigue and more disconnection from staff. Students have not shown up to online sessions in the same numbers that they were prior to the pandemic, indicating a need for redoubled efforts as students return to in-person instruction.

Connecting to students in an academic planning context and providing support has also been a challenge during distance learning. The counseling team has worked to provide a range of virtual opportunities and supports for students in their academic and college planning processes. Successes included virtual essay and scholarship workshops. These focused on students who are underrepresented and/or have been targeted for additional support. With available funds, staff hired Youth Development staff to provide one-on-one support for after-school scholarship assistance, credit recovery, and other guidance. Homeless Youth Services and Foster Youth Services were provided with direct access to counseling tools to increase the collaborative monitoring of graduation and A-G status for HY and FY.

Access to Devices and Connectivity

As noted in the In-Person Instructional Offerings section, the district has deployed chromebooks to all students who needed a device. Through March 2021 this included deployment of approximately 31,100 Chromebooks, with 87.52% of SCUSD households having at least 1 district device. Efforts to ensure access to devices and connectivity began as soon as schools closed in March 2020 and have continued throughout Distance Learning. A key challenge has been the ongoing need to ensure connectivity for students and families who do not have consistent and effective internet connection/speed. The district has made wifi hotspots available by request to families who are experiencing homelessness, are unable to obtain service through the Sac City Kids Connect program (a partnership between the City of Sacramento and Comcast), have three or more students in the home (increased bandwidth needs), or have other

extenuating circumstances. Additionally, the District English Language Advisory Committee (DELAC) shared contact information on how to request a hotspot and asked representatives to take this information back to their site English Learner Advisory Committees (ELACs). Support for connectivity has been centralized by the Attendance and Engagement Office with key collaboration from school site staff, Foster Youth Services, Homeless Youth Services, and the District Parent Resource Center.

Pupil Participation and Progress

During the first part of the year, the district moved forward with plan to implement the common assessment portfolio developed to establish coherence and consistency in how student learning needs are assessed across the district. As described in detail within the Pupil Learning Loss section, participation in the Math, ELA, and foundational reading assessments was less than desired and, ultimately, an arbitration decision in January 2021 confirmed that the assessments could not move forward without mutual agreement with labor partners. Available performance results were used by schools and individual staff to monitor student progress and inform instructional decisions. These results, coupled with the ongoing formative assessment practices used by individual teachers and teacher teams, enabled staff to identify specific student needs and target support. Targeted supports included small group and one-on-one meetings as well as differentiation during live and asynchronous minutes.

In alignment with state guidance (Senate Bill 98), a participation-based attendance system was implemented that provided teachers and schools multiple measures for measuring student participation. Measure included, but were not limited to, evidence of participation in online activities (Zoom, Google Classroom, Clever, etc.), completion of regular activities (assignments, surveys, check-ins, assessments), and contacts between staff and the student or family. During distance learning students were not identified as truant. However, attendance was used an important indicator for further outreach and engagement when students demonstrated significant rates of disengagement. This process is described in further detail in the Pupil and Family Engagement and Outreach section. As planned, time value of student work was determined by individual teachers for their respective classroom/courses. Implementation of the weekly engagement record forms to be completed each week was a challenge in that no formal agreement on process was reached, leaving implementation to the school site and classroom level.

Distance Learning PD

Staff have been provided ongoing access to the professional development initially launched in spring 2020 and implemented as part of the training leading into 2020-21. This included self-paced modules in Universal Design for Learning (UDL) and online professional learning for distance learning tools, including Google Classroom. UDL has remained at the heart of district instructional planning moving forward and is a key piece of the Tier 1 MTSS framework. Ongoing professional learning has been provided to teachers and leaders on UDL lesson design. Specific professional learning on UDL has been provided to support teachers in distance learning in science, math and ELA/ELD.

The first cohort of the district Multi-Tiered Systems of Support (MTSS) effort was successfully launched. Cohort 1 has progressed through a series of extensive trainings, with the twenty-five (25) participating schools' principal and leadership team engaging in professional learning on the six (6) critical components of MTSS. Year 1 is considered to be an Installation Year, with leadership team development, establishment of a problem-solving process, and data review/analysis as key goals. The second cohort of schools will

enter year 1 in 2021-22. Ongoing coaching/support will be provided to schools as they progress to years 2 and 3 and they will be engaged in providing peer support and mentorship to Year 1 schools.

In addition, the Curriculum and Instruction office offered a series of content-specific professional learning opportunities framed by Universal Design for Learning. The Multilingual Literacy Office offered four sessions on meeting the needs of English Learners: (1) English Language Development (ELD) strategies during distance learning; (2) English Language Development strategies to support the English Language Proficiency Assessment for California (ELPAC); (3) Vocabulary Development; and (4) Writing Development. ELD was also built into the professional learning sessions offered for English Language Arts teachers on building foundational skills, publisher training on MyPerspectives (secondary ELA adopted materials), and on-going sessions for 12th grade teachers of Expository Reading Writing Course (ERWC). The ELD training specialists are also building their own knowledge of ELD and have joined the Sacramento County Office of Education (SCOE)/Californians Together professional learning (EL RISE) for elementary, secondary, newcomer, and administrative multi-year cohorts (along with district teachers who opted-in) to increase implementation of the California English Learner Roadmap through teaching and learning cycles.

Staff Roles and Responsibilities

The 2020-21 school year presented a few overarching challenges that influenced the roles and responsibilities of staff across multiple departments. As the year began and 2020-21 distance learning was fully launched, connectivity access and device support was a major need that shifted roles and responsibilities. Staff in Attendance and Engagement, the Family and Community Empowerment (FACE), and many other roles that provided outreach to students and families all supported the distribution of devices, support for accessing Zoom, Google classroom, and other district platforms, and addressing connectivity issues. As the year progressed and more students and families gained familiarity with the the various software and hardware in use, support for basic services came to the forefront. This resulted in staff shifting efforts to support families in obtaining food, housing assistance, access to benefits, and other basic needs. These shifts in roles and responsibilities were embraced, as staff recognized that supporting students and families with their most immediate needs was critical to addressing any other academic, social, or emotional issues. As staff prepared for the return to in-person instruction, roles and responsibilities shifted again with the need to plan for the concurrent instruction of students in-person and at home and effective implementation of safety protocols at school sites.

Supports for Pupils with Unique Needs

English Learners

The Multilingual Literacy Office has moved forward in providing more services for our English Learners. 2020-2021 brought the first year of the high school newcomer pathway. English Language Development (ELD) content-specific courses were added to the course catalog to build language and literacy, while meeting graduation and A-G requirements. This year will also see the first group of students graduate with the Assembly Bill (AB) 2121 exemption (students who entered United States schools during their junior year). This is expected to positively impact the English Learner graduation rate. In an effort to align with California Global 2030 and celebrate our students' multiliteracy, the Multilingual Office set a clear protocol that offers up to four years of world language credit for students who take a language proficiency exam. This protocol should decrease the number of ELs who are credit deficient, increase graduation rates, and promote the growth of our world language program - especially heritage/native language courses. 2020-21 also featured

the highest number to date of seniors who pre-qualified to earn the State Seal of Biliteracy (More than 500). An additional 500 seniors qualified to take the Sacramento County Office of Education (SCOE) language exam to earn the Seal of Biliteracy. More than one hundred students signed up for the April testing dates.

A significant challenge was the administration of the English Language Proficiency Assessments for California (ELPAC) used for determining reclassification eligibility and providing valuable information about student progress toward fluency. As of February 2021, all 735 students requiring an Initial ELPAC had been assessed (100% participation rate).

As of April 2021, 2020-21 summative ELPAC administration was still in progress, with 30% of students having started at least one domain of the assessment. (The assessment includes the listening, speaking, reading, and writing domains) SCUSD has set a goal of completing assessments by May 31st, though the state has allowed districts to extend the testing window until July 30th.

In addition to the ELPAC, another challenge has been finding the needed data points for reclassification. Students are required to score a 4 overall on the ELPAC as well as 'Nearly Met' or above on a district-determined English Language Arts (ELA) standardized assessment. As the state assessment for ELA was not administered last school year and not all students took the ELPAC, reclassification rates have not been consistent with previous years. The Multilingual Literacy Office is working with the Assessment team to determine if the district interim can be used for reclassification.

Students with Disabilities

A major challenge during 2020-21 was the length of time required to reach an agreement with labor partners regarding special education assessments. These assessments are the foundation upon which an Individualized Education Program (IEP) is based. The assessment process collects information about a student for the purpose of determining eligibility for services (Initial Assessment) and to monitor progress (Triennial). Negotiations concerning one-to-one special education assessments for students with disabilities occurred throughout the fall and early spring of 2020-21, culminating in the successful reaching of agreement at the end of February 2021. The agreement allowed the district to conduct special education assessments in-person and, if sufficient teacher and specialist volunteers are not available, to work with outside agencies. The goal cited in the agreement is to reduce the backlog of pending assessments by 20% each month. This is consistent with corrective actions outlined by the California Department Education (CDE) in response to complaints filed in November 2020 and January 2021.

An area of success during the recent year that will be built upon moving forward has been the opportunity to partner with families in new and innovative ways. During distance learning, staff have been able to stay connected and support students with disabilities in ways not previously utilized and will use this learning to inform future efforts.

Gifted and Talented Education (GATE)

Gifted and Talented Education (GATE) services were provided by staff according to the GATE service plans in place at their school sites. A key challenge and ultimate departure from the implementation plan was the postponement of screening assessments for the 2020-21 school year. As a result of COVID-19 district-wide safety measures, it was determined by the District Assessments Committee that, for 2020-21 only, it was not possible to guarantee valid assessment results, safe assessment administration for all of SCUSD's 1st & 3rd grade students, and equitable access to engage in those assessments according to student need (i.e.

accommodations per IEP or 504 Plan, or access to translated instructions). Screening assessments will resume, pending any necessary agreements, in the 2021-22 academic year. The decision to postpone screening assessments was informed by considerations of safety, validity, and equity and is consistent with decisions made by other large districts in the state. Next steps include the formation of a GATE Identification Planning Committee to review current research, best practices, and available assessment options.

Foster Youth

The distance learning context presented several challenges for Foster Youth Services staff. Staff were not able to conduct traditional events as usual for foster families and students, but successfully pivoted to provide events within the virtual context. These included a 'back to school drive through' where families had the opportunity to "drive thru" the Serna Center and pick up a school supply survival kits for eligible foster youth in their home; kits were also dropped off to students' homes while practicing proper social distancing protocols. Frequent check-ins were conducted with students, families, and teachers to assess needs and provide targeted support. Common supports included technology access, online tutoring services, and referrals to community partners and social workers. Overall, assessment of student needs has been a challenge. Particularly for Middle and High School students, staff report that students have been more likely to respond with "I'm OK" and "I don't need anything" in virtual check-ins, while participation/engagement data has indicated otherwise. The in-person context enables building of greater rapport, trust, and more accurate assessment of needs. It has also been more difficult to keep students connected to services such as tutoring due to various barriers such as Zoom fatigue and home placement changes. When students and families missed sessions, it is harder to keep them connected. Staff have had success through increased communication and collaboration between schools, social workers, and other foster youth stakeholders to monitor student needs. During school closure, teachers and other school site staff have been very willing to connect and collaboratively develop support strategies and accommodations to help students with higher needs. Distance learning scheduling has also made teachers more accessible during the school day, allowing Foster Youth Services staff to receive more rapid responses and take follow-up steps.

Homeless Youth

A major success in the current year has been a revision of identification process for homeless youth and families. The process now uses a Declaration of Residency (DOR) that any staff member can fill out based on a conversation with a student or family to document that family's situation. Previously, the responsibility was placed on the family to turn in their own documentation. The DOR provides statement-based evidence that can be used to support the identification process. The comprehensive identification of all Homeless Youth who are eligible to receive services remains a significant challenge not just for SCUSD, but regionally and statewide. Another success has been the issuing of cell phones to all staff. Families and students can now text or call Homeless Youth Services staff directly. This has been successful in facilitating regular check-ins with students and the amount of overall contact and return calls have increased.

The Homeless Program Coordinator is the administrator of the Homeless Services Office and staff. The Coordinator monitors and ensures district-wide McKinney-Vento compliance, including identification of homeless students for McKinney-Vento rights and services (including State and Federal programs), student enrollment and attendance, dispute resolution, outreach and support services, and other duties as defined per McKinney-Vento. The Social Worker position for the Homeless Services Office is dedicated

to serving Homeless Youth has been successful in providing more responsive services to students across sites including suicide-risk assessment and trauma response. The Youth and Family Mental Health Advocate has been successful in monitoring and tracking students who live in local shelters and providing enrollment and support services to the shelters, families, and students. Collaboration with the Enrollment Center has resulted in specific guidelines for enrolling Homeless Youth. An ongoing challenge is the need to provide additional training and information for staff about Homeless Youth issues. This includes support in how to take a stigma-reduction approach. There can be a great deal of stigma associated with Homelessness and guidance can help staff understand the appropriate ways to talk about rights, supports, and confidentiality of the family context. Home visits to places of residence have been very successful this year. Going out to shelters, motels, unsheltered sites, and other locations to deliver school supplies, warm weather items, hygiene supplies, and food has provided students with families with much-needed resources while also enabling staff to check-in and monitor progress. Homeless Services staff also provided distance learning support services to ensure homeless students were connected with appropriate educational services, had access to wifi, and were engaged in learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Summer Learning Program Included a High School Credit Recovery program operated by each of the five comprehensive high schools, with access for students from smaller schools. Priority provided to seniors within 20 credits of graduation, Foster Youth and Homeless Youth in need of credit recovery, and 9th-11th graders in need of credit recovery. Also included a K-8 Summer program offered in partnership with the City of Sacramento at five elementary/K-8 schools. This program addressed learning loss for the students enrolled while also serving as a pilot opportunity for many of the program elements to be implemented in the fall with the intention of addressing learning loss for all students.</p>	\$522,418	\$522,418	No
<p>Data Dashboard and Software Tools Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard. Illuminate serves as the district's primary assessment interface, allowing for administration, analysis, and display of results. This tool will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.</p>	\$294,644	\$294,644	No
<p>Fingerprinting for College Tutors Funds pay for the cost of fingerprinting fees for California State University Sacramento (CSUS) college students who will be assigned as tutors for SCUSD students. The collaboration with CSUS will result in the deployment of 40-50 tutors that will support distance learning overall and provide targeted supports.</p>	\$4,050	\$0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

This section of the plan had three associated actions, two of which do not have substantive differences between the planned actions or budgeted expenditures and what was implemented. In the case of the Summer Learning program, the action had been implemented at the time of the plan adoption. In the case of the Data Dashboard and Software Tools, they were implemented as planned. The third action projected a budget of \$4,050 to pay for the fingerprinting fees for college students to serve as tutors for SCUSD students. No funds were expended for this purpose during the 2020-21 school year.

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.

This is an area in which significant challenges were faced during the 2020-21 school year. These challenges remain and need solutions in order for the district to effectively assess and address Pupil Learning Loss moving forward.

As outlined in the plan, the district began the 2020-21 school year with assessments in Math, English Language Arts and, for early grades, foundational reading. The purpose of these assessments was to identify unfinished learning from the previous year and establish a baseline for each student. These ‘beginning of the year’ assessments were, in fact, the end of year assessments from the prior grade level. For example, a 2020-21 fourth grader was given the end of year third grade assessment. Participation results for these assessments were:

- Elementary: 63% for ELA, 60% for Math
- Middle School: 56% for ELA, 56% for Math
- High School: 25% for ELA, 29% for Math

Participation in the interim assessment administered in the middle of the school year did not improve upon these rates significantly and, in a few key areas, decreased sharply:

- Elementary: 56% for ELA, 67% for Math
- Middle School: 58% for ELA, 55% for Math
- High School: 26% for ELA, 14% for Math

These participation rates reveal a fundamental challenge present in the district – being able to administer the district’s common assessments consistently for all students. Entering into the 2020-21 school year, agreement with labor partners had not been reached

on a number of key issues. Included in these was the issue of district common assessments, leaving the actual decision to administer Math, ELA, and foundational reading assessments to the school site and classroom level. As might be expected, this has resulted in uneven administration and less than the desired level of overall participation. This was true in the previous year as well. In 2019-20, only 53% of students participated in 1 or more of the district's Math assessments and only 43% of students participated in 1 or more of the district's ELA assessments. A January arbitration decision confirmed that a November 2016 Memorandum of Understanding (MOU) specific to testing remains in effect and requires that there must be mutual agreement to administer district initiated and/or district wide tests or assessments to monitor student progress.

While the overall participation rate for the beginning of year and interim assessments was far from ideal, the results that were obtained were able to be used by schools and individual instructors to help assess pupil learning loss and appropriately respond. Below is a representative sequence of what this can look like:

- Assessments are administered to students
- Using the assessment results, the teacher identifies the key content/concepts that students need additional support to master
- The teacher schedules and implements small-group and, as needed, one-on-one instruction to provide support that 'fills in the gaps' in student content knowledge before the grade level content is introduced in class

The administration of assessments regularly would enable staff to look forward in the established scope and sequence to determine what knowledge students need to fully access content at grade level.

Results from the mid-year interim assessment relative to the beginning of year assessments showed improvement at some grade spans and decreased performance in other areas.

Percent of Correct Answers on Assessment
(Hold for Image of Table)

Performance results on the interim assessment varied significantly by student group for English Language Arts:

- Three students groups performed significantly below the overall rate - American Indian or Alaska Native (48%), Black or African American (44%), and Native Hawaiian or Pacific Islander (45%) – while White (65%) and Two or More Races (60%) performed well above
- English Learners (40%) performed significantly below their English Only (56%), Initially Fluent (65%) and Redesignated Fluent (61%) peers
- Students receiving special education services (41%) performed significantly below their peers who do not receive special education services (55%)
- Socioeconomically Disadvantaged students (46%) performed significantly below their peers who are not Socioeconomically Disadvantaged (65%)

Disparities in the results for the Math interim assessment mirrored those for ELA, with American Indian or Alaska Native students, Black or African American students, Native Hawaiian or Pacific Islander students, English Learners, students receiving special education services, and socioeconomically disadvantaged students performing significantly below their peers.

Overall, the performance results indicate a significant amount of pupil learning loss and need to accelerate growth to address that loss. In the district's plans to return to in-person instruction, maintaining time during each day for targeted small group and one-on-one instruction was a key priority. The schedule that was ultimately selected did maintain this time, with in-person cohorts attending alternating days of live synchronous instruction in the morning and afternoons focusing on targeted instruction.

The district will be implementing a summer program during June-August 2021 to decrease the effects of pandemic learning loss, increase grade level readiness, and accelerate student achievement. This program is described in further detail within the Overall Analysis section.

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.

As mental health and social and emotional well-being needs of students, families, and staff shifted significantly with the COVID-19 pandemic, Student Support and Health Services (SSHS) staff, the Social Emotional Learning (SEL) team, and staff across departments continued to build relationships and deliver responsive services.

A major impact to the monitoring and supporting of mental health and social and emotional well-being was the context of school closure and physical separation from students, particularly in a time when issues faced by students, families, and staff were exacerbated by the pandemic. New ways of assessing needs, connecting to individuals, and providing services were required.

The conscious acknowledgement of the rapidly changing context and proactive outreach conducted by Student Support & Health Services staff allowed SCUSD to not only maintain, but increase the number of students provided services. During the first quarter of 2020-21 (Aug-Nov), 31% more students were served relative to the same time period in 2019-20. This also represented a 61% increase over the last quarter of 2019-20, demonstrating significant improvement in the pandemic-era outreach and service-delivery. Home visitations became a key outreach strategy and these were increased by 194% over the first quarter of 2019-20.

There was a 70% increase in requests for basic needs items (food, shelter, clothing, and connection to learning), referrals to domestic violence agencies/shelters, and referrals to homeless programs. Focused prevention and early intervention efforts by staff led to increased participation in drop-in student groups (to support social/emotional development and nurture mental wellness), classroom interventions in mental wellness, and participation in LGBTQ+ supports including training, education, and support groups. Schools were supported to increase the effectiveness of their site Coordination of Service Teams (COSTs) and Multidisciplinary Teams (MDTs) to make appropriate referrals to link students to services. Requests for more intensive services such as mental health services and crisis response decreased by 40%. This data suggests the mental and emotional fallout from the pandemic has not yet surfaced, as families are focused on meeting basic needs for food, housing, clothing, health care, and connectivity to learning.

As of March 2021, staff had provided 7,544 Tier II and 1,302 Tier III mental health interventions. These included, but were not limited to:

- Check-in/Check-out (CICO)
- Psycho-educational groups
- Linkage to community-based services
- School-based mental health individual counseling (in-person and virtual) for students and caregivers
- Case management services
- Professional Learning and consultation for educators and caregivers
- Training for students, staff, and caregivers
- Suicide risk-assessment and safety planning
- Crisis intervention

- Homeless services and supports
- Foster Youth services and supports
- Student behavior and placement support and advocacy

The district's Connect Center, a central hub for mental health supports, played an important role in the delivery of the above services. Examples of specific services provided by the Connect Center included a weekly teen anxiety/depression group for 9th graders a 'Gendering the University' experience in collaboration with Sacramento State's Pride Center, and facilitation of monthly events bringing together district GSAs. Connect Center staff have also increased their efforts to deliver basic supplies, including food, and provide assistance with housing insecurity and benefits. This is an area that staff had not traditionally focused on but elevated as an important part of the work during 2020-21. Connect Center staff also continued to provide safe zone trainings for staff and parents/caregivers. These trainings provide opportunities to learn about LGBTQ+ identities, gender and sexuality, and examine prejudice, assumptions, and privilege.

In March, the district launched its first Kelvin survey to learn more about student experiences including the social-emotional needs of students and the climate and culture of schools. The survey is intended to gather information on the following:

- Student/Family Engagement: How involved are students/families with their schools
- Social-Emotional Learning: How do students perceive their development of social-emotional skills like self-management and resilience?
- School Climate: How do you see the overall social and learning climate of the school?
- Teacher/Student and Family Relationships: How strong is the social connection between teachers and students within and beyond school?

The data will provide staff with comprehensive, friendly reports to inform programming that improves school climate and culture, students' social emotional learning, and family and community engagement.

Bullying prevention efforts faced significant challenges, as overall reporting of incidents decreased greatly. Staff are aware that this does not necessarily mean that bullying has experienced a corresponding decrease and that new strategies are needed to assess needs and support reporting. Staff have also noted that the acceleration of technology use during distance learning has changed the landscape of bullying prevention and increased the importance of prevention and response to cyberbullying. Overall, staff increased their focus on administrative consultation as point of influence. In addition to the student and parent/caregiver consultations that were already a key part of staff efforts, working directly with principals allowed the Bullying Prevention Specialist to support the site in a direct manner. Moving forward, increased alignment of Social Emotional Learning and bullying prevention is needed as well as the articulation of both within the overall Multi-Tiered System of Supports (MTSS) framework.

Positive Behavioral Interventions and Supports (PBIS) implementation faced a similar challenge as bullying prevention efforts – the gathering of data during distance learning. Staff are aware that current data do not present the complete picture of needs, as there are far fewer incidents being logged in the system. It has also been more challenging for teachers to establish relationships in some cases. The barrier of distanced learning can be made even more difficult by certain circumstances like cameras being kept off during zoom. Overall, it is been harder to connect on a social-emotional basis and to address behavior issues in the digital space. In the virtual learning space, exclusion may be less visible.

PBIS successes in 2020-21 include the provision of trainings in trauma-informed care and high-leverage practices for all students, including students with disabilities and English Learners. These have all been intended to help staff be more in tune with student needs on an individual basis – not just class-wide. Second-year PBIS sites also completed their Tier I foundational planning in preparation for a full launch when students return in person. Staff also want to continue engaging with families to get feedback on how the school is serving their child and to work together to accomplish students’ educational goals. The importance of family as full partners in teaching and learning has been more visible than ever during distance learning. Teachers and staff have also gained a better understanding of what students’ lives look like. This has provided opportunities to build a new level of empathy as homes are ‘virtually visited’ every day during class. Next steps also include alignment of PBIS work within the overall MTSS framework. Staff are currently developing modules, training, and supports for all MTSS Tier I sites to implement PBIS. The modules will provide definitions of success, research-based best practices, sample resources, and guidance on what data to examine. Examples of module focus topics include development of school wide expectations, creating acknowledgment systems, defining major vs. minor behavior issues, and developing behavior management processes.

Social Emotional Learning (SEL) during distance learning has focused on the power of collective healing, with emphasis on relationships, routines, and resilience. For staff, this examines how the adults in the system show up and provides self-care and community care strategies to support adult SEL. Practices and resources for students focus on nurturing skills and conditions including identify, belonging, and agency. And support for parents/caregivers includes practices and resources for self-care and family resilience.

The SEL team has also provided guidance and support to staff use a Trauma-Sensitive Approach, implement alternative approaches to discipline, and reinforce the Distance Learning discipline protocol. Within a Trauma-Sensitive Approach, staff have reinforced the need to pause, reflect, and respond mindfully when interacting with students. Key questions within the approach include:

- What has happened?
- How can I help?
- What do you need right now?

Alternative discipline approaches include de-escalation strategies, redirecting, reteaching, use of peer mentors, restorative justice conversations, harm circles, and referrals to student support services. Key policies that will be reinforced as in-person instruction resumes include:

- No suspensions for health-related protocols (e.g. face coverings)
- Parent/student conferences and consultation with district staff required before a suspension is issued

Staff have also collaborated in the delivery of anti-racist professional development for principals and district leaders. This is being provided through a partnership with EPOCH education and engages participants in a series of modules that are focused on topics including, but not limited to:

- The Impact of Microaggressions
- Exploring Issues of Privilege and Entitlement
- What is Implicit Bias?

- Our Role in Confronting and Overcoming Systemic Oppression
- Debiasing our Thoughts and Actions
- Cultivating Cultural Competency

The training is aligned to the district's core value in that it stems from a recognition that our system is inequitable by design and aims to confront and interrupt those inequities.

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.

Engaging and reaching out to students and families during distance learning has been a critical component of the district's ability to assess needs and provide services as described in other sections of this update. The first level of monitoring engagement is the tracking of attendance. During 100% distance learning the concept of 'attendance' has expanded to include, but is not limited to, the following criteria:

- Evidence of participation in online activities (Zoom, iReady, Google Classroom, Clever, etc.)
- Completion of regular assignments, surveys, check-ins
- Completion of assessments
- Contacts between staff and the student or parents/guardian

Teachers record the level of engagement as a measure to provide more specific interventions at the classroom level. The overall attendance and chronic absenteeism rates are also monitored to assess trends and on the districtwide, schoolwide, and individual student basis. As defined by Senate Bill 98, significant disengagement (missing more than 60% of school days), is also a monitored metric.

Through March 2021, the overall chronic absenteeism rate was 17.6%. Several student groups had rates significantly above the districtwide rate. These included Homeless Youth (63%), Foster Youth (34.2%), African American students (33.2%), Pacific Islander students (31.2%), and Students with Disabilities (23.9%). Student groups with rates significantly below the districtwide rate included Filipino students (7.9%), White students (8.9%), and Asian students (9.8%).

The overall disengagement rate (percentage of students with an attendance rate of 40% or less) was 2.1% through March 2021. Student groups with rates significantly above the districtwide level included Homeless Youth (17.6%), African American students (4.9%), and Students with Disabilities (4.1%). Student groups with rates significantly below the districtwide level included Asian students (0.9%), White students (0.8%), and Filipino students (0.5%).

To engage and reach out to students and families, the district's Attendance and Engagement office and 'Be Here' team has implemented the planned tiered reengagement strategies beginning in the summer of 2020 and ongoing throughout the year. These have included the following tiered strategies:

- Tier 1 (for engaged students): Clear communication, connectivity solutions, technology support, parent/caregiver support, home language support, and preventative outreach
- Tier 2 (for Moderately engaged students): Phone calls, texts, email for each absence, letter home on 3rd absence
- Tier 3 (for students with low engagement): Engagement support plan meeting, student support center/connect center referral, home visits
- Tier 4 (for significantly disengaged/unreachable students): Home visits, outside agencies, Community Based Organization (CBO) collaboration, School Attendance Review Board (SARB) process

Key to the implementation of these strategies are the Child Welfare and Attendance Specialists. These staff support sites with attendance improvement implementation, facilitate school site teams to make data-based decisions, and assist with ongoing progress monitoring. Sites have also been provided training to support their implementation of reengagement strategies.

The attendance and engagement team has utilized InClass Today, a supportive and informational absence reporting tool that provides direct communications to students and families who miss 5-25% of school time. Communications are provided via letters and texts, including the ability to two-way chat between staff and parents. The district attendance office has continued to conduct home visits (these are above and beyond visits conducted by school sites) and support development and data entry for Engagement Support Plan. The Attendance and Engagement Office has also played a critical role in supporting connectivity, serving as the central hub for hotspots, wifi codes, and technology distribution.

Family and Community Empowerment (FACE) department staff pivoted early in the pandemic to provide additional support in the engagement and outreach process, particularly to connect with 'unreachable' students. During 2020-21, they continued this support, making 1 on 1 phone calls and collaborating in home visits. In addition to this, FACE staff implemented a range of successful supports for families during this year. They include:

- Continued to provide trainings and weekly parent meetings in the virtual space
- Building a library of recordings that can be accessed by parents/caregivers anytime
- Holding empathy interviews to gather information on what resources would be needed in a return to in-person learning
- Training of parents/caregivers to facilitate healing circles
- Creating a virtual volunteer system that allows people to go through the required protocols online
- Deepening relationships with community partners

Challenges included the lack of access to and/or familiarity with technology for parents/caregivers. While this is certainly not solved, many parents/caregivers have acquired increased familiarity with technology and virtual platforms over the year. Over time, the key challenges that families are sharing have shifted to basic needs (food insecurity, stress, health, and other pandemic impacts).

The Parent Teacher Home Visit (PTHV) is a notable example of early and sustained success. The PTHV program pivoted early in response to the pandemic, training staff for implementation of virtual, Bridge Visits. Demand for training has increased and CARES dollars allowed for continuation of the program beyond the initial budget limitations. While it is a challenge to try and replace the experience of in-person visits, a key learning has been the fact that on-line visits provide much more flexibility to teachers and parents. Although in-person visits are still the most informative and will be continued, the successes of Bridge Visits will inform the practice of PTHVs moving forward. Through 2.25.21, 2,356 bridge visits had been conducted during the 2020-21 school year. This is almost twice

as were conducted during the entire 2018-19 school year (1260) and more than double the amount that were conducted up to the time of school closures during 2019-20 (971). Bridge visits continued to play an important role in building relationships between home and school, while also serving as a key aspect of the overall engagement and outreach to students and families. Bridge visits were often a means for staff to identify additional needs and connect families and students to resources/services.

Analysis of School Nutrition

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

Nutrition Services staff successfully maintained the systems that were implemented during the early months of the pandemic and refined in the fall. Meals were provided to all students at no cost and were distributed via a drive-thru (or walk-up) curbside pick-up process. Pick-up was available on Monday, Wednesday, and Friday, with food provided for all 5 days of distance learning each week. The curbside pick-up process was implemented according to state and county public health recommendations, with social distancing and appropriate personal protective equipment (PPE) used at all times.

In March, the district informed families about the availability of Pandemic EBT 2.0 benefits. Pandemic EBT 2.0 is a federal program that provides food benefits to help families with children who are eligible for free or reduced-price school meals. Students whose families receive Pandemic EBT 2.0 benefits are still eligible for free/reduced price school meals. SCUSD communicated with all families to ensure that their appropriate address was on file and provide instructions for how to update their address if needed. All SCUSD students who attend a school that offers universal free breakfast or lunch will automatically be eligible for Pandemic EBT 2.0. EBT funds will be retroactive for the 2020-21 school year. California Department of Social Services (CDSS) will direct mail P-EBT 2.0 to households in April 2021.

As the district prepared to resume in-person instruction, Nutrition Services staff refined and communicated the plan for meal distribution as part of the district's regular Updates to the Board and Community on the Conditions of Readiness for School Reopening. The primary challenge in providing meals during the final months of the 2020-21 school year will be distributing meals to students in Hybrid Learning (which includes in-person days) and to students who are remaining 100% in Distance Learning. Key elements of the district's plan to provide meals in both contexts include:

- Modifying the current curbside distribution schedule to offer curbside meals on Mondays only, from 11:00am – 1:00pm starting April 5th.
- Students engaged in on-campus learning will take a 'grab and go' lunch and breakfast for the next day home when they report in person each day. This will eliminate the need for monitoring meals in the classroom and allow for quick entry and exit from campus. Meals will be provided through curbside distribution on Mondays to all enrolled SCUSD students, and children present in the vehicle. Meals will cover the nutritional needs for students during their distance learning days.

- During on-campus learning, water will be made available. Secondary students will be encouraged to bring refillable bottled water from home. Elementary classrooms with sinks for water will be provided disposable drinking cups. Additional bottled water will be made available to schools as needed.
- Students engaged in 100% Distance Learning will be able to pick-up meals through curbside distribution on Mondays at any of the open meal service sites.

All students will continue to be eligible for meals each day at no cost, whether they are participating in on-campus or distance learning. Students/children not enrolled in SCUSD schools (or associated charter schools) that are present in the vehicle during curbside meal pick up on Mondays will still be eligible to receive free meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services and Supplies Additional supplies and services needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes food, additional kitchen equipment, sanitation supplies, Personal Protective Equipment, salary/benefits, and mileage.	\$1,537,705	\$1,020,949	No
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL) The district's SEL and PBIS team are leading multiple efforts to attend to the mental health and social emotional well-being of students, families, and staff. This includes the integration of SEL into instruction and addressing the traumatic impacts of COVID, school closures, and the systemic racism and violence in our nation, state, and community. Professional learning is being provided to increase connectedness/belonging and address trauma – both within the remote context.	\$901,276	\$1,000,962	Yes
Mental Health and Social and Emotional Well-Being	Nurses and Social Workers Nurses and Social Workers will play key roles in the district's efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families. The current public health crisis has come with a host of other economic and social impacts. These staff will	\$5,278,796	\$3,334,424	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	not only maintain existing staffing and supports to provide critical health information, referrals, and support, but lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources.			
Mental Health and Social and Emotional Well-Being	<p>Connect Center</p> <p>The Connect Center is serving as a critical hub in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic. Existing staffing and supports will continue providing students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. As sites and district staff are able to identify student and family needs in the distanced context, the Connect Center will address emerging needs.</p>	\$517,681	\$465,998	Yes
Stakeholder Engagement	<p>District Parent Resource Center</p> <p>Family and Community Engagement staff have partnered and are continuing to work closely with the Attendance and Engagement Office to conduct home visits and other outreach to make contact with 'unreachable ' students. They are also actively developing and implementing a range of parent capacity-building workshops and making available a host of resources to support Distance Learning.</p>	\$340,708	\$336,942	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	<p>Parent Teacher Home Visit (PTHV) Program PTHV staff pivoted early to the distance learning context, providing training over the summer to staff to certify them for implementation during school closures. The continued implementation of Home Visits is a critical arm of the district’s efforts to increasing the sense of connectedness/belonging to school, foster increased communication between home and school, and building positive relationships between staff and families.</p>	\$510,953	\$547,895	Yes
All	<p>Matriculation and Orientation Center (MOC) MOC staff will support translation and interpretation across multiple departmental efforts throughout the distance learning context. To date this has included the translation of communications to families, draft plans such as the districts ‘Return Together’ components and the early draft of this plan, and resources to support students and parents/guardians during distance learning. MOC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language.</p>	\$767,501	\$764,825	Yes
All	<p>Additional Interpretation Services Service Agreement with Excel interpretation services to provide translation services that are currently not available through the district’s Matriculation and Orientation Center.</p>	\$21,000	\$57,813	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Family Communication Program Additional attendance and engagement support through a service agreement to establish partnership with Every Day Labs to reduce distance learning absences through improved communication with parents. Communications help families take action to support attendance and participation in distance learning.	\$74,026	\$138,076	No
All	Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely. Also includes Zoom K-12 contract for 2020-21 distance learning and remote work.	\$460,697	\$1,047,861	No
All	Mitigation of COVID-19 and Operational Support Additional staff time in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at sites and district facilities. This action supported efforts in Maintenance and Facilities, Technology Services, Health Services, the Enrollment Center, and school sites. Also includes asset management software.	\$333,326	\$2,734,297	No

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 in this section of the plan are, general, the result of projections that were based on the available data at the time of writing and were not able to account for the full scope and shifting needs that would later emerge.

Estimated actual costs (\$57,813) for additional interpretation were significantly higher than projected (\$21,000). These costs are above and beyond the interpretation and translation provided by the Matriculation and Orientation Center (MOC). Additional interpreters were contracted as needed for various district and site events or activities.

The estimated actual costs (\$138,076) for the Family Communication Program (Every Day Labs) used to provide attendance and engagement information directly to families were substantially higher than projected (\$74,026). At the time projections were made, this was the initial estimate for the cost of the partnership, which later was revised.

Technology and materials for staff to work remotely, similar to other actions, reflected the known actuals and encumbrances at the time of the plan writing. There was not a specific amount projected for additional materials above and that which had been made at the time. The estimated actual costs (\$1,047,861) reflect the meeting of needs that arose throughout the 2020-21 school year beyond the initial projected expenditure (\$460,697). The same rationale applies to the action specific to mitigating COVID-19 (operational support). This action included overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at all sites and district facilities. As the 2020-21 school unfolded, additional need arose and were met, resulting in a total estimated actual expenditure (\$2,734,297) much higher than the projected expenditure (\$333,326), which was based on actual expenditures and encumbrances at the time.

The projected expenditure for Nurses and Social Workers was \$5,278,796 at the time of projections. This number was later revised significantly within the district's revised budget. This, along with differences resulting from the typical time lag in filling some positions, led to a significant overall difference between the projected expenditure and estimated actual expenditure of \$3,334,424. Nurses and Social Workers implemented services and specific actions in service of students as planned.

The estimated actual expenditures to provide additional support to Nutrition Services (\$1,020,949) were less than the projected expenditures (\$1,537,705). The estimated actual expenditures represent the additional support (beyond the existing Nutrition Services budget) to meet the emerging and evolving needs since the time of school closure. A significant amount of the expenditures supported one-time expenses that did not result in recurring costs over time. These included outdoor serving carts, units to hold hot food, and curbside technology to support meal distribution.

Overall Analysis

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

The lessons learned from implementing distance learning and in-person programs in 2020-21 had substantial impact on the development of the goals and actions in the 2021-24 LCAP. From the inception of the LCAP era in 2013-14 through the 2019-20

LCAP, the district's LCAP goals were relatively unchanged. In developing the 2021-24 LCAP, the lessons learned from the recent year built upon the ongoing stakeholder input to inform a revised and expanded goal structure. Several of the key changes were specifically informed by the student needs and inequities that were exacerbated and/or further exposed during distance learning.

A new goal in the 2021-24 LCAP (Goal 2) focuses on coherence and consistency of program across all schools. This goal focuses on the district's 'Tier 1' program and emphasizes the importance of instructional fidelity to district programs and practices, equitable access to standards-aligned instruction, and robust, rigorous learning experiences inside and outside the classroom. The goal is based in the recognition by stakeholders for a foundational/base educational experience that ALL students can expect in SCUSD, regardless of school site, program, or classroom. The experience during distance learning significantly reinforced this need, as the experiences of different families and students varied widely by school and classroom. Areas in which it was hoped that variation could be reduced (e.g. administration of common assessments, alignment to scope and sequence) remained variable as not formal agreement on distance learning was reached. The participation rate in District Common Assessments for Math and ELA have been incorporated as key metrics for this goal. More detailed actions for English Learners have also been incorporated to outline the specific professional learning, language acquisition, and other program in place to ensure that English Learners across all sites are accessing standards-aligned instruction and the full scope of the district's Tier 1 program. Similarly, actions specific to Students with Disabilities have been included to highlight some of the collaboration occurring with general education to provide access to standards-aligned instruction. While many of the actions within this goal are continuations from the prior LCAP, the refinement of the goal provides more clarity as to their purpose. Beyond their role in contributing to the general 'college and career readiness' of students, the actions in Goal 2 of the 2021-24 LCAP are focused on ensuring that every SCUSD student is provided a high-quality education, regardless of their zip code, neighborhood, or enrollment choices.

The new LCAP Goal specific to Integrated Supports (Goal 3) focuses on providing each student the academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs. This goal focuses on the district's Tier 2 and 3 programs to provide the additional support and services students need above and beyond the foundational, Tier 1 program provided in all schools and classrooms. During the COVID-19 pandemic, identifying student needs and providing responsive services was a tremendous challenge. As staff worked to respond to the existing and emerging needs of families and students during distance learning, gaps in many different areas were exacerbated and/or brought into clearer focus. Technology access, food insecurity, housing insecurity, language barriers, lack of safe/quiet learning spaces, access to health care, mental health issues, and more all came to the forefront. Home visits and daily access (virtually) to student homes provided further evidence of the range of needs and importance for strong Tier 2 and 3 supports and, in turn, elevate the prominence of this in the LCAP. This is also consistent with ongoing stakeholder input emphasizing the need for more wrap-around services for students and particularly for students with the highest needs.

The district's revised culture and climate goal calls for the active dismantling of inequitable and discriminatory systems affecting BIPOC students, student with disabilities, English Learners, Foster Youth, and Homeless Youth in order to create safer, more inclusive, and more culturally competent school and classroom learning environments. This is a significant expansion upon the district's former goal and aligns to the wealth of stakeholder input indicating a need to more explicitly confront and interrupt the inequities that exists in our system. As discussed above, the time of distance learning has exposed and exacerbated many of the

already present inequities in the system. As SCUSD looks to the next three years and beyond, this is an area that will require explicit and consistent focus. In the current year, the district has started this work by providing all site administrators and other district leaders anti-bias/anti-racist training. The 2021-24 LCAP includes a specific action to extend this professional learning into the next three years for a broader audience. While the logistics of this are still being defined, the district is committed to the systemic change that includes the dismantling of systemic policies and practices that perpetuate disparate and disproportionate student outcomes.

The district's focus goal specific to implementation of a Multi-Tiered System of Supports (MTSS) was emergent prior to the pandemic and very much reaffirmed by the experiences during distance learning and in-person programs. As noted in the discussion of Tier 1, 2, and 3 programs, the need for a consistent and coherent instructional program with integrated supports for individual students is urgent. The district's focus goal specific to Updating the Graduate Profile is very aligned to the lessons learned during distance learning. As the district transitioned to distance learning, a key effort included the definition of a scope and sequence of learning around which to anchor the new (at the time) distance learning program. This effort is very much aligned to the need for an updated, and universally embraced graduate profile that can act as an anchor for the district's overall instructional program. With a clear and shared sense of what we want for all students K-12, the district will be able to make more intentional decisions about programs, funding allocations, and alignment of disparate efforts. The LCAP itself will also benefit from additional alignment to this centrally held vision of what the community wants for graduates of SCUSD schools.

Overall, the lessons learned during distance learning and in-person instruction have informed some broad approaches to the LCAP that have impacted multiple goals and metrics. Key among these are the increased disaggregation of data within metrics. This includes baseline data and targets and is intended to more transparently show the gaps in outcomes and need to accelerate growth for student groups that are achieving below the rate of 'All' students and their peer student groups. This also includes the specific inclusion of named student groups in several of the LCAP goal statements. Stakeholder input has emphasized and reiterated the need for the district to be explicit in the need for specific student groups to be highlighted in goal-setting. The experiences of these student groups during distance learning in the time of school closures has led to stakeholders reaffirming and doubling-down on this need.

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

As discussed in the Pupil Learning Loss section above, this is an area in which the district has faced significant challenges. Specifically, the district has been unable to reach specific agreement on the administration of the District Common Assessments in Math and English Language Arts for all students. This has resulted in less-than-ideal participation rates and incomplete data across the district. SCUSD remains committed to the assessment of student learning for the purposes of identifying student learning needs and informing instruction. Implementation of the district common assessments remains a priority and the district is committed to working collaboratively to achieve this goal. Achieving full participation in the district common assessments has been identified as a priority/metric within the 2021-24 LCAP.

Beyond this in-progress work to implement common assessments, schools and staff utilize a wide range of methods to assess and address Pupil Learning Loss. This includes site-based use of programs such as i-Ready, end-of-unit assessments, and regular formative assessment during instruction. Teachers and other instructional staff also meet to review student data and hold academic conferences to assess pupil learning status and needs. While these practices do vary across sites/classrooms, they contribute to the district's overall assessment and addressing of pupil learning loss and are accounted for in the site-based actions within each school's SPSA. These actions are, in aggregate, included in the LCAP within each goal area.

The district will be implementing a summer program during June-August 2021 to decrease the effects of pandemic learning loss, increase grade level readiness, and accelerate student achievement. Programming will occur at every school site, designed by and driven by each school's site plan and with a focus on academic and social and emotional interventions. An opt-out philosophy will be implemented, with students pre-registered based on multiple measures. Priority will be given to Foster Youth, Homeless Youth, English Learners, students with disabilities and disengaged students. Teachers will be provided professional learning that includes Integrated English Language Development, Universal Design for Learning, and Anti-racist teaching.

Instruction will focus on priority standards and be in-person, 5 days per week. Benchmark assessments will be administered to assess student learning needs and monitor progress. Two sessions of programming will be offered and will pair academics with enrichment. Academics will occur in the morning from 8:00 – 11:00 AM and Enrichment will occur from 12:00 – 3:00 PM. The district will also implement Extended School Year programming for students with Individualized Education Programs (IEPs).

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.

All substantive differences for actions and services have been described in the In-Person Instruction, Distance Learning Program, Pupil Learning Loss, and Additional Actions sections above.

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.

Overall, the analysis and reflection on student outcomes from 2019-20 and 2020-21 has reaffirmed the need to focus on key elements of the prior LCAP while expanding and refining the focus of goals and metrics. As discussed above in the Overall Analysis section of the 2020-21 Annual Update, stakeholder input and staff planning has informed significant revision of the goals and corresponding structure of the 21-22 through 23-24 LCAP. However, many of the targets set in the 2019-20 LCAP were not reached and still remain relevant. For each of the goals present in the 2019-20 LCAP, significant progress is still needed to achieve the specific metrics within each as well as the broader intent.

College and Career Readiness

Present in the 2019-20 LCAP as 'Goal 1,' the primary intent of this goal has been retained in the 2021-22 LCAP Goal 1, with aspects threaded throughout goals 2 and 3. While some progress in this goal area has been made, the district is far from achieving its goal of all students graduating college and career ready. In all of the included metrics, there is significant room for improvement in outcomes for 'All students' and concerning gaps persist for a number of student groups. These student groups include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, African American students, and American Indian or Alaska Native students. This goal has been refined to focus explicitly on College and Career Readiness, with the broader educational program aligned elsewhere. A key element added to the goal statement is the specific reference to a clear postsecondary plan, this emerging from the recognition that having options alone is not sufficient. Every student must have an understanding of how to access those options and a clear plan for reaching their individual goals that is created with supportive guidance. Key metrics added in this goal area include:

- College/Career Dashboard Indicator
- Combined A-G and CTE completion
- Free Application for Federal Student Aid (FAFSA) completion
- Percentage of students with disabilities earning a Certificate of Completion
- State Seal of Biliteracy (SSB) completion
- State Seal of Civic Engagement (SSCE) completion

Foundational Educational Experience for All Students

This goal area includes aspects of the 2019-20 goal one specific to Tier 1 programs and expands the scope to emphasize the importance of all students have access to a base, high-quality education that is not dependent on their individual school site or classroom. This includes access to standards-aligned instruction, fidelity to instructional programs and practices, and robust and rigorous learning experiences inside and outside the classroom. An examination of student outcomes in this area shows that significant progress is still needed. Performance on the Math and English Language Arts state assessment remains below the state

average and well below the ‘Standard Met’ level. Additionally, vast performance gaps persist between student groups, with English learners, Foster Youth, Homeless Youth, Low Income Students, Students with Disabilities, African American Students, American Indian or Alaska Native students, Hispanic/Latino students, and Pacific Islander students all performing well below their peers. The need for a coherent and consistent program that is standards-aligned remains. All students need support to meet the state standards, with accelerated growth for underperforming student groups urgently needed. Additional metrics added in this goal area include:

- California Science Test (CAST) performance
- Gifted and Talented Education (GATE) demographics: Identification and Overall
- District Common Assessment Participation Rates

Integrated Supports

This goal area includes aspects of goals 2 and 3 from the 2019-20 LCAP. In the new LCAP, it focuses in specifically on Tier 2 and 3 supports that provide students the individual services needed to meet their identified academic, behavioral, social-emotional, and mental and physical health needs. Student outcomes for Chronic Absenteeism, Attendance, and Drop-out Rates all includes disproportionate results across student groups. The new LCAP goal statement calls specific attention to the need to support English Learners, Students with Disabilities, African American Students, Foster Youth, Homeless Youth, and other student groups whose outcomes indicate the greatest need. The new goal includes more detailed actions specific to Students with Disabilities, English Learners, American Indian or Alaska Native students, and others that represent district efforts to provide targeted support. This goal area is also one that is expected to expand in scope as the district moves further into its implementation of an effective MTSS across all schools. Metrics that have been added/refined in this goal area include:

- Attendance Rate – refined to focus on percentage of students attending school 96% of the time or more
- Provision of Responsive Services – percentage of students who meet an attendance/behavior indicator zone and are provided responsive services

Culture and Climate

The second LCAP goal from the 2019-20 LCAP is aligned to this area within the new LCAP, though the new goal is refined to more specifically embody the district’s core value of confronting and interrupting inequities. While student outcomes for Suspension did show very positive growth heading into school closures, significantly inequitable outcomes persist for student groups including Foster Youth, Homeless Youth, Students with Disabilities, and African American Students. Actions including the district’s Social Emotional Learning (SEL) program, Positive Behavioral Intervention and Supports (PBIS), Bullying Prevention, and more recent efforts in Anti-bias/Anti-racism Professional Learning are focused in this area on the systemic policies that have perpetuated disparate and disproportionate outcomes. This is also a goal area that is expected to evolve and grow significantly over time.

Stakeholder Engagement and Empowerment

This is the goal area that most closely aligns to the previous version in format and intent. It focuses on the engagement and empowerment of stakeholders as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making. A key addition is the inclusion of students along with parents, families, and community stakeholders in the list of groups to be engaged and empowered. This follows input from students that they seek to be recognized and supported as active agents in their own education. Past outcomes in this goal area, including the results of parent/guardian surveys, indicate the

continued need for this area as a key LCAP goal. The course of the pandemic and increased role of parents/caregivers in the education of students has affirmed that engagement and empowerment is more relevant than ever. The role of Parent Teacher Home Visits and all other home visits during the pandemic has been critical in reengaging unengaged students, assessing student and family needs, providing direct services, and referring to outside supports. The voice of district committees and stakeholders at large has been critical in communicating priorities for distance learning, needs as in-person instruction was planned, and overall expectations for improvements to district support.

Multi-Tiered System of Supports (MTSS)

The district's move to implement a cohort training model was in the planning stages as the pandemic began in spring 2020. As discussed above, the course of distance learning and in-person instruction, along with the inequitable outcomes across LCAP past LCAP goals/metrics, has affirmed the need for an effective MTSS. This is critical for all students and especially urgent for student groups who have not been provided full access to core content or sufficient tiered intervention.

Overall, the specific reflection on student outcomes in the 2019-20 Annual Update and 2020-21 Annual Update sections and more general reflection here supports the shift to 2021-22 through 2023-24 LCAP goals that:

- Specifically identify student groups in need of additional support
- Focus explicitly on the need for an effective MTSS
- Emphasize the need for coherence and consistency of program for all students, regardless of site, classroom, or program
- Communicate the importance of individual, targeted support based upon identified student need
- Call out the inequity of our system and the need to dismantle aspects of our system that perpetuate disparate and disproportionate outcomes
- Reaffirm the importance of engaging and empowering stakeholders as partners in the education of students

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	421,357,083.00	418,115,480.00
	0.00	0.00
Grant	25,728,814.00	25,569,143.00
LCFF	306,057,416.00	304,570,875.00
Suppl/Con	73,451,660.00	70,697,744.00
Suppl/Con EL	2,717,686.00	2,696,532.00
Title I	9,823,793.00	11,193,723.00
Title II	2,140,852.00	2,050,444.00
Title III	1,436,862.00	1,337,019.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	421,357,083.00	418,115,480.00
	0.00	0.00
1000-3000	46,129,097.00	42,990,218.00
1000-4000	346,939,527.00	343,421,844.00
1000-5000	1,230,852.00	10,105,537.00
1000-6000	6,022,124.00	2,417,313.00
1000-7000	83,057.00	396,441.00
2000-3000	17,566,168.00	16,850,658.00
4000-4999: Books And Supplies	802,623.00	640,680.00
5000-5999: Services And Other Operating Expenditures	2,583,635.00	1,292,789.00

* 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	421,357,083.00	418,115,480.00
		0.00	0.00
1000-3000	LCFF	25,131,298.00	23,124,261.00
1000-3000	Suppl/Con	14,782,611.00	14,998,502.00
1000-3000	Suppl/Con EL	107,249.00	0.00
1000-3000	Title I	3,843,441.00	2,975,125.00
1000-3000	Title II	1,755,190.00	1,392,399.00
1000-3000	Title III	509,308.00	499,931.00
1000-4000	Grant	23,738,715.00	23,839,248.00
1000-4000	LCFF	261,874,148.00	264,214,604.00
1000-4000	Suppl/Con	54,786,766.00	45,539,311.00
1000-4000	Suppl/Con EL	2,327,432.00	277,973.00
1000-4000	Title I	2,899,250.00	8,055,575.00
1000-4000	Title II	385,662.00	658,045.00
1000-4000	Title III	927,554.00	837,088.00
1000-5000	LCFF	372,852.00	0.00
1000-5000	Suppl/Con	858,000.00	7,946,613.00
1000-5000	Suppl/Con EL	0.00	2,158,924.00
1000-6000	Grant	1,792,254.00	1,277,462.00
1000-6000	Suppl/Con	1,315,870.00	1,139,851.00
1000-6000	Title I	2,914,000.00	0.00
1000-7000	Grant	83,057.00	396,441.00
2000-3000	Grant	114,788.00	55,992.00
2000-3000	LCFF	16,366,495.00	15,733,195.00
2000-3000	Suppl/Con	651,815.00	640,411.00
2000-3000	Suppl/Con EL	265,968.00	259,635.00
2000-3000	Title I	167,102.00	161,425.00
4000-4999: Books And Supplies	LCFF	802,623.00	640,680.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,510,000.00	858,135.00
5000-5999: Services And Other Operating Expenditures	Suppl/Con	1,056,598.00	433,056.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5000-5999: Services And Other Operating Expenditures	Suppl/Con EL	17,037.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	1,598.00

* 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	373,038,151.00	372,597,590.00
Goal 2	45,214,457.00	42,924,913.00
Goal 3	2,839,877.00	2,315,181.00
Goal 4	264,598.00	277,796.00

* 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	\$8,732,761.00	\$15,278,628.00
Distance Learning Program	\$59,362,238.00	\$68,663,205.00
Pupil Learning Loss	\$821,112.00	\$817,062.00
Additional Actions and Plan Requirements	\$10,743,669.00	\$11,450,042.00
All Expenditures in Learning Continuity and Attendance Plan	\$79,659,780.00	\$96,208,937.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$8,732,761.00	\$15,278,628.00
Distance Learning Program	\$28,972,199.00	\$39,946,258.00
Pupil Learning Loss	\$821,112.00	\$817,062.00
Additional Actions and Plan Requirements	\$2,405,754.00	\$4,941,183.00
All Expenditures in Learning Continuity and Attendance Plan	\$40,931,826.00	\$60,983,131.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$30,390,039.00	\$28,716,947.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$8,337,915.00	\$6,508,859.00
All Expenditures in Learning Continuity and Attendance Plan	\$38,727,954.00	\$35,225,806.00



Local Control & Accountability Plan

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento City Unified School District	Jorge A. Aguilar, Superintendent	Superintendent@scusd.edu 916.643.7400

Plan Summary [LCAP Year]

General Information

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

Sacramento City Unified School District is a large, urban school district situated in the central and southern part of California's capital city. SCUSD is the 13th largest district in the state and one of the oldest K-12 districts in the western United States. Established in 1854, SCUSD serves approximately 40,800 students at seventy-five schools spanning seventy square miles. These 75 schools include forty-two Elementary Schools, eight K-8 schools, six middle schools, eight high schools, two Grade 7-12 schools, one Grade 4-8 Community Day School, one Independent Study school, two Adult school locations, and five dependent charter schools. Preschool and early Kindergarten programs are operated within many of the district's elementary school sites.

The city of Sacramento is often included on lists identifying the 'most diverse cities' in the country. SCUSD's boundaries encompass most of the central and southern portions of the City of Sacramento. These areas, in particular south Sacramento, have historically been some of the most diverse in terms of race, ethnicity, culture, and language. SCUSD's 2020-21 student population is 40.8% Hispanic/Latino, 17.2% White, 17.7% Asian, 12.6% African American, 7.6% Multi-racial, 2.2% Native Hawaiian or Pacific Islander, 1.5% Filipino, and .5% American Indian or Alaska Native. Over 70% of students are identified as socioeconomically disadvantaged, including those students that are eligible for Free/Reduced Meals (71.6%), identified as Foster Youth (0.5%), and/or identified as Homeless Youth (0.7%). The student population also includes a significant percentages of English Learners (17.2%) and Students with Disabilities (15.3%). With more than 50 different languages represented, many SCUSD students speak a primary language other than English. Spanish, Hmong, Cantonese, Vietnamese, Russian, Marshallese, and Mandarin are the most frequently occurring primary languages other than English.

SCUSD is guided by its Core Value and overarching Equity, Access, and Social Justice Guiding Principle. These both address the idea that 'Every system is perfectly designed to get the results that it gets' and acknowledge the presence of fundamental inequities that must be interrupted and addressed for the district to achieve its stated goals for all students and families.

SCUSD Core Value:

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.

SCUSD Guiding Principle:

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

Performance results for SCUSD continue to demonstrate gaps in achievement for all students relative to their peers across the state and significant gaps within the district for multiple student groups. These gaps are discussed in detail within the 'Reflections' sections below and inform many of the target student outcomes set within the plan. SCUSD acknowledges that the persistent gaps in performance for Students with Disabilities, English Learners, Foster Youth, Homeless Youth, Low-Income students, African American students, Hispanic/Latino students, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students are unacceptable and that the system we have historically operated has perpetuated these outcomes. In short, the system as it is currently structured has failed to meet the needs of many students and the district has a long way to go before it realizes the vision set forth in the guiding principle. Significant systemic change is required and, as has been called for by stakeholders, the status quo needs to be disrupted. SCUSD often cites W.E. Deming who said, "*Every system is perfectly designed to get the results that it gets.*" The system as it stands now (our status quo) has continued to meet the needs of some students, but not all. SCUSD as a system needs to produce a different set of results and this will require changes to the system.

The COVID-19 pandemic, closure of physical school sites, and implementation of distance learning have had profound and lasting impacts on the district. The challenges faced by families include food and housing insecurity, lack of access to technology/connectivity, unemployment, and lack of access to health care. These issues have exacerbated existing inequities and helped to shine a light on the gaps that were already present. Addressing the learning loss experienced by students during the pandemic will require intensive and focused effort at all grade levels during the coming years. As the district has resumed in-person instruction and looks ahead to 2021-22 that and beyond, there are a significant number of unknowns. The full scope of learning loss experienced by students is yet to be fully understood and the impacts of trauma and social-emotional needs of students, families, and staff will continue to reveal themselves over the summer and throughout the school year. These unknowns introduce uncertainty and are themselves a potential source of anxiety within the community.

In responding to the challenges of school closures and distance learning, the district did accelerate its progress in providing technology to students and taking advantage of the opportunities available in the digital space. This growth in the use of digital resources happened in the areas of classroom instruction and for multiple types of district operations. The district intends to build upon this learning so that we can accelerate our progress forward and not return to 'business as usual' when schools fully reopen.

Prior to and throughout the pandemic, SCUSD has remained committed to applying the principles of Continuous Improvement in planning and implementation at the district, program, and site levels. The intent is to transform the district's culture to one of data-based decision-making and equity-driven resource allocation. The implementation of an effective Multi-Tiered System of Supports at all school sites is an essential part of this aim. In considering the implementation of specific actions, three key questions are asked (1) What specifically are we trying to accomplish? (2) What changes might we introduce and why? and (3) How will we know that a change is an improvement?

This continuous improvement lens is especially important as the district finds itself facing significant fiscal challenges in the current and coming years. As detailed in a December 2019 report by the California State Auditor and numerous other internal and external reports, SCUSD has a structural deficit that, if not addressed, could result in fiscal insolvency. Savings associated with the closure of schools and additional one-time funding during COVID have provided a temporary reprieve, but neither of these has addressed the underlying problems. A major concern of the district and community is that the structural deficit will not be resolved in time and could result in state receivership/takeover. District staff are currently working in partnership with staff from the Sacramento County Office of Education (SCOE) to develop and implement plans to address the deficit. Collaboration and negotiation with bargaining group colleagues is an important step in this process. Given the scope of the district's fiscal challenges and the need to interrupt inequities, SCUSD needs to carefully examine the return on investment of every dollar spent. SCUSD's commitment to equity-driven decision-making and resource allocation will be critical as the district strives to improve outcomes for all students and close the significant performance gaps between student groups.

Reflections: Successes

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

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in fall 2020. The successes and progress described in this section are based on SCUSD's 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21. Overall, there are some key areas in which SCUSD has made progress and has successes to highlight. These include decreasing trends in Suspension Rate, decreases in Chronic Absenteeism where efforts have been targeted, increases in Graduation Rate, and the launch of training to install a Multi-Tiered System of Supports (MTSS) across all school sites. In highlighting any progress, it is important to note that significant performance gaps between student groups persist for all Dashboard indicators and other local metrics.

Suspension Rates (Successes)

SCUSD's 2019 Dashboard results included several examples of progress that the district would like to build upon in the coming year and over the three-year LCAP timeline. One of these examples is the decrease in Suspension rate from the 2018 to 2019 Dashboard that continued into 2019-20. From 2017-18 to 2018-19, SCUSD's overall suspension rate decreased from 6.1% to 5.6%. More importantly, rates decreased for the student groups that were identified as having the most disproportionate suspension rates in the past. From the 2018 Dashboard (2017-18) to the 2019 Dashboard (2018-19), the suspension rate for African American students decreased by 2.0 – notable progress - but at 14.6% was still significantly higher than any other student group. The rate for American Indian or Alaska Native students decreased by 1.0 to a rate of 8.0%. Similarly, Homeless Youth decreased by 3.0 to a rate of 12.2%. All of these results represent movement in the right direction while reaffirming the need for ongoing progress. Students with Disabilities remained at 10% after a small decrease of 0.3 and Foster Youth increased by 0.7 to 21.2%. These two results served as a reminder that a decrease for 'All' does not mean that all student groups are moving in that same direction.

In the period of 2019-20 prior to school closures (August 2019 to February 2020), Suspension rates for all students and every student group were lower than those during the same time period in 2018-19. (Note: these 2019-20 results are *mid-year*, distinct from the 2017-18 and 2018-

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19 *end-of-year* results discussed in the previous paragraph.) The rate for all students had decreased from 3.8% to 3.1% and similar progress was made for target student groups. The rate for African American students had decreased from 10.1% to 8.1%, the rate for students with disabilities from 7.2% to 5.6%, Foster Youth from 14.2% to 9.9%, and Homeless Youth from 8.5% to 5.2%. These decreasing rates are evidence of continued progress. However, multiple student groups still had suspension rates well above that of 'All' students and their peer student groups. With the move to distance learning and significant change in Suspension practices, data for the end of 2019-20 and 2020-21 is not comparable to that from the 2019 Dashboard and the first part of 2019-20. SCUSD looks forward to building upon the overall progress as in-person learning resumes and schools are reopened in full.

English Language Arts (ELA) Performance (Successes)

Note: The below results discuss the measure 'Distance from Standard.' This refers to the distance above or below the score for 'Standard Met' that was achieved by the given student group. For example: The lowest score to 'Meet Standard' on the fifth grade ELA assessment is 2,502. If the average of all fifth grade scores in the district is 2,492, then the 'Distance from Standard,' or DFS, would be -10 points.

Though recent results are not available, initial progress in English Language Arts (ELA) is shown by the 2019 Dashboard. Following full implementation of the ELA curriculum, an overall increase of 4.7 points to a status of -22.1 points below standard (referred to as Distance from Standard (DFS)) occurred from 2017-18 to 2018-19. Significant increases were seen for Foster Youth (16.7 point increase to -82.5 DFS), Socioeconomically Disadvantaged students (5.3 increase to -44.3 DFS), Hispanic/Latino students (6.5 increase to -40.1 DFS), White students (8.0 increase to 33.3 DFS), and Multiracial students (7.1 increase to +2.8 DFS). As in the case of Suspension rate, increases were not achieved across all student groups, revealing areas of need within the overall improvement trend. Specifically, Homeless Youth (10.9 decrease to -88.1 DFS), American Indian or Alaska Native students (9.0 decrease to -61.2 DFS) moved further from 'Standard Met' and English Learners (1.4 increase to -58) and Students with Disabilities (2.6 increase to -100.5) had smaller levels of improvement with significant overall gaps remaining.

Chronic Absenteeism (Successes)

In the area of Chronic Absenteeism, SCUSD's 2019 Dashboard results showed a 0.2 increase to a 14.8% overall rate. The 0.2 increase was well below the 1.1 increase for the state of California and, given the loss of attendance days to both the northern California fires and a labor action during the 2018-19 school year, is cause for reflection. In an examination of local data, the efforts of the Be Here program demonstrated significant success. Of the 18 schools that were the focus of the program's efforts, 11 *reduced* their Chronic Absenteeism rates in 2018-19, even with the impacts of the fires and labor action. Overall, the 18 focus schools achieved a 0.81 decrease in their collective Chronic Absenteeism rate. To achieve this, the Be Here team has supported sites to implement best practices including regular meeting of site attendance teams, establishing data-based site attendance goals, developing attendance-specific MTSS structures and systems, regular data review, individual student case management, and participation in a monthly peer learning network to share across sites. SCUSD is excited to expand the focus efforts in the coming years with the awarding of renewed grant funds for the Be Here program.

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In the period of 2019-20 prior to school closures, Chronic Absenteeism rates were on track to be near or below 2018-19 rates. The rate for all students through February 2020 was 11%. Following school closures and throughout distance learning, attendance was measured differently, making any end-of-year 2019-20 rate and 2020-21 rates less comparable to prior data. However, Chronic Absenteeism during 2020-21 does indicate the need to refocus efforts in this area and continue building upon the progress made in 2018-19 and leading into school closures during 2019-20. The 2020-21 rate for all students in 2020-21 (through March 2020) was 17.8%.

Graduation Rates and UC 'A-G' Completion (Successes)

Note: The following section references University of California/California State University (UC/CSU) 'A-G' requirements. These refer to the specific course requirements in History, English, Mathematics, Science, World Language, and Visual and Performing Arts that students must complete with a letter grade of 'C' or higher to be eligible for admission.

Graduation Rates and completion of UC/CSU 'A-G' requirements demonstrate some progress, though not universally across all student groups. From 2018-19 to 2019-20, the district's graduation rate increased from 85.7% to 87.3%. Significant improvement occurred for Foster Youth (66.7% to 81.3%), Students with Disabilities (66% to 70.4%), African American students (77.1% to 82.4%), and White students (84.6% to 92.5%). However, there were also concerning decreases for English Learners (81.2% to 75.8%), Homeless Youth (75.3% to 72.9%), American Indian or Alaska Native students (81.8% to 73.3%), and Native Hawaiian or Pacific Islander students (87% to 71.9%). These results again demonstrate that, within the overall positive increase of the districtwide rate, significant needs persist for student groups. Completion of UC/CSU 'A-G' requirements, overall, demonstrated more consistent progress across student groups. The percentage of all graduates meeting UC 'A-G' requirements improved from 50.7% in 2018-19 to 54% in 2019-20. Almost all student groups improved from 2018-19 to 2019-20, though both Homeless Youth (24.6% to 20.9%) and American Indian or Alaska Native students (44.4% to 30%) showed concerning decreases. Overall, graduation rates and UC 'A-G' completion have improved significantly since 2016-17. This corresponds with focused counseling and academic planning supports. A key need that remains is the acceleration of progress for student groups whose outcomes remain disproportionately low relative to their peers. This will require more focused efforts in the coming years to ensure that not only can overall progress continue to be highlighted, but closure of gaps can also be celebrated.

Multi-Tiered System of Supports (MTSS)

An implementation success that is important to note is the recent launch of a multi-year effort to install and sustain an effective Multi-Tiered System of Supports (MTSS) districtwide. The urgent need for a coherent MTSS has been acknowledged for years by a range of stakeholders. During 2020-21, the district began training for the first of three cohorts of schools (the first cohort includes 25 schools) that will ultimately provide comprehensive training for all sites. Each cohort will go through three years of training with ongoing coaching and support throughout.

Examples of key professional learning topics during Year 1 of each school's training include:

- Leaders as Problem Solvers and Change Agents: Adaptive Leadership, Systems Change & Implementation Science
- Leaders as Coaches and Facilitators: Multiple Tiers & Building Capacity, Mapping Tier 1 Resources, Effective PD skills and coaching

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- Leaders as Collaborators: Effective Teaming Practices, Family Engagement
- Leaders Engaging in Continuous Improvement: Data Evaluation, Tools for monitoring fidelity of problem solving
- Leaders who Build Future Leaders: Scaling up practices and planning for sustainability with school improvement context

SCUSD is committed to supporting effective MTSS implementation and sustainability for the long-term. Successes at individual school sites and groups of schools – like the Be Here! Chronic Absenteeism reduction efforts described above – represent examples of what can be achieved with an MTSS framework is effectively applied. Expanding these efforts to all school sites and across the academic, behavioral, and social-emotional domains is a critical step for the district to not only improve outcomes for all students, but also to more effectively serve students with the highest needs. A comprehensive MTSS will unify curriculum, professional development, and tiered interventions that currently exist in silos. The implementation of Universal Design for Learning (UDL) practices as a key pillar of the core program is one example of a unifying form of professional development and instructional practice. In transitioning to Distance Learning, the district took the opportunity to provide UDL training to all staff. This supported a more effective implementation of Distance Learning instruction while also laying a foundation of training to build upon in future years. Effectively implementing UDL in all classrooms is one of the critical steps to ensure that differentiated support and intervention for the highest needs students is provided in all general education settings.

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.

Overall, SCUSD's performance results for all students and for specific student groups show that improvement is needed on a systemic level and that significant inequities persist. Data from the California School Dashboard, other state reporting, and local results fail to show the accelerated growth rates that will close persistent performance gaps and achieve the district's guiding principal and embody the district's core value. Community stakeholders have emphasized the extreme urgency of this situation and repeated their call for action that the district do better for all students and especially those student groups who have the highest needs. This call for action has included the demand that an equitable and inclusive educational program be provided to all students regardless of zip code, school, classroom, or program choice. The call for action has also included the critical need for intensified services for students demonstrating the highest needs and the equitable allocation of resources through data-based decision-making. This call has also emphasized the need to disrupt the status quo. A recurring theme has been, "*What we were doing before wasn't working, so we should think about how to do things differently.*" It has also been emphasized that, to fully address some of the district's most urgent needs, incremental change will not be sufficient and that larger, systemic redesign will be needed.

The implementation of an effective **Multi-Tiered System of Supports (MTSS)** at all school sites was launched in the fall of 2020. The implementation and *sustainability* of an effective MTSS is a major through line that connects to the need for an equitable and inclusive program, intensified services for students with high-needs, data-based decision-making, and redesigning systems to better serve students. An effective MTSS will also serve as an overarching means of address needs in the areas of chronic absenteeism, college/career preparedness, suspension, English Languages Arts, and Mathematics. As stated by Katie Novack, "We need MTSS in our school(s) so that we can minimize

or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support to address student's academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all of our students and educating them completely as a "whole" person." As the district is able to design and provide equitable, tiered, and universally designed systems of support, it is expected that a broad range of students needs can be met. This will support improved outcomes for all students and in particular those student groups who have continued to experience persistent performance gaps.

Assessment of Students Needs

A significant need on its own is the consistent implementation of common assessments for Math and ELA in all classrooms at every school site. Participation rates in 2020-21 on the beginning-of-year and interim assessments were at or near 50% for both Math and ELA. This stems from the lack of a formal agreement on administration of the assessments. Participation rates in 2019-20 were also low, with only 43% of students taking one or more district common assessments in ELA and only 53% taking one or more in Math. The consistent implementation and use of common district assessments will allow for improved identification of specific student learning needs. This will enable schools and educators to more appropriately differentiate core instruction (Tier 1) and connect students to needed interventions (Tier 2 and/or 3 support). The ongoing use of assessments will also allow for the monitoring of progress following interventions/instruction and regular refinement of the approach for individual students based upon their needs.

This regular progress monitoring to identify and meet individual student needs is a core aspect of a functional Multi-Tiered System of Supports (MTSS). Within such a system, existing resources and supports at school sites can be used in ways that are more efficient and provide the most return on investment - both time and money - for those students who demonstrate the most urgent needs. Given SCUSD's current fiscal challenges, the efficient and effective use of existing resources is critical to the district's ability to continuously improve.

The Curriculum and Instruction (C&I) team is also aligning site efforts around key instructional practices that are common to all content areas. To support improved student outcomes and focus site planning efforts, C&I is recommending that sites focus on the following instructional practices to provide universal access to all students:

1. Student academic discourse – student-to-student discourse (verbal or in writing) that is focused on the academic task and uses academic vocabulary.
2. Rigorous academic tasks – grade level appropriate tasks that are of high interest and challenge students to think, perform, and grow to a level they were not at previously.
3. Formative assessment practices – regular assessments during the course of instruction that help students to understand where they are in relation to the learning goal and help teachers adjust instruction to support student learning

An overarching focus that unifies these is Academic Language Development for all students. The C&I team has identified the need to align efforts across content areas to address the academic needs observed. This includes emphasis on reading, writing, listening, and speaking across all content areas – including Math and Science.

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Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in 2020. The areas of need described in this section are based on SCUSD's 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21. SCUSD's performance on the 2019 Dashboard as well as the district's outcomes on the previous dashboards (2017, 2018) demonstrate that the district needs to improve significantly across multiple dashboard indicators and for many student groups. More recent outcomes from 2019-20 and to-date in 2020-21 reaffirm these needs.

California School Dashboard Results

Note: The California School Dashboard uses five 'colors' to represent levels of performance. The lowest level of performance is represented by RED, followed by ORANGE, YELLOW, GREEN, and BLUE as the highest level of performance. A given color is determined based on the student group's outcomes from the most recent year and the change in outcomes from the previous year. This method acknowledges the growth being made by schools and districts for specific student groups, even if their overall outcome is not yet at a 'high' level.

Overall, SCUSD's 2019 Dashboard results demonstrate a broad need for improvement across all areas. On the 2019 Dashboard (the most recent year in which performance levels were reported) SCUSD has an 'ORANGE' performance level for All students in Chronic Absenteeism Rate and the Math Academic Indicator and 'YELLOW' for Suspension Rate, Graduation Rate, College/Career Readiness, and the English Language Arts (ELA) Academic Indicator. SCUSD did not reach the 'GREEN' or 'BLUE' level in any of the state indicators. This performance speaks to the need to improve not only within each aspect of the system, but to improve the system as a whole.

Specific instances where a student group's performance level was 'RED' (the lowest performance level) are noted below:

- Foster Youth: Suspension Rate (RED), Graduation Rate (RED), and Mathematics (RED)
- Homeless Youth: Chronic Absenteeism (RED), English Language Arts (RED), Mathematics (RED)
- Students with Disabilities: Graduation Rate (RED), English Language Arts (RED), Mathematics (RED)
- African American students: Chronic Absenteeism (RED)
- American Indian or Alaska Native students: Mathematics (RED)
- Native Hawaiian or Pacific Islander: Chronic Absenteeism (RED)

Link: [California Department of Education \(CDE\) Dashboard Reporting Site \(SCUSD Student Group Report\)](#)

When the results of the 2019 Dashboard and more recent data from 2019-20 and 2020-21 are reviewed as a whole, some clear trends emerge:

1. Seven student groups often perform below that of the 'All Students' level. Frequently this performance is significantly lower. These groups include English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students.
2. Two student groups (Socioeconomically Disadvantaged students and Hispanic/Latino students) also demonstrate performance gaps. Their performance is usually below the 'All Students' level, but generally not as disparate as the student groups listed above.
3. Four student groups (Asian students, White students, Filipino students, and students of Two or more races) consistently perform above - and often significantly above - the 'All students' performance level.

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Additionally, when the academic performance of the 'English Learner' student group is disaggregated, the performance of English Learner Only students shows a very significant gap from that of Reclassified Fluent English Proficient (RFEP) students.

These trends describe a performance landscape of student groups that exist in three clusters. Most notable is the gap between the cluster that consistently and significantly underperforms across all indicators and the group that consistently - and usually significantly - outperforms across all indicators. This pattern embodies the acknowledgement made in the district's Core Value - that our system is inequitable by design - and is visible evidence of the inequities that need to be interrupted.

Intersectionality of Students across Student Groups

When discussing student group data, it is important to acknowledge the high degree of intersectionality that exists between groups. A student can be *both* an English Learner and have an identified disability. A student can be both Asian *and* Socioeconomically Disadvantaged. Most students are included in multiple groups and focused efforts to support one identified student group can often serve to support others. The table below provides a look at current intersectionality within specific student groups (English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities). The table should be read vertically, with the percentages indicating the proportion of the group at the top of the column that is represented by the group named in each row. For example, 23.6% of Students with Disabilities are also English Learners and 29.5% of Foster Youth are African American. *Note: This does NOT mean that 29.5% of African American students are Foster Youth.*

Student Groups	All Students	English Learners	Foster Youth	Homeless Youth	Socioeconomically Disadvantaged Students	Students with Disabilities
African American	12.8%	0.3%	29.5%	40.4%	15.2%	19.9%
American Indian or Alaska Native	0.5%	0%	1.1%	2.6%	0.5%	0.9%
Asian	18.1%	33.4%	5.5%	4.0%	19.9%	10.7%
Filipino	1.5%	0.8%	0%	0%	1.2%	0.8%
Hispanic/Latino	40.1%	56.9%	26.8%	38.2%	44.9%	42.7%
Native Hawaiian or Pacific Islander	2.2%	4.5%	2.2%	1.8%	2.6%	1.4%
White	17.2%	3.6%	25.7%	7.4%	9.5%	16.1%
Two or More Races	7.7%	0.4%	9.3%	5.5%	6.2%	7.5%
English Learners	17.0%		6.6%	4.8%	22.0%	23.6%
Foster Youth	0.5%			2.7%	0.6%	1.2%
Homeless Youth	0.7%				100%	1.1%
Socioeconomically Disadvantaged	71.6%					77.3%
Students with Disabilities	15.1%					

*Enrollment data from [2020-21 California Department of Education DataQuest enrollment report](#) (Does not include charter schools)

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This intersectionality data provides a picture of who is represented within each student group. For example, while African American students make up 12.8% of non-charter enrollment, they represent 29.5% of Foster Youth, 40.4% of Homeless Youth, 15.2% of Socioeconomically Disadvantaged students, and 19.9% of Students with Disabilities. As programs and actions are implemented for any of these groups, they should also take into account the specific needs of African American students.

Mathematics and English Language Arts (ELA) (Needs)

Due to the COVID-19 pandemic, state assessments in English Language Arts (ELA), Math, and Science were not administered during 2019-20. The most recent results available (from the 2019 Dashboard) show that the district needs to improve performance for all students and to address very significant performance gaps. While there was some progress made from the 2018 to 2019 Dashboard, the size of the performance gaps remains very large for multiple student groups.

Overall, SCUSD students who participated in the ELA State Assessment (Grades 3-8 and 11) achieved an average score of 21.5 points below the 'Standard Met' level. Student groups with scores significantly below this level included English Learners (-58), Foster Youth (-82.3), Homeless Youth (-88.1), Low Income students (-43.9), Students with Disabilities (-100.5), African American students (-72.5), American Indian or Alaska Native students (-61.2), Hispanic/Latino students (-39.7), Native Hawaiian or Pacific Islander students (-66.1), and English Learner Only students (-100). Note: 'English Learner Only' students represent a subset of the traditional 'English Learner' group that includes Reclassified students. The Reclassified Fluent English Proficient (RFEP) student group averaged 10.6 points *above* the 'Standard Met' level, demonstrating the vast range of performance within the 'English Learner' group.

Results for the Math State Assessment are similar in terms of performance gaps for student groups. Overall, SCUSD students (Grades 3-8 and 11) achieved an average score of -48.8 points below the 'Standard Met' level. The students groups with identified performance gaps for ELA also achieved average scores well below that of 'All' students for Math. This included English Learners (-75.1), Foster Youth (-116.4), Homeless Youth (-122.3), Low Income students (-70.5), Students with Disabilities (-129.1), African American students (-107), American Indian or Alaska Native students (-98.6), Hispanic/Latino students (-69.8), Native Hawaiian or Pacific Islander students (-91.9), and English Learner Only students (-112.5). Similar to the ELA results, the RFEP student group performed well above their English Learner Only peers, averaging 13.9 points below 'Standard Met.'

More recent results from the District Common Assessments in both Math and ELA reaffirm these as areas requiring significant improvement. On both the beginning-of-year and interim assessments administered in 2020-21, performance (average percentage of correct answers) was near 50% for both Math and ELA, with the highest being 54% on the ELA interim and lowest being 48% on the Math interim. These results, similar to the Dashboard results, included gaps in performance by student group. As discussed above, these results are based on participation rates at or near 50% across all classrooms due to a lack of formal agreement on assessment administration. Still, taken together with the dashboard results it is clear that Math and ELA performance need to be significantly improved to ensure that the district can meet the charge stated in its guiding principle – to provide students the greatest number of postsecondary options.

A critical need that has emerged as a priority across stakeholder groups and for district staff is reading proficiency by third grade. In the most recent (2018-19) state ELA assessment, only 21.5% of third grade students were above standard. Several student groups had less than 10% of their cohort perform above standards (4.2% for English Learners, 3.6% for Homeless Youth, 9.4% for Students with Disabilities, 8.6% for African American students, 7.1% for American Indian or Alaska Native students, and 7.1% for Native Hawaiian or Pacific Islander students). These results demonstrate a critical need for immediate and intense focus on Early Literacy so that all students, and especially those students who are performing below their peers, are able to accelerate progress and become proficient readers by third grade (and those who are currently in or beyond third grade can accelerate progress towards grade-level proficiency). This need to focus on early literacy has often been discussed in tandem with the need for all students to have individualized learning plans and/or supports. This requires the consistent use of assessments and data analysis to identify student needs and determine what supports are needed. These practices are foundational parts of an effective Multi-Tiered System of Supports.

Chronic Absenteeism (Needs)

While examples of progress for Chronic Absenteeism rates were highlighted in the previous section, this is also an area in which significant improvement is needed. To ensure that students can fully engage in school and access instruction, they and their families need to be provided the supports necessary to attend school consistently.

The most recent dashboard performance color (ORANGE) for Chronic Absenteeism indicated that significant improvement was needed across the district. Significant performance gaps among student groups on the 2019 Dashboard include:

- Homeless Youth (57.9% rate and 7 increase), African American students (27.6% rate and 0.7 increase), and Native Hawaiian or Pacific Islander students (27.3% rate and 1.8 increase) all received a RED performance level on the 2019 Dashboard. Relative to All Students (14.8% rate, 0.2 increase), these groups were chronically absent at extremely disproportionate levels.
- Additionally, while Foster Youth (30.1% rate, 3.7 decrease) and American Indian or Alaska Native students (25.7% rate, 1.5 decrease) both decreased their Chronic Absenteeism rates enough to yield a YELLOW and ORANGE performance level, their rates were disproportionately high at a level similar to the three groups that were RED.
- All five of the student groups named above continued to have higher rates of chronic absenteeism in 2019-20 as measured up to the time of school closures (March 2020). This included rates that were almost double the 11% rate of all students for Foster Youth (21.4%) and African American students (20.2%) and almost four times as high for Homeless Youth (42.8%).

The effects of the pandemic and experience of students and families during distance learning has further reinforced the disparities in attendance/engagement. More focused efforts are needed to ensure that all students, and especially those students with historically disproportionate rates of chronic absenteeism, are provided the individual, wrap-around supports needed to keep them in school. The connection between attendance and academic performance is well established and improvement in this area will support other efforts to improve academic outcomes. As discussed in the previous section, the Be Here grant program has demonstrated success at those sites where support has been concentrated. Efforts include direct support to site leadership teams to review data and coordinate actions as well as supporting/facilitating improved communication between home and school. These efforts will be continued and expanded with the recent

awarding of a renewed grant to fund Be Here activities. The district's implementation of MTSS will also lead to increased coordination of services across school sites, supporting improved attendance and decreased chronic absenteeism.

College/Career Preparedness

Note: This section uses the term 'college and career readiness.' The California School Dashboard classifies students as 'Prepared,' 'Approaching Prepared,' or 'Not Prepared' based on students meeting at least one of the criteria in the 'Prepared' level. Examples of criteria that allow a student to demonstrate preparedness include state Math and ELA test scores, Advanced Placement (AP) exam scores, completing college coursework during high school, earning the State Seal of Biliteracy (SSB), completing UC/CSU a-g requirements, completing a CTE Pathway, and completing Leadership/Military Science coursework. A helpful definition of college readiness might be, 'Being ready for ANY postsecondary experience,' including two- and four-year institutions, A helpful definition of career readiness might be, 'Having the skills needed to succeed in job training or education needed for a chosen career.'

This is an area in which significant improvement is needed for 'All' students and to address performance gaps for specific student groups. For this indicator, the state did publish the actual rates of preparedness for 2019-20 in the modified 2020 Dashboard, though no performance 'color' was assigned. The percentage of 'All' students that earned 'prepared' in 2019-20 was 41.7%. This was similar to levels in the previous two years and indicates a significant need for improvement given the district's goal that **All** students will graduate college and career ready. Further, unacceptable performance gaps persisted for several student groups. These included six student groups with preparedness levels near or less than half that of all students. These groups included English Learners (18.7%), Homeless Youth (12.3%), Students with Disabilities (8.1%), African American students (20.7%), American Indian or Alaska Native students (20%), and Native Hawaiian or Pacific Islander students (24.6%). Relative to their Asian (56.9%), Filipino (58.1%), White (53.5%) and multi-racial (51.7%) peers, the true gap is revealed to be even larger. The district's efforts to more closely monitor A-G progress, sustain Career and Technical Education (CTE) pathways, increase the number of students earning the State Seal of Biliteracy, and eliminate barriers to Advanced Placement (AP) enrollment and successful exam performance are all actions that seek to improve college and career readiness.

Graduation Rate (Needs)

Graduation Rate is another area noted for recent progress and identified for improvement. Despite the overall progress from 2018-19 to 2019-20 (85.7% to 87.3%), significant improvement is still needed. This is true for ALL students, as the district's goal is for EVERY student to graduate. This is also true for multiple student groups for whom performance gaps persist. In 2019-20, seven student groups had graduation rates 5 percentage points or more below that of 'All students.' These included English Learners (75.8%), Foster Youth (81.3%), Homeless Youth (72.9%), Students with Disabilities (70.4%), African American students (82.4%), American Indian or Alaska Native students (73.3%), and Native Hawaiian or Pacific Islander students (71.9%).

Providing students the necessary progress monitoring to keep them on track for graduation and support when they fall off-track are key focus areas for the district moving forward. An ongoing effort has been the implementation of centralized systems for academic counselors. This

includes regular student schedule reviews using UC/CSU 'A-G' counseling benchmarks, use of standard district criteria for enrollment into mathematics and science courses, and implementing standard course placement criteria for English Learners. The Director of Master Scheduling position continues to support the improvement of staffing allocations and alignment of courses across school sites and programs. This helps to ensure that students are enrolled in schedules that not only meet their basic graduation needs, but also prepare them for college and career. It is the district's goal that, as students pursue their UC/CSU coursework, enroll in Career Technical Education (CTE) pathways, challenge themselves with Advanced Placement (AP) coursework, receive appropriate English Language Development (ELD), and receive the specific supports defined by any Individual Education Plan (IEP) or 504 plan, they have complete and unobstructed access to the appropriate courses and a comprehensive system of supports to help them and their families make informed choices and address their individual needs.

The needs evident in graduation rates are a good example of a point in SCUSD's system where the immediate gap has much deeper roots that begin in the early grades. While it is absolutely important that students in the secondary grades continue to receive support, to truly address this issue will require systemic improvements that begin with PreK moving forward. Early literacy has been identified as a key focus area and is a key example of something that must be improved if 'downstream' indicators like graduation rate are going to significantly improve for all students.

Suspension (Needs)

While Suspension Rate was highlighted in the previous section for overall progress (a decreasing trend), the significant disparity in Suspension Rates across student groups still requires significant improvement. Cited in multiple iterations of the Capitol of Suspensions Report, the Suspension Rate for African American students has continued to be well above that of all students and other racial/ethnic groups. Students with Disabilities, Homeless Youth, and Foster Youth also have rates significantly higher than that of 'All students.' The data for 2019-20 leading up to school closures is the last reference point that is based on the 'typical' in-person school context. Suspension rates during the remaining months of 2019-20 and 2020-21 are difficult to compare to prior data given the very different environment of distance learning. Suspension Rates for all students and all student groups from August 2019 through February 2020 had declined in comparison to the same time period during 2018-19. However, disparities remained for the identified student groups. 2019-20 mid-year rates for African American students (8.1%), Students with Disabilities (5.6%), Homeless Youth (5.2%), and Foster Youth (9.9%) were all well above the 3.1% rate for 'All' students.

The Capitol of Suspensions report, sponsored by the Community College Equity Assessment Lab (CCEAL) and commissioned by the Greater Sacramento National Association for the Advancement of Colored People (NAACP), has specifically called out SCUSD as a district in which African American students are suspended at rates vastly disproportionate to their peers across the state. Needs identified in the report include the development of effective disciplinary/behavior management systems that are not reliant upon suspension, implementation of training on bias and culturally responsive instruction, and implementation of trauma-informed practices.

These findings are important as they highlight the role of classroom management, instructional practices, and the overall school and classroom environment as factors that contribute to exclusionary discipline practices. The need for professional development for all staff that supports development of effective behavior management systems, creation of inclusive and restorative classroom and school environments, and

implementation of anti-bias/anti-racist instructional practices is evident in the overall suspension rates of the district and the persistence of disproportionate rates for student groups.

The ongoing work to address the identified needs has included focused data review of Suspension trends including specific reports on the disproportionality of suspension for African American students. The district's Social Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS) staff have worked to support the implementation of best practices within classrooms and site-based efforts to implement Restorative Practices/Justice systems. More recently, school administrators and other district leaders have participated in anti-bias/anti-racism training and in the coming years this will be provided to all staff. The development of systems to coordinate behavioral intervention and discipline is a key aspect of MTSS implementation. An effective MTSS will include the proactive addressing of identified behavioral needs, development of common language and practices, and holistic reviews that encompass a student's behavioral, academic, social, emotional, and other needs. Site leaders are supported by district leadership to set specific goals within their school plan to improve their school's culture and climate. These goals are set following a needs assessment process and, as appropriate, can include targeted reduction of Suspension and/or Chronic Absenteeism outcomes.

Additional Supports

On the Dashboard, the performance of three student groups over time - Students with Disabilities, Foster Youth, and Homeless Youth - has resulted in the district's identification by the state for additional support. This has included annual identification for Differentiated Assistance provided by the Sacramento County Office of Education (SCOE). As a result of persistent performance issues for these students groups over several years, the district became eligible in fall 2019 for Systemic Instructional Review (SIR) support from the California Collaborative for Education Excellence (CCEE). Below is a summary of the indicators in which these three student groups have not met performance standards from 2017-2019:

Students with Disabilities

- 2017 Dashboard: ELA, Math, Graduation, and Suspension
- 2018 Dashboard: ELA, Math, Graduation, and College/Career
- 2019 Dashboard: ELA, Math, and Graduation

Foster Youth

- 2017 Dashboard: ELA, Math, Graduation, and Suspension
- 2018 Dashboard: ELA, Math, Chronic Absenteeism, Suspension, and College/Career
- 2019 Dashboard: ELA, Math, Graduation, and Suspension

Homeless Youth

- 2017 Dashboard: ELA, Math, and Suspension

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- 2018 Dashboard: Chronic Absenteeism and Suspension
- 2019 Dashboard: ELA, Math, and Chronic Absenteeism

To address these persistent and significant gaps, the district will continue to implement specific supports for all three populations through the efforts of departments/programs including Foster Youth Services, Homeless Youth Services, and the Special Education Department. Equally as important, staff will collaborate with colleagues across the system – in other departments and with general education – to break down silos and ensure that support is provided to these students broadly. This collaboration will need to include increased and improved instructional and social emotional supports for these student groups to address the significant performance gaps observed in the Dashboard data and across all indicators. A key focus of the 2020-21 Differentiated Assistance support efforts has been the increased alignment of school site and district planning to support the identified student groups. The focal point of these efforts will be the implementation of an effective MTSS at all school sites that integrates the academic, behavioral, and social-emotional instruction and intervention supports into a tiered system so that they can best be matched to student needs. This integration will be supported by a data-based decision-making process that includes regular review of student outcome data to assess needs and identification of the appropriate services and supports to meet those needs.

Implementation of an effective Multi-Tiered System of Supports will improve outcomes for ALL students - something that SCUSD does need - but will particularly benefit those students who have historically lacked the necessary supports to achieve at their highest potential. Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, and English Learners have been impacted the most by the fundamental system inequities acknowledged in our district's core value. School site and district staff will be receiving the training, tools, and supports needed to better understand, identify, and meet the individual needs of all students - and specifically those student groups who have continuously demonstrated the most critical and urgent needs. Training will build the capacity of leadership teams for systems change, teaming practices, evaluating implementation progress and impacts, and developing actions plans for school improvement. Tools will include Tier 1 resource mapping and assessment/data source mapping. Ongoing support will include regular training meetings, consistent coaching, and peer mentoring from other school sites.

Systemic Instructional Review (SIR) Findings

In the Systemic Instructional Review (SIR) findings, the California Collaborative for Education Excellence (CCEE) staff identified a range of additional needs that, when addressed, will support improved outcomes for students. Overarching areas of improvement that were noted in the summary of findings include:

- The need to nurture strong, collaborative, and productive relationships between management and labor
- Agreement on the implementation of assessment and professional development
- Increased collaboration, definition of roles/responsibilities, and performance expectations within and across departments
- Integration of continuous improvement into the daily work of individuals throughout the system
- Consistency in how data is used, decisions are made, and departments are accountable to support the vision and mission of the district
- Collective accountability for teaching and learning goals and priorities that will result in improved student outcomes

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The SIR identified some key opportunities in the district that can be used to address the identified needs. These include:

- An existing vision of equity and continuous improvement provides the opportunity to create coherent understanding and implementation strategies across the district to better support the whole child/student needs
- The School Plan for Student Achievement (SPSA) process can be used to develop school goals and expectations linked to specific measures to monitor progress
- The district's implementation of the Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) provides the opportunity to create and articulate an instructional vision, framework, priorities, and goals

SCUSD recognizes that the system as it is currently operating is failing to serve many students. A significant number of students are not achieving the goal set out in the guiding principle – to graduate with the greatest number of postsecondary choices from the widest array of options. This is especially true for several student groups who have continued to demonstrate performance gaps over time. Significant improvements are needed across the system if these outcomes are going to change. As discussed at the beginning of this section, these improvements will need to include an equitable and inclusive educational program for all students regardless of zip code, school, classroom, or program choice; intensified services for students demonstrating the highest needs; the equitable allocation of resources through data-based decision-making; and disruption of the status quo.

LCAP Highlights

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

A key feature of this year's LCAP is its grounding in the district's core value and overarching Equity, Access, and Social Justice Guiding Principle. The recognition of the fundamental inequities in our system and the need to confront and interrupt inequities to level the playing field are key elements of multiple LCAP goals. The vision that all students will graduate with multiple postsecondary choices from a wide array of options is a key driver across the new LCAP goals.

The revised goal structure reflects the district's alignment to a Multi-Tiered System of Supports (MTSS) framework. Goals 2 and 3 reflect the prioritization of effective Tier 1, 2 and 3 programs and a focus goal (Goal 6) is dedicated to the capacity building/training necessary to effectively install an MTSS. Following is a brief overview of the new LCAP goals and examples of key actions and metrics that are aligned to each:

LCAP Goal	Examples of Actions	Examples of Metrics
<p>Goal 1: College and Career Readiness</p> <p>100% of SCUSD students will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Growth in Graduation Rate and College/Career Readiness will be accelerated for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.</p>	<ul style="list-style-type: none"> • Sustain and expand Career and Technical Education (CTE) pathways and programs • Provide Academic and Career Counseling • Accelerate progress toward graduation through Credit Recovery Programming (Central and site-based) • Maintain funding for AP/IB/SAT exam fees • Provide additional support for International Baccalaureate (IB) program 	<ul style="list-style-type: none"> • Graduation Rate • College/Career Preparedness • UC/CSU 'A-G' completion • CTE Pathway enrollment/completion • Certificates of Completion earned • State Seal of Biliteracy • On-track graduation and on-track UC/CSU 'A-G' status
<p>This goal closely aligns to the district's Equity, Access, and Social Justice Guiding Principle: <i>All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.</i></p>		

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LCAP Goal	Examples of Actions	Examples of Metrics
<p>Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students</p> <p>Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.</p>	<ul style="list-style-type: none"> • Provide Professional Development to support implementation of state standards • Expand access to Gifted and Talented Education (GATE) and Advanced Placement programs so that enrollment reflects district demographics • Maintain Early Childhood Education opportunities (preschool and Early/Transitional Kindergarten) • Provide English Learners Integrated and Designated English Language Development (ELD) and develop an English Learner Master Plan • Offer a range of Expanded Learning Programs to enhance students learning experiences inside and outside of the classroom 	<ul style="list-style-type: none"> • State Math, English Language Arts (ELA), and Science Assessments • English Learner Progress and Reclassification Rate • GATE demographics (identification and enrollment) • Advanced Placement (AP) Enrollment and Exam Performance • District Common Assessments in Math and English Language Arts
<p>This goal aligns to the district's commitment to implement an effective Multi-Tiered System of Supports (MTSS) framework and focuses on the provision of a coherent and consistent Tier 1 instructional program.</p>		

LCAP Goal	Examples of Actions	Examples of Metrics
<p>Goal 3: Integrated Supports</p> <p>Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.</p>	<ul style="list-style-type: none"> • Expand services specific to Foster and Homeless Youth • Provide individualized supports to students with disabilities (Instructional Assistants) • Provide intervention and supports for English Learners • Address the unique needs of American Indian and Alaska Native students through the American Indian Education Program • Provide direct Health Services through the efforts of School Nurses • Reduce Chronic Absenteeism through direct supports to sites (Be Here Initiative) • Provide a range of integrated supports to students and families through site-based Student Support Centers and the central Connect Center 	<ul style="list-style-type: none"> • Attendance Rate • Chronic Absenteeism Rate • Attendance and Chronic Absenteeism interventions • Provision of responsive student support services • High School drop-out rate • Middle School drop-out rate
<p>This goal aligns to the district's commitment to implement an effective Multi-Tiered System of Supports (MTSS) framework and focuses on the provision of Tier 2 and 3 supports to students based on assessed need.</p>		

LCAP Goal	Examples of Actions	Examples of Metrics
<p>Goal 4: Culture and Climate - Dismantling Systems</p> <p>School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, and Homeless Youth.</p>	<ul style="list-style-type: none"> • Integrate Social Emotional Learning (SEL) into school and classroom instruction and practices • Promote positive school climate through Positive Behavioral Intervention and Supports (PBIS) • Prevent and Address Bullying through training, intervention, and response • Build anti-racist capacity and common staff understanding of systemic racism through Anti-bias/Anti-racism training for all staff 	<ul style="list-style-type: none"> • Suspension Rate • Expulsion Rate • Perception of safety and belongingness (School Climate Survey results)
<p>This goal aligns to the district's Core Value and acknowledges the need to dismantle (confront and interrupt) inequitable and discriminatory systems.</p> <p>SCUSD Core Value: <i>We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.</i></p>		

LCAP Goal	Examples of Actions	Examples of Metrics
<p>Goal 5: Engagement and Empowerment</p> <p>Parents, families, community stakeholders, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.</p>	<ul style="list-style-type: none"> • Develop and offer capacity-building opportunities through the District Parent Resource Center • Build relationships between home and school through Parent Teacher Home Visits (PTHVs) • Provide information to parents in home languages through Translation and Interpretation services • Engage family members as partners in through Family Communication Tools • Promote student voice, advocacy, and action through the Student Advisory Council 	<ul style="list-style-type: none"> • Number of Parent Teacher Home Visits • Participation/attendance in key district committees (DELAC, CAC) • Participation/attendance in Parent Leadership Pathway Workshops
<p>This goal builds upon the district's former LCAP goal with the addition of students as a named group and identification of key activities that will lead to increased engagement and empowerment.</p>		

LCAP Goal	Examples of Actions	Examples of Metrics
<p>Goal 6: Implementation of MTSS/DBDM</p> <p>Provide all school sites three-years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Supports (MTSS). Training will be completed and all district sites should be conducting business and serving students using an MTSS framework by 2024-25. Progress will be measured with the Self-Assessment of MTSS (SAM) Implementation tool in addition to external indicators of site fidelity including: (a) holding MTSS team meetings regularly, (b) engaging in data based practices to assess need and progress monitor and (c) providing differentiated tiered interventions as evidenced by twice-yearly report outs of challenges/successes by each site leader.</p>	<ul style="list-style-type: none"> • Leadership to coordinate implementation activities • Professional learning for school site leadership teams • Ongoing support for sites to implement and sustain an effective MTSS • Peer Mentoring between training cohorts to provide site-to-site support 	<ul style="list-style-type: none"> • Self-Assessment of MTSS (SAM) Implementation Tool • Implementation of regular MTSS team meetings • Implementation of regular use of site-determined data sources • Implementation of differentiated, tiered interventions
<p>This goal is specific to the Multi-Tiered System of Supports (MTSS) training model that will build the capacity of site leadership teams to implement effective MTSSs at all SCUSD schools. Note: the district is using 'Data-based Decision-Making (DBDM)' as another name for the MTSS efforts in progress.</p>		

LCAP Goal	Examples of Actions	Examples of Metrics
<p>Goal 7: Update the District Graduate Profile</p> <p>SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of stakeholders and adopt the updated version by the end of 2021-22. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-24.</p>	<ul style="list-style-type: none"> • Revise the existing graduate profile and successfully adopt the revised version at the board level • Develop a plan to implement the revised graduate profile • Build awareness of the new graduate profile through effective communication strategies • Support secondary school sites in developing and implementing Defense of Learning practices that are fully aligned to the revised graduate profile 	<ul style="list-style-type: none"> • Documentation of stakeholder convening • Board Adoption of Revised Graduate Profile • Awareness of Graduate Profile • Evidence of School Plan Alignment
<p>This goal aligns with the stakeholder and district interest in establishing more coherence around a common vision of instruction and desired student outcomes. This goal will also align with the efforts of the Graduation Task Force, who provided detailed recommendations to the district in 2017-18.</p>		

LCAP Goal	Examples of Actions	Examples of Metrics
<p>Goal 8: Basic Services and Districtwide Operations/Supports</p> <p>SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.</p>	<ul style="list-style-type: none"> • Maintain sufficient facilities staffing and operations • Ensure access to all board-adopted instructional materials • Maintain base classroom staffing to deliver core instructional program • Provide support to new teacher so they can complete credentialing requirements 	<ul style="list-style-type: none"> • Facilities Condition • Instructional Materials Sufficiency • Teacher Credentialing and Assignment
<p>This goal identifies the core services necessary for maintaining basic learning conditions. The actions within this goal are foundational to the district's ability to achieve all other LCAP goals.</p>		

Another area of this year's LCAP to highlight is the increased disaggregation of data. Baseline data and target outcomes have been disaggregated - where applicable - so that the district can clearly articulate the expectation that performance gaps close over time. Transparently showing the gaps that exist is an important part of acknowledging the inequities in the district's current system. Following this acknowledgement, the district has committed to targets that require accelerated growth to close the gaps.

This year's LCAP also includes more detailed actions specific to English Learners and Students with Disabilities. This is part of an ongoing effort to more fully articulate the efforts occurring in the district on behalf of these student groups. This effort will continue in the years ahead and additional alignment will occur as the English Learner Master Plan is updated and ongoing collaboration with Special Education occurs.

The Stakeholder Engagement section highlights the major recommendations that emerged across stakeholder groups. It also includes links to additional documents that provide expanded detail beyond what is included within this plan document. The impact of stakeholder engagement on the 2021-22 LCAP has been substantial, with input playing a major role in driving goal development and reframing multiple metrics. Overarching themes and specific recommendations by LCAP goal area are discussed in more detail within the stakeholder engagement section of this plan.

SCUSD is also committed to maintaining the level of fiscal transparency valued by the district's stakeholders. This includes continuing the practice of specifically reporting the allocations by action within the Supplemental and Concentration grant funding resource. The SCUSD stakeholder community has a particular interest in this level of detail. While the state's focus on how actions are increasing/improving services for unduplicated pupils (regardless of resource) is acknowledged, the district will continue to provide Supplemental and Concentration grant details in addition to the reporting required by the Expenditure Summary Tables in the new LCAP template.

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Overall, SCUSD's 2021-22 LCAP outlines the target outcomes, projected expenditures, and actions/services to be implemented in order to achieve the stated goals. A brief summary of the alignment of SCUSD's LCAP goals to the LCFF State Priorities is provided below:

- State Priority 1 (Basic Conditions): LCAP Goal 8
- State Priority 2 (Common Core State Standards Implementation): LCAP Goals, 2, 6, and 7
- State Priority 3 (Parent Engagement): LCAP Goals 5, 6, and 7
- State Priority 4 (Pupil Achievement): LCAP Goals 2, 3, 6, and 7
- State Priority 5 (Pupil Engagement): LCAP Goals 1, 2, 3, 6, and 7
- State Priority 6 (School Climate): LCAP Goals 4, 6, and 7
- State Priority 7 (Course Access): LCAP Goals 1, 2, 6, and 7
- State Priority 8 (Pupil Outcomes): LCAP Goals 1, 6, and 7

Alignment between Goals 6 (MTSS Implementation) and 7 (District Graduate Profile) is shown for most of the state priorities as these goals represent major systemic efforts that will impact a wide range of outcomes.

This LCAP represents the district's vision for the next three years to continue its efforts to level the playing field and provide opportunities for all students to learn, grow, and reach their greatness so that they can graduate with the greatest number of postsecondary choices from the widest array of options. To make progress towards this vision laid out in the core value and guiding principle, the district is committed to the deep and complex work of changing systems. The most important example of systems change that will occur over the next three years is the implementation of a Multi-Tiered System of Supports (MTSS) mentioned throughout this plan summary. MTSS is featured prominently in this LCAP because it is the foundation of the district's efforts to improve outcomes for all students, disrupt inequities between schools and across the district, and address significantly disproportionate performance gaps for student groups. The improvements in data-based decision making and resource allocation within an effective MTSS will also help the district continue to improve student outcomes as it navigates a path through fiscal challenges. And a cohesive, consistent approach to providing tiered supports based upon assessed needs will allow the district to measure and address learning loss in the years following the COVID-19 pandemic and time of school closures.

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.

The schools in SCUSD that were identified for Comprehensive Support and Improvement (CSI) based upon their performance on the 2019 Dashboard are listed below. Due to the COVID-19 pandemic and lack of performance results on the 2020 Dashboard, schools maintained their eligibility as determined by the 2019 Dashboard.

Graduation Rate average is less than 68% over two years

- American Legion High School
- Capital City Independent Study

Low-Performing Criteria

- A.M. Winn Waldorf-Inspired (Five or more indicators where the majority are RED)
- Caroline Wenzel Elementary (Five or more indicators where the majority are RED)
- Ethel I. Baker Elementary (All RED and ORANGE indicators)
- Hiram Johnson High School (Five or more indicators where the majority are RED)
- Isador Cohen Elementary (All RED and ORANGE indicators)
- John Bidwell Elementary (All RED and ORANGE indicators)
- John Morse Therapeutic Center (All RED Indicators)
- Pacific Elementary (All RED and ORANGE indicators)
- Rosa Parks K-8 (All RED and ORANGE indicators)
- Will C. Wood Middle School (All RED and ORANGE indicators)

Support for Identified Schools

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

SCUSD's provides multiple layers of support for school sites to engage in a Cycle of Continuous Improvement (CCI). These include tools that scaffold the needs assessment, goal setting, implementation, and resource allocation processes. Instructional Assistant Superintendents incorporate significant time to support these processes in monthly principal meetings and in their one-on-one support to site leadership. Additional district staff provide support through review of school plan content and through individual consultations with leaders on an as-needed basis.

In past years, principals have utilized an online Continuous Improvement tool to guide their CSI (and overall School Plan for Student Achievement (SPSA)) process. This tool engaged leaders in a scaffolded process to build capacity in the following areas. Assistance for these elements remains available through the support provided by Instructional Assistant Superintendents and Continuous Improvement and Accountability staff. This includes support from the Research and Strategy team to conduct data analysis using the districts various reporting systems.

- Causal System Analysis/Needs Assessment – Identification of specific gaps in achievement/outcomes, discussion of rationale for selecting specific areas of focus.
- Problem Statement Formation – Definition of problem to be addressed including target student group(s) and measurable outcome with baseline data
- Use of Fishbone Diagrams – Articulation of Root Causes, contributing factors, and selection of the highest priority root cause. This is a key step in which resource inequities can be identified and placed in the larger context of the problem statement. These resource inequities can then be articulated into the subsequent driver diagram and specific actions to address them included as change ideas.
- Development of Driver Diagram – Documentation of change ideas/interventions, secondary drivers, primary drivers, and articulation of an aim statement. Aim statement answers the questions: What will improve? By how much will it improve? For whom will it improve? By when will it improve?
- Plan to Operationalize the Highest Priority Change Idea – Outline of specific actions to be taken in order to implement the change idea(s), responsible parties, target completion date, and milestones towards completion
- Identification of Measurable Outcomes – Specific articulation of metrics to be used to evaluate effectiveness, baseline status, and expected outcomes

Sites are encouraged to review their overall performance by dashboard area (Chronic Absenteeism, Suspension Rate, ELA/Math, English Learner Progress, Graduation Rate, and College/Career) and select those areas of greatest need. With the absence of 2020 Dashboard data, sites were provided with support to consider what other state and local data they might consider in their needs assessment and goal-setting processes.

Sites were also provided with additional resources to support their planning:

- Crosswalk of alignment between required CSI elements and the district SPSA template
- Example responses for CSI-specific prompts
- List of questions to support reflection and identification of resource inequities (adapted from LACOE tool)

Upon confirmation of eligibility, sites were notified and provided a detailed overview of the process, requirements, eligibility, allowable expenditures, and exemplar content.

To provide additional and more individualized support, district staff hosted a series of office hours specific to supporting the CSI and aligned School Plan for Student Achievement (SPSA) process. These occurred over three weeks in the spring and offered sites the opportunity to engage with peers and staff in the following:

- Review CSI requirements and eligibility criteria

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- Requirements for SPSA planning and LCAP alignment
- Support for needs assessment and resource inequity identification
- Identification of effective strategies and supports
- Support for goal setting and identification of appropriate measurable outcomes
- Assistance with funding allocations and appropriate use of targeted funding resources
- Guidance for engaging stakeholders and requirements for plan approval

Site principals have ongoing access to support from their Instructional Assistant Superintendents through regular principal professional learning sessions, one-on-one check-ins, and additional individual support as needed. Site principals also have ongoing access to support from the Continuous Improvement and Accountability team, which includes State and Federal Programs and Research and Strategy, departmental staff from Academics, Student Support and Health Services, and more.

The School Site Council (SSC) is the body primarily responsible for developing their respective site's CSI plan. This group, with the guidance of the principal with the support of district staff works to conduct a needs assessment, identify resource inequities, and determine what evidence-based interventions to implement. This process is supported by broader stakeholder feedback at the district level that involve students, staff, and parents/guardians. Examples include the annual School Climate Survey, student engagement surveys, the annual Local Control and Accountability Plan engagement process, and targeted surveys. These sources of stakeholder feedback help sites to better understand the specific needs of their community. The School Climate Survey provides sites an overall and disaggregated view of their community's sense of belongingness/connectedness and safety. Student engagement surveys help sites to understand the overall level of engagement of their students while also identifying and responding to specific student needs. Results such as these allow sites to identify specific areas in which all students need additional support as well as instances in which significant gaps are indicated in student experiences and/or performance. This informs more targeted planning and implementation of actions/services to improve the performance of the student group(s) for which the site has been identified for CSI.

Monitoring and Evaluating Effectiveness

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

In the 2020-21 school year SCUSD continued to use a SPSA Mid-Year review tool to support sites in monitoring and evaluating the effectiveness of their site plans. The required reflection upon student outcome data, identified successes, revealed gaps, and implementation challenges will all support the ongoing development and refinement of CSI plans.

In the Mid-Year review, schools are required to:

Describe the overall implementation of the strategies/activities and the overall effectiveness to achieve the articulated goal

- Restate the expected outcome of the strategy in terms of student achievement
- Detail the specific actions taken to date

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- Describe current progress in achieving the expected outcomes as a result of implementing the strategy
- Detail how identified student groups were impacted by the strategy

Describe the level of implementation

- Detail any major differences between the intended implementation and/or the budgeted expenditures to achieve the articulated goal

Describe any changes that will be made to the annual outcomes, metrics, or strategies/activities to achieve the goal as a result of the mid-year reflection

Guidance provided to principals/school sites at the outset of the year includes the expectation that sites are regularly monitoring the plans outlined in the SPSA. This includes specific review of their goals, strategies, and outcomes as part of the mid-year review process as well as continued monitoring to inform any revisions based on identified needs. Guidance also includes direction to review their plan for alignment to district LCAP goals.

Staff from the Continuous Improvement and Accountability department will continue to work in partnership with Instructional Assistant Superintendents and the Academic Office to directly support, monitor, and evaluate the plans of CSI schools. Quality SPSA goal setting and plan implementation is a key focus of the district and is viewed as a key lever to improving outcomes for all students, and in particular those students who have historically performed disproportionately below their peers.

Stakeholder Engagement

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

The annual and ongoing engagement of stakeholders is a key part of SCUSD's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. The stakeholder engagement process for the 2021-22 to 2023-24 LCAP was unique in terms of timeline and scope as it built upon the engagement process for the 2020-21 Learning Continuity and Attendance Plan. As detailed in SCUSD's adopted Learning Continuity and Attendance Plan, a range of stakeholder engagement activities occurred throughout June-September 2020. These included listening sessions, meetings with district committees/groups, district surveys, a virtual town hall, public comment on the posted draft, and public comment at the public hearing and related board presentations. The engagement during this process was foundational to the 2021-22 LCAP as many of the priorities and recommendations raised during that process translated directly or supported stakeholder input during the remainder of the 2020-21 year.

Extending from the Learning Continuity and Attendance Plan engagement process, stakeholder engagement for the 2021-22 LCAP continued throughout 2020-21. The process included engagement with district committees/groups in their established meetings and special meetings, engagement with the board, stakeholder surveys, community listening sessions, meetings with district staff, opportunity to comment on the draft, and a public hearing. A key feature of engagement during 2020-21 was the sharing of key stakeholder recommendations earlier in the year to inform board and staff planning. During 2019-20 engagement, the LCAP Parent Advisory Committee (PAC) set an internal goal to advance initial recommendations earlier in the school year. This goal was achieved as the PAC provided initial recommendations to the board in December 2020 in the form of a Board Communication. The LCAP PAC later had the opportunity to present these recommendations to the board in February 2021. At this same meeting, members of the Student Advisory Council (SAC) presented their key recommendations to the board. To provide adequate time for consideration, the board scheduled a special meeting on 3.11.21 to engage directly with members of the PAC and SAC. This meeting also included a presentation by a representative from the California School Boards Association (CSBA) to discuss the role of the board with regard to the LCAP.

Building upon this priority to share stakeholder recommendations earlier, a summary of recommendations across key stakeholder committees/groups was provided to district leadership in early April. These were shared with executive cabinet, departmental leadership, and the representative stakeholder groups. As in previous years, a summary of stakeholder input was presented to the board in late May.

The district's key stakeholder groups play a critical role in representing different parts of the SCUSD community. Key activities of groups during this year's engagement process included:

- **African American Advisory Board (AAAB):** The AAAB meets monthly to advise the board, superintendent, and relevant district staff regarding accountability of services, programs, policies, and resources that directly impact the district/school culture and climate of classrooms and the academic, social/emotional, and personal outcomes for Black/African American students. The AAAB also reviews, monitors and evaluates the continuous improvement of the district's implementation of the board-adopted Black/African American Task Force recommendations. LCAP-specific meetings were held with the AAAB on 12.2.20, 3.17.21, and 5.12.21.

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- American Indian Education Program Parent Committee (AIEP PC): The AIEP PC meets monthly to advise, advocate for, and approve programs allocated for American Indian and Alaska Native students and families. An LCAP-specific session was held with the AIEP PC on 3.25.21.
- Community Advisory Committee (CAC): The CAC meets monthly and acts in an advisory capacity to the Special Education Local Plan Area (SELPA) and supports individuals with exceptional needs and their families. LCAP-specific meetings were held with the CAC on 9.15.20, 12.2.20, and 3.2.21.
- District English Learner Advisory Committee (DELAC): The DELAC meets regularly to advise district officials on English Learner programs and services with the overall goal of helping English Learners attain English proficiency and achieve academic success. LCAP-specific meetings were held with the full DELAC on 10.6.20, 2.24.21, and 4.14.21. Additional input was provided by DELAC leadership in meetings on 3.19.21 and 3.25.21.
- LCAP Parent Advisory Committee (PAC): The LCAP PAC meets monthly to receive information that helps them to understand student needs and how those needs are addressed by the goals, actions, services, and expenditures contained in the LCAP. The LCAP met monthly throughout 2020-21 beginning on 8.3.20 with an additional full meeting in both August 2020 and April 2021. Beginning in October 2020, the LCAP also held 'small group meetings' between each full meeting to debrief the previous meeting and plan for the following meeting. There were 1-2 of these small group meetings held between each full meeting. Additional meetings were held to prepare for board presentations and during the summer to allow members to provide individual input.
- Student Advisory Council (SAC): SAC meets weekly to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented. LCAP-specific meetings were held with SAC on 11.18.20, 2.3.21, and 2.10.21.

Additionally, student in the Sacramento Area Youth Speaks (SAYS) program at Luther Burbank High School developed a set of recommendations for the 2021-24 LCAP.

Presentations to the board that provided opportunities for board member input and public comment included:

- LCAP Mid-Year Update and Initial Presentation of LCAP PAC and SAC recommendations (2.18.21)
- Follow-up Presentation of LCAP PAC and SAC recommendations (3.4.21)
- Special Board Meeting to discuss stakeholder recommendations (3.11.21)
- Presentation of LCAP Draft (5.6.21)
- Summary of Stakeholder Input (5.20.21)
- LCAP Public Hearing (6.10.21)

Several surveys were administered throughout the year to gather additional input from stakeholders. These included:

- Fall 2020 School Climate Survey (Students only)
- Spring 2021 School Climate Survey in March-April 2021 (Students, Staff, and Families)

- LCAP Stakeholder Survey in April-May 2021 (Students, Staff, Families, and Community Members) – also included questions specific to the Expanded Learning Opportunities process. Surveys were available in Spanish, Hmong, Chinese, and Vietnamese. Participants were able to complete the survey online (google forms) or via a hard copy picked up from their school site or the district office.

Additionally, members of the board of education partnered with the Parent Institute for Quality Education (PIQE) to administer a survey to parents and caregivers in support of the Expanded Learning Opportunities Grant planning process. Feedback from this survey affirmed many of the priorities and recommendations that emerged across LCAP engagement.

A series of five listening sessions were held in April and May 2021 and were open to all students, staff, parents/caregivers, and community members. These included a brief overview of the LCAP and provided attendees the opportunity to share their input on how to best support students with the highest needs. Participants were invited to share what they thought was working and should be continued/expanded, what was missing, where improvements were needed, and what they felt was needed most with regard to learning recovery in the summer of 2021 and 2020-21 school year. Simultaneous interpretation was provided in Spanish, Hmong, Chinese, Vietnamese, and Russian. All sessions were held via zoom and were open to the public.

LCAP draft materials and resources were provided to bargaining group leadership via Human Resources staff along with an invitation to schedule specific engagement meetings.

Draft materials for public review were posted on the website following March and May board meetings. In June 2021, an updated draft of the LCAP was made available for public comment.

A summary of the feedback provided by specific stakeholder groups.

Overall, the feedback provided by stakeholder groups reaffirmed and built upon many of the key priorities communicated in past input and the more recent Learning Continuity and Attendance Plan process. The following summary outlines the overarching themes that emerged across various input strands, specific recommendations and priorities that emerged within LCAP goal areas, and provides links to additional and more detailed stakeholder feedback documents.

Overarching Themes

Effective Implementation of a Multi-tiered System of Supports (MTSS)

A leading theme that echoed across stakeholder input was the importance of implementing and sustaining an effective Multi-Tiered System of Supports (MTSS) districtwide and at each school site. This input area strongly informs many, if not most, of the other overarching themes and key recommendations. Key aspects of MTSS include a coherent and consistent Tier 1 (foundational) program, providing responsive services to students based on identified need (including individualized supports and reading supports), implementing systems that improve the culture and climate of schools and classrooms, equitable allocation of resources using data-based decision making, and monitoring the effectiveness of actions to determine what is working and what needs to be changed.

Individualized Supports Based on Identified Student Needs

A theme across stakeholder group input was the need for more individualized supports for students with a particular focus on those students with the highest needs. A recurring recommendation was that individualized learning plans be developed for unduplicated students (English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students), African American students, and other student groups with demonstrated needs. Related recommendations include the assignment of specific liaisons to provide a 1 to 1 source of support and advisory periods to provide each student a 1 to 1 teacher/staff connection for social and emotional as well as academic support. Stakeholders emphasized the importance of effective assessment systems to ensure that student needs can be appropriately identified.

Focus on Early Literacy and Developing a Strong Foundation

A focus on early literacy as a foundational requirement for later academic success was also a recurring theme. Specific stakeholder feedback pointed to the need for a focus on reading proficiency by the 3rd grade as a key indicator for the district and expected deliverable for every single student as a fundamental educational right. Similarly, feedback reiterated the importance of supporting English Learners to make clear progress towards fluency and ultimate reclassification in the early grades. Stakeholders also emphasized the need for clear progress monitoring and responsive intervention/supports in early elementary to address any gaps as soon as they are identified. Additional feedback specified the importance of curriculum and instruction for dyslexia intervention, students with learning disabilities in reading, and all struggling readers. Feedback also emphasized the need for a strategic focus on college and career readiness efforts at the elementary grade level. Stakeholders affirmed the need for families and students to have an understanding of PreK-College pathways early on and to have support in developing a clear plan for PreK-12 and beyond, including defined postsecondary goals.

Increased Mental Health Supports

While this theme was present in previous LCAP input processes, it was significantly amplified during the input provided through the Learning Continuity Plan process, current LCAP engagement, and in recent input supporting learning recovery planning. Stakeholders have emphasized the need for more awareness, regular check-ins and monitoring of student needs, and provision of tiered supports to address mental health. Specific feedback examples include the call for more social workers, mental health counseling at school sites, student support centers at all school sites, and the development of courses/curricula to provide students direct access to education about their own mental health. Stakeholders have reiterated the importance of addressing mental health (including the effects of trauma) so that students can fully access any academic supports to be provided and fully engage in the process of learning.

Improvement of School and Classroom Culture and Climate

Across stakeholder groups, the importance of improving school and classroom culture and climate emerged as a theme. This manifested in recommendations for multiple types of professional development including Social Emotional Learning, anti-bias and anti-racist training. Stakeholders reiterated the need for a continued focus on disproportionate suspension rates, in particular the disproportionate rates of suspension for African American students, Students with Disabilities, Foster Youth, and Homeless Youth. Also noted in feedback was the impact of curriculum on culture and climate. Specific examples included the stated need for curricular materials that are reflective of the Black/African American experience, expand awareness of and increase partnership with tribal educators to provide instruction about the American Indian and Alaska Native experience, provision of materials that support and value home languages, and consistency in providing instruction that is culturally relevant and historically accurate.

Coherence and Consistency in Providing an Equitable and Inclusive Educational Program in all Classrooms and Schools

An overarching theme that overlaps with many other priorities was stakeholders' call for coherence and consistency in the district's Tier 1 program. This call reaffirmed the demand that all students have equitable access to a quality education. Stakeholders emphasized the fact that it should not matter where a student lives, whether they have opted into a program of choice, or which classroom they are assigned to – they should be able to expect the same high-quality, standards-aligned, and enriching program inside and outside of the classroom everywhere in SCUSD. This includes access to high-quality arts and sports programs, regardless of zip code or choice of school. This strand of feedback encompassed the urgency communicated by stakeholders regarding implementation of the District Common Assessments, the differentiation of instruction in all classrooms, the implementation of Universal Design for Learning (UDL) practices, and the provision of effective Designated and Integrated English Language Development (ELD).

Equitable Allocation of Resources

A wide range of stakeholder feedback connected to the common theme of providing more resources to the students, families, programs, and schools that demonstrate the highest needs. This included consistent emphasis that targeted funding be utilized effectively to address the needs of the students who generate that funding. Related feedback included the need to further disaggregate data reporting and target outcomes and maintaining the transparency of how targeted funds are used.

Implementation Accountability

Another theme that connects to a broad range of stakeholder interests is the importance of building in accountability measures for district initiatives and plans. A key aspect of this feedback strand is accountability to implement professional learning with fidelity. Stakeholders identified the current 'opt-in' culture of the district as a limiting factor in effectively implementing programs and feedback emphasized the need to monitor how training is being provided and whether it is effective in meeting the stated goal(s). Stakeholders also reiterated the importance of linking specific metrics to planned actions to enable more effective monitoring of progress and return on investment. Related

to the above theme of coherence and consistency, stakeholder feedback specified the need to implement assessment practices with fidelity so other initiatives such as the Multi-Tiered System of Supports (MTSS) efforts can be successful.

Disruption of the Status Quo

Stakeholders expressed this theme in many ways, with ‘disruption of the status quo’ summarizing the general interest in taking the recent year as an opportunity for radical changes to programs and practices. This included feedback pointing to the opportunity to build upon key lessons from the distance learning experience and provide new instructional opportunities for students in the future. Also recurring as a theme in feedback was the idea that ‘what we were doing before wasn’t working, so we should think about how to do things differently.’ As noted in the plan summary, stakeholders have emphasized that incremental change alone will not be sufficient to address the needs present in the system.

In addition to the overarching themes that emerged across stakeholder input strands, there were specific priorities and recommendations that recurred during stakeholder engagement. These have been organized below by LCAP goal area.

College and Career Readiness:

- The district needs to provide an equitable, coherent, and consistent educational experience that ensure all students, regardless of school, program choice, or classroom, have access to standards-aligned instruction and robust and rigorous educational experiences.
- Students need increased access to effective counseling – academic, college advising, and mental health. Counselors need to provide targeted supports to meet the needs of specific student groups and the number of bilingual counselors should be increased.
- College and career readiness needs to begin in the early elementary grades and all students need to have a clear plan that includes postsecondary goals and an understanding of the steps needed to achieve them
- Career Technical Education (CTE) pathways are critical for many student groups and overall awareness/support for trades/vocational programs need to be increased. More robust CTE offerings need to be provided at all school sites, including dual enrollment options.
- Reduce the stigma associated with career/trades options
- Make scholarship opportunities more accessible
- More school-to-college and school-to-career experiences need to be provided, including targeted opportunities that are specific to student groups (e.g. inviting Black/African American college faculty to visit high schools, mentorship programs for American Indian and Alaska Native students)
- Support counselors to provide guidance for neurodiverse students in planning for colleges that have intensive supports
- Align course scheduling and placement to ensure appropriate course offerings by English Learner profile and develop master schedule that allows English Learners to take electives and ELD in addition to their core curriculum.
- Implement regular academic check-ins and progress monitoring to ensure that students stay on-track for graduation and college eligibility
- Support students in awareness and mindset specific to college-going – increase their belief that they can go to college

Foundational Educational Experience (Tier 1)

- Core academic instruction in an MTSS framework with differentiation of instruction in all classrooms
- Mandatory training with clear identification of which staff are required to complete and effectiveness of training measured by continuous improvement science
- Develop and implement an English Learner Master Plan and effectively provide designated and integrated ELD
- Increase access for all to sports, music, arts, and after-school programs
- Integrate reading, writing and arithmetic across the curriculum – incorporate Math and ELA strategies into social science, Physical Education, science, and other electives.
- Implement district curriculum and programs with fidelity, including district common assessments. Implement additional assessments to provide data necessary to support students.
- Provide training and support to effectively implement Universal Design for Learning (UDL)
- Recruit and retain highly qualified staff with an emphasis on multilingual staff and staff that reflect our district's demographics.
- Develop more metrics that enable progress monitoring of district initiatives/actions (e.g. impact of professional learning, coaching, and other strategic actions)
- Increased access to GATE testing, training/certification, and instruction/programming
- Increase professional development and staffing to create more inclusive General Education classrooms in all grades and subjects and decrease the amount of time students with disabilities spend in SDC or 'tracked' classrooms.

Integrated Supports (Tier 2 and 3)

- Prioritize mental health and wellness – implement regular mental health checks for students and explore integration of mental health training for staff and curriculum for students
- Individual student progress monitoring and support for students with high needs – examples of recommendations include liaisons/case managers, individualized student success plans, and advisory periods
- Increase the number of secondary ELD specialists and bilingual staff that serve English Learners
- Provide clear guidance and support to schools for the ongoing monitoring of reclassified students
- Support language maintenance – invest in heritage programs, provide professional learning to staff, provide enrichment opportunities in home language
- Professional development for instructional aids, RSP teachers, and General Education teachers in instructional methods for dyslexia/learning disabilities
- Improve/address transition planning for older students with disabilities
- Dyslexia Intervention curriculum implemented for students with learning disabilities in reading
- Increased availability of academic supports to accelerate progress for students with learning gaps

- Increase the number of schools with student support centers that provide wrap-around services including access to a social worker and counselor
- Expand the capacity of AIEP to support youth and families – provide resources to enable staff to serve more American Indian and Alaska Native youth and also to support more accurate identification and completion of documentation to access services
- Professional development for staff across a range of areas including SEL, trauma-informed practices, and mental health

Culture and Climate

- Provide focused support for Ethnic Studies – use curriculum developed by SCUSD teachers and focus on Ethnic Studies as more than just a graduation requirement
- Professional development for staff across a range of areas including culturally responsive teaching, anti-bias/anti-racist instruction, gender issues, and anti-bullying
- Eliminate disproportionate suspension rates and practices
- Implement restorative practices and alternative behavioral intervention programs

Engagement and Empowerment

- Provide resources and capacity building opportunities for parents/caregivers to support learning at home
- Increased opportunities for students to provide authentic input. Opportunities for students to provide constructive feedback to staff.
- Engage students as primary agents in charge of their own education – implement a gradual release model. Students should receive all communications sent to parents/caregivers and, over time, become the primary recipient.
- Increase and improve translation and interpretation for families and students
- Include parents/caregivers in site and district decision-making processes

In addition to the overarching themes and summary of priorities and recommendations above, following are links to documents that include formal stakeholder recommendations and summaries of input:

- [Summary of Stakeholder Recommendations from District Committees and Groups for the 2021-24 LCAP](#)
- [Recommendations developed by the African American Achievement Task Force \(AAATF\) / African American Advisory Board \(AAAB\)](#)
- [District English Learner Advisory Committee \(DELAC\) Recommendations for the 2021-24 LCAP](#)
- [LCAP Parent Advisory Committee Recommendations for the 2021-24 LCAP](#)
- [Student Advisory Council Recommendations for the 2021-24 LCAP](#)
- [Sacramento Area Youth Speaks \(SAYS\) Luther Burbank High School 2021-24 LCAP Recommendations](#)
- [Graduation Task Force Recommendations \(2017-18\)](#)

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

Stakeholder input influenced the development of this LCAP significantly. With the transition to a new three-year plan coming after a one-year delay and building upon the experiences of school closures and distance learning, the voice of stakeholders shaped many aspects of the LCAP from the high-level plan goals to specific metrics.

Goal Statements

The evolution of goals from the prior LCAP to the goals in the 2021-22 LCAP is primarily due to stakeholder input. Building upon the input from 2019-20 and the Learning Continuity and Attendance Plan process, the 2021-22 goals reflect key priorities voiced by stakeholders and align to the overarching themes discussed in the previous section.

Goal 1: Originally closer in form to the 2019-20 college and career readiness goal, stakeholders emphasized the need to (1) explicitly state that **100%** of students will meet the outcomes as an 'audacious' goal, (2) name the student groups who have the most disproportionate outcomes and require accelerated growth, and (3) specify that students will have a clear postsecondary plan as part of their college and career readiness. These suggestions have in turn influenced the way staff are working. Efforts are already underway by college readiness and counseling staff to implement a new course planning tools, provide additional college advising supports through partnerships with youth mentors, and increase collaboration with colleagues in departments such as Homeless Youth Services and Foster Youth Services to provide targeted supports.

Goal 2: This goal stems directly from the stakeholder call for more equity, inclusion, coherence and consistency across the district's Tier 1, or foundational, educational program. Stakeholders identified standards-alignment, fidelity to district programs and practices (as opposed to the 'opt in' culture cited), and robust and rigorous experiences inside and outside of the classroom as critical factors. This goal has established a key linkage to the district's efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all school sites, also a priority voiced by stakeholders.

Goal 3: The need for integrated supports at the Tier 2 and 3 levels has been a strong strand of feedback through the distance learning and the current LCAP input process. Stakeholders have reaffirmed the importance of each student being provided the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs. Feedback also emphasized the need to establish a 'why', leading to the inclusion of student engagement in school and ability to access core instruction as identified purposes for providing targeted and integrated supports.

Goal 4: This goal statement evolved significantly beyond the previous goal based on specific stakeholder feedback. Stakeholders indicated the need to (1) call out the inequity present in our system (consistent with the district's core value statement), (2) identify student groups most affected by inequitable and discriminatory systems, (3) state that active dismantling of systems will be required, and (4) emphasize inclusivity and cultural competence as elements of schools and classrooms that we are striving towards.

Goal 5: This goal builds directly upon the prior version, with some key changes following stakeholder feedback. The incorporation of students as one of the named groups to be engaged and empowered was made following stakeholder feedback that students need more

support in becoming the primary agent in charge of their own learning. Communication, capacity building, and collaborative decision-making were also themes throughout stakeholder feedback as key elements of successful engagement and empowerment.

Goal 6: Implementation of an effective Multi-Tiered System of Supports (MTSS) has been a through line in key stakeholder feedback and ties together many other strands of input. The call for effective systems to review data, identify student needs, and provide responsive services specific to those needs fully aligned to staff efforts to develop and implement a multi-year training effort to install and sustain an MTSS at each school site. The resulting goal focuses on this capacity-building aspect of the implementation efforts.

Metrics/Desired Outcomes

A number of metrics were modified or incorporated into the LCAP based upon stakeholder feedback. These included:

- **State Seal of Biliteracy (SSB):** This metric was added based upon stakeholder feedback emphasizing the need for aspects of the LCAP to demonstrate the value of multilingualism.
- **State Seal of Civic Engagement (SSCE):** This metric was added following engagement of the board and stakeholders in a special meeting. Results for this metric will become available when the district completes its first cycle of awarding the SSCE.
- **Certificate of Completion:** This metric was incorporated based on stakeholder feedback emphasizing the need to make visible the achievement and outcomes of all students, and not just those receiving a traditional high school diploma.
- **GATE Identification and Demographics:** These metrics were established and fully realize the intent in the previous LCAP to incorporate a metric focused on the representativity within the GATE population.
- **District Common Assessments:** Metrics for District Math and ELA assessment participation and performance were incorporated in alignment with significant stakeholder feedback regarding the critical need to implement these assessments with fidelity. While the ultimate path to implementation will require negotiation with labor partners, the metric will establish the district's goal of implementing the assessments districtwide to have a consistent and reliable means of assessing student needs.
- **Third Grade Reading Proficiency:** Stakeholder feedback emphasized the need to focus on third grade reading as a critical indicator of future academic success. Two related metrics have been incorporated; one aligned to the state English Language Arts assessment and the other to the District's local assessments. 2021-22 work will include alignment of assessment items within the local assessment to allow for reading-specific performance results.
- **Staff Collaboration Time Reporting:** Stakeholder feedback has been clear in the desire for establishing a clearer connection between staff collaboration time and improvement of outcomes for target student groups. A new metric has been incorporated that will collect data on how collaboration time is used at sites and report the percentage of sites that can confirm time is being used explicitly to improve outcomes for unduplicated students. A data collection tool will be developed and implemented in 2021-22.
- **Anti-bias/Anti-racist Professional Development Implementation:** Stakeholders have repeatedly prioritized more transparency and accountability for how professional development is provided. This metric will track the percentage of teachers, administrators, and support staff who have completed the identified anti-bias/anti-racist professional development.
- **Provision of Responsive Services:** Stakeholder feedback has emphasized the need to create more alignment between actions and metrics. This metric is a measure of the Student Support and Health Services department's overall reach in terms of providing

responsive services to individual students. This metric is used by SS&HS staff as an internal measure of their own impact and will be incorporated into the LCAP for stakeholders to use as well.

- **Parent Teacher Home Visit Threshold:** Stakeholder feedback regarding Parent Teacher Home Visits (PTHVs) has been very supportive and, in general, identifies the need for more visits. In response to this emphasis, staff developed a metric that has set the goal of all participating sites to have at least 10% of students participate. The PTHV program has demonstrated that a 10% threshold at a site can have positive impacts beyond just the students who participated.
- **English Learner Advisory Council (ELAC) operation:** DELAC stakeholder feedback encouraged the need for a metric that shifted focus from the district level to the site level to encourage improvements in ELAC functioning and representation. This resulted in the development of a metric specific to the demonstrated outcomes of ELACs across sites.

Disaggregation of Data

Stakeholder feedback has consistently emphasized the need for more transparency with regard to performance gaps across student groups and more intentional target setting. To meet this interest, baseline data and target outcomes have been disaggregated by student group throughout the LCAP. This includes data, where available, for English Learners, Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged students, and by race/ethnicity. This has already supported follow-up feedback and discussions with staff regarding how to best set targets that reflect accelerated growth for target student groups and how to use these targets to drive equitable allocation of resources.

Actions and Services

Stakeholder feedback influenced both the incorporation of additional actions as well as expansion of continued action descriptions to more fully describe efforts to improve student outcomes. Examples of actions influenced by stakeholder feedback include:

- **Language Acquisition Programs for English Learners, Professional Learning specific to instruction for English Learners, Pathways to Multiliteracy, and Interventions specific to English Learners:** Formerly a single action that bundled all of the Multilingual Literacy department's efforts into a single action, staff have outlined several focus strands for the coming years.
- **Student Support: Central Connect Center and Site-based Student Support Centers:** This action aligns the collective efforts of Student Support & Health Services to provide wrap-around and integrated supports for students.
- **American Indian Education Program (AIEP):** An important program in the district for many years, this action elevates the visibility of the AIEP in the LCAP.
- **Anti-bias and Anti-racism Professional Learning:** Initiated in the current year with site leaders and key district leaders, this action seeks to expand the scope of training, ultimately reaching all SCUSD staff.
- **Student Advisory Council (SAC):** An ongoing program, inclusion of this action makes visible a key district effort to amplify student voice.

- **Multisensory Reading Intervention Curriculum and Training:** Stakeholder feedback has called for specific actions focusing on provision of multisensory reading instruction to address the needs of the students with disabilities and all students who are struggling with reading.

Additionally, several actions were separated out for more transparency, following feedback from stakeholders requesting that targeted funding be easily identifiable and distinct actions not be bundled together. These included:

- Social Emotional Learning (SEL) programs and Positive Behavioral Intervention and Supports (PBIS) are now distinct actions.
- School Psychologists and Counselors have each been split into base and supplemental components to clearly communicate their funding streams.
- The former LCAP action 1.1, which included base classroom staffing, class size reduction, targeted school assistance, collaboration time, and restructuring of the salary schedule have been separated out into their distinct components.
- Credit recovery options are now a distinct action. This action was previously blended into the counseling and master schedule action.
- Preschool programs and Transitional Kindergarten have been separated out as distinct actions.
- Tobacco Use Prevention Education (TUPE) programming has been made into a distinct action. It was previously blended into the Foster Youth Services action.

Maintenance of LCFF Supplemental and Concentration Grant Transparency

As noted previously, stakeholders placed a priority on maintaining and increasing transparency with regard to targeted funding in the LCAP. With the new LCAP's template not differentiating LCFF Base and LCFF Supplemental and Concentration grant funding in the expenditure tables, SCUSD is committed to providing that breakout of projected expenditures and will do so in an appendix.

Affirmation of Existing Prioritized Actions

Across the breadth of stakeholder feedback, many of the district's continuing actions were reaffirmed and their importance underscored. Within this affirmation, stakeholders emphasized the need for programs/actions to improve through mandatory professional development and more equitable distribution of resources and programs to high-needs schools and students. Examples of continuing actions that were specifically affirmed by recent stakeholder feedback (detailed in the previous section) include:

- Health Services: School Nurses and Immunization Clinic
- Student Support: Connect Center and Student Support Centers
- Social Emotional Learning (SEL) programs
- Positive Behavioral Intervention and Supports (PBIS)
- Bullying Prevention Training, Intervention, and Response
- District Parent Resource Center
- Parent Teacher Home Visits (PTHV)

- Translation and Interpretation Services
- Career and Technical Education (CTE) Pathways and Programs
- Academic and Career Counseling
- Exam Fee Support
- Early Childhood Education: Preschool and Transitional Kindergarten
- Foster Youth Services
- Homeless Youth Services
- Be Here! Program to address Chronic Absenteeism

Goals and Actions

Goal

Goal #	Description
1	100% of SCUSD students will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Growth in Graduation Rate and College/Career Readiness will be accelerated for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.

An explanation of why the LEA has developed this goal.

Analysis of student data from the past three California State Dashboards (2017-18 through 2019-20) shows that almost 60% of SCUSD graduates are not placing in the 'prepared' level for the College and Career Indicator. Data from the California Department of Education (CDE) shows that almost half of SCUSD graduates are not completing UC 'a-g' requirements and more than one third do not enroll in college at any point during the 12 months after graduating. Significant performance gaps between student groups exist in all three of these outcomes, with results for English Learners, Foster Youth, Homeless Youth, Students with Disabilities, African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students of particular concern.

SCUSD's guiding principle states that *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.* Stakeholder input has informed the evolution from the prior LCAP Goal focused on college and career to this new version. Key input has included the following:

- Inequitable outcomes have persisted and student groups with the highest needs should be called out explicitly. Increasing the percentage of students who are graduating college and career ready cannot just be a result of improving outcomes for those groups who are already achieving at a higher level.
- It is not sufficient to state that the percent of students who are on-track to graduate college and career ready will increase. The district's goal should state that 100% of students will graduate college and career ready.
- It is important to acknowledge the importance of college AND career readiness as viable pathways to postsecondary success. Students need more support to understand and, as desired, pursue Career and Technical Education (CTE) and dual enrollment as part of their studies and technical program/trades as postsecondary options.
- Students need to have an individualized learning plan and clear postsecondary plan in addition to a wide array of options. Readiness includes a defined multi-year plan and understanding of the steps and processes necessary to reach one's goals

Providing students *'the greatest number of postsecondary choices from the widest array of options'* connects to the definitions of college and career readiness shared in the plan summary. ALL SCUSD students must graduate prepared for ANY post-secondary educational experience and have the skills needed for job training/education. Our charge as a school district is to prepare each every student so that all possible post-secondary options are open and accessible. While not all students may take the same path following their graduation from SCUSD, they should have the choice of any path. As a broad goal, no specific date is set for the ultimate realization of the 100% target. The desired outcome for 2023-24 below projects a rate of growth that closes that gap by 10% each year for 'All students' and each student group. As systems and supports are improved, in particular the implementation of an effective Multi-Tiered System of Supports (MTSS), it is expected that rates for secondary grade outcomes, including graduation rate and college and career readiness, can increase at higher rates. This will be due not only to improvements at the secondary level, but result from students entering high school having received more effective supports and preparation in the elementary and middle grades.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
1A Graduation Rate Percentage of students who received a High School Diploma within 4 or 5 years of entering 9 th grade Source: California School Dashboard Note: Results do not include Charter Schools		18-19	19-20	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	85.7	87.3				ALL	91
	EL	81.2	75.8				EL	82
	FY	66.7	81.3				FY	86
	HY	75.3	72.9				HY	80
	SED	84.7	86.1				SED	90
	SWD	66	70.4				SWD	78
	AA	77.1	82.4				AA	87
	AI/AN	81.8	73.3				AI/AN	81
	A	93.7	93.5				A	95
	F	100	95.2				F	97
	H/L	84.2	84.6				H/L	89
	PI	87	71.9				PI	80
W	84.6	92.5	W	95				
TOM	88.1	87.8	TOM	91				
1B On-Track Graduation Status Percentage of 9 th -12 th grade students on track for graduation considering course completion and current course enrollment Source: SCUSD Internal Dashboard Note: 2020-21 data is to 4.5.21		19-20	20-21	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	53.8	53.6				ALL	70
	EL	43	41.2				EL	61
	FY	16	27.7				FY	53
	HY	21.9	28.8				HY	53
	SED	51.9	48.9				SED	66
	SWD	33.3	36.1				SWD	58
	AA	43	39.7				AA	60
	AI/AN	48.2	40.7				AI/AN	61
	A	68.5	70.3				A	81
	F	67.3	68.6				F	79
	H/L	48.3	47.4				H/L	65
	PI	43.4	40.8				PI	61
W	58.4	60.2	W	74				
TOM	55.4	55.8	TOM	71				

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1C College/Career Indicator Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard Source: California School Dashboard Note: Results do not include Charter Schools		18-19	19-20	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	40.5	41.7				ALL	62
	EL	19.5	18.7				EL	47
	FY	11.1	30				FY	54
	HY	16	12.3				HY	42
	SED	36.2	37.6				SED	59
	SWD	7	8.1				SWD	40
	AA	20	20.7				AA	48
	AI/AN	18.2	20				AI/AN	48
	A	55.3	56.9				A	72
	F	58.3	58.1				F	73
	H/L	35.2	35.8				H/L	58
	PI	21.6	24.6				PI	51
W	51.2	53.5	W	69				
TOM	51.1	51.7	TOM	68				
1D A-G Completion Percentage of graduating cohort who met UC/CSU Requirements Source: CDE Dataquest Reporting Note: Results do not include Charter Schools		18-19	19-20	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	50.7	54				ALL	70
	EL	35.9	37.7				EL	59
	FY	29.4	38.5				FY	60
	HY	24.6	20.9				HY	48
	SED	46.1	50.3				SED	67
	SWD	11.8	17.6				SWD	46
	AA	32.5	36.5				AA	58
	AI	44.4	30				AI	54
	A	70.4	71.4				A	81
	F	76.6	80				F	87
	HL	41.9	45.5				HL	64
	PI	24.4	47.5				PI	66
W	54.6	58.5	W	73				
TOM	56.7	64.5	TOM	77				

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1E On-Track A-G Status Percentage of 9 th -12 th grade students on track for A-G considering course completion (does not include courses in progress) Source: SCUSD Internal Dashboard <i>Note: 2020-21 data is to 4.5.21</i>		19-20	20-21	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	53.8	53.9				ALL	70
	EL	34.3	36.8				EL	59
	FY	28	21.3				FY	48
	HY	25	17.8				HY	46
	SED	48.6	48.1				SED	66
	SWD	25.5	27.7				SWD	53
	AA	37.4	37.1				AA	59
	AI/AN	39.3	33.3				AI/AN	56
	A	73.7	71.9				A	82
	F	70.5	69.1				F	80
	H/L	45.2	46.3				H/L	65
	PI	39.8	38.9				PI	60
W	63.2	64.1	W	76				
TOM	60.2	61.3	TOM	75				
1F A-G AND CTE Completion Percentage of graduating cohort completing UC/CSU Requirements AND completing a Career Technical Education (CTE) Pathway Source: CALPADS Reporting (District Analysis)		18-19	19-20	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	5.8	6.4				ALL	13.8
	EL	3.6	3.3				EL	11.6
	FY	0	0				FY	8
	HY	1.5	0				HY	9.5
	SED	4.2	6.5				SED	12.2
	SWD	1.3	0.7				SWD	9.3
	AA	2.7	4.5				AA	10.7
	AI	0	0				AI	8
	A	6.3	7.8				A	14.3
	F	2.1	6.4				F	10.1
	HL	3.8	7.2				HL	11.8
	PI	7.1	9.1				PI	15.1
W	3.7	3.9	W	11.7				
TOM	4.6	7	TOM	12.6				

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24	
1G CTE Pathway Completion Percentage of graduating cohort completing a Career Technical Education (CTE) Pathway Source: CDE Dataquest Reporting Note: Results do not include Charter Schools		18-19	19-20	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	8.9	10.9				ALL	18.9
	EL	7.5	9.1				EL	17.1
	FY	5.6	0				FY	8
	HY	12.3	0				HY	8
	SED	9.0	11.1				SED	19.1
	SWD	6.4	5.8				SWD	13.8
	AA	8.8	8				AA	16
	AI	9.1	0				AI	8
	A	9.6	10				A	18
	F	8.5	7.9				F	15.9
	HL	9.0	13.3				HL	21.3
	PI	19.0	13.6				PI	21.6
	W	8.5	9				W	17
TOM	9.9	11.3	TOM	19.3				
1H CTE Pathway Enrollment Percentage of students in grades 10-12 enrolled in a Career Technical Education (CTE) Pathway Source: CALPADS Reporting (District Analysis)		19-20	20-21	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	23.3	24.3				ALL	31.3
	EL	19.8	20.8				EL	27.8
	FY	15.4	18.0				FY	23.4
	HY	25.4	19.1				HY	33.4
	SED	23.5	24.7				SED	31.5
	SWD	19.3	22.2				SWD	27.3
	AA	24.2	25.4				AA	32.3
	AI	23.1	17.5				AI	31.1
	A	20.1	21.6				A	28.1
	F	16.3	16.3				F	24.3
	HL	24.7	25.6				HL	32.7
	PI	28.6	28.4				PI	36.6
	W	21.8	23.9				W	29.8
TOM	26.1	24.8	TOM	34.1				

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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
11							
FAFSA Completion		18-19					23-24
Percentage of 12 th grade students completing the Free Application for Federal Student Aid (FAFSA)	ALL	68.6				ALL	85
	EL	58.6				EL	80
	FY	66.7				FY	76
	HY	N/A				HY	70
	SED	68.4				SED	84
	SWD	34.8				SWD	74
	AA	58.6				AA	79
	AI	61.5				AI	70
	A	83.5				A	91
	F	80.4				F	92
	HL	64.2				HL	83
	PI	70.2				PI	86
	W	63.9				W	86
	TOM	71.5				TOM	89
Source: Internal District Reporting			To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																													
<p>1J Certificate of Completion Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) and Certificate of Completion (CC) Source: CDE Dataquest Reporting Note: Results do not include Charter Schools</p>	<table border="1"> <thead> <tr> <th></th> <th colspan="2">2019-20</th> </tr> <tr> <th></th> <th>D</th> <th>CC</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>66</td> <td>13.9</td> </tr> <tr> <td>SWD+EL</td> <td>63.6</td> <td>18.7</td> </tr> <tr> <td>SWD+FY</td> <td>53.8</td> <td>7.7</td> </tr> <tr> <td>SWD+HY</td> <td>50</td> <td>8.3</td> </tr> <tr> <td>SWD+SED</td> <td>66.3</td> <td>12.6</td> </tr> <tr> <td>SWD+AA</td> <td>67.6</td> <td>11.8</td> </tr> <tr> <td>SWD+AI</td> <td>*</td> <td>*</td> </tr> <tr> <td>SWD+A</td> <td>70.3</td> <td>21.6</td> </tr> <tr> <td>SWD+F</td> <td>*</td> <td>*</td> </tr> <tr> <td>SWD+HL</td> <td>65.7</td> <td>9.5</td> </tr> <tr> <td>SWD+PI</td> <td>*</td> <td>*</td> </tr> <tr> <td>SWD+W</td> <td>68.9</td> <td>15.6</td> </tr> <tr> <td>SWD+TOM</td> <td>64.3</td> <td>21.4</td> </tr> </tbody> </table> <p>*Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.</p>		2019-20			D	CC	ALL	66	13.9	SWD+EL	63.6	18.7	SWD+FY	53.8	7.7	SWD+HY	50	8.3	SWD+SED	66.3	12.6	SWD+AA	67.6	11.8	SWD+AI	*	*	SWD+A	70.3	21.6	SWD+F	*	*	SWD+HL	65.7	9.5	SWD+PI	*	*	SWD+W	68.9	15.6	SWD+TOM	64.3	21.4	<p>To be reported in 2021-22</p>	<p>To be reported in 2022-23</p>	<p>To be reported in 2023-24</p>	<p>The district’s goal is to increase the percentage of student with disabilities who earn a diploma AND for 100% of students to earn a diploma OR certificate of completion.</p> <p><i>Note: As the percentage of students who earn a diploma increases, the percentage of students who are able to earn a certificate of completion will decrease (a student cannot receive both).</i></p>
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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1K State Seal of Biliteracy (SSB) Percentage of graduates earning the State Seal of Biliteracy (SSB) Source: CDE Dataquest Reporting Note: Results do not include Charter Schools		18-19	19-20	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	12.7	14.4				ALL	30
	EL	6.9	5.9				EL	30
	FY	5.9	0				FY	30
	HY	1.6	4.7				HY	30
	SED	12	13.8				SED	30
	SWD	1.4	0				SWD	30
	AA	2.8	3				AA	30
	AI/AN	0	20				AI	30
	A	15.5	14.5				A	30
	F	12.8	26.7				F	30
	H/L	16.8	17				HL	30
	PI	2.4	2.5				PI	30
W	10.1	13.5	W	30				
TOM	10	19.4	TOM	30				
1L State Seal of Civic Engagement (SSCE) Percentage of graduates earning the State Seal of Civic Engagement (SSCE) Source: TBD Note: SSCE criteria were adopted by the State Board of Education in 20-21. SCUSD will begin awarding the SSCE in 2021-22.		20-21		To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	0	ALL				15	
	EL	0	EL				15	
	FY	0	FY				15	
	HY	0	HY				15	
	SED	0	SED				15	
	SWD	0	SWD				15	
	AA	0	AA				15	
	AI/AN	0	AI				15	
	A	0	A				15	
	F	0	F				15	
	H/L	0	HL				15	
	PI	0	PI				15	
W	0	W	15					
TOM	0	TOM	15					

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24										
<p>1M</p> <p>IB Exam Performance</p> <p>Percentage of all International Baccalaureate (IB) Exams taken that are passed with a score of 4+ (out of a total possible score of 7)</p> <p>Source: School Site Reporting</p>	<table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>15.4</td> <td>23.8</td> </tr> </tbody> </table>		18-19	19-20	ALL	15.4	23.8	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>36</td> </tr> </tbody> </table>		23-24	ALL	36
	18-19	19-20													
ALL	15.4	23.8													
	23-24														
ALL	36														
<p>1N</p> <p>IB Diploma Completion</p> <p>Percentage of Diploma Programme candidates that complete the full International Baccalaureate (IB) Diploma</p> <p>Source: School Site Reporting</p>	<table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>3.3</td> <td>7.5</td> </tr> </tbody> </table>		18-19	19-20	ALL	3.3	7.5	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>24</td> </tr> </tbody> </table>		23-24	ALL	24
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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1O ELA Early Assessment Program (EAP) Percentage of 11 th grade students Exceeding Standard on the English Language Arts (ELA) State Assessment Source: CAASPP Reporting Note: Results do not include Charter Schools		18-19	19-20	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	21.4	N/A				ALL	43
	EL	0.3	N/A				EL	27
	FY	N/A	N/A				FY	27
	HY	0	N/A				HY	27
	SED	15.5	N/A				SED	38
	SWD	3.4	N/A				SWD	30
	AA	7.7	N/A				AA	33
	AI	25	N/A				AI	45
	A	23.3	N/A				A	44
	F	29.3	N/A				F	48
	HL	16	N/A				HL	39
	PI	5.8	N/A				PI	31
W	37.3	N/A	W	54				
TOM	39	N/A	TOM	56				
1P Math Early Assessment Program (EAP) Percentage of 11 th grade students Exceeding Standard on the Mathematics State Assessment Source: CAASPP Reporting Note: Results do not include Charter Schools		18-19	19-20	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	10	N/A				ALL	34
	EL	1.3	N/A				EL	28
	FY	N/A	N/A				FY	27
	HY	0	N/A				HY	27
	SED	6	N/A				SED	31
	SWD	0.9	N/A				SWD	28
	AA	1.5	N/A				AA	28
	AI	0	N/A				AI	27
	A	14.9	N/A				A	38
	F	12.1	N/A				F	36
	HL	5.3	N/A				HL	31
	PI	0	N/A				PI	27
W	21	N/A	W	42				
TOM	16.5	N/A	TOM	39				

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1Q</p> <p>Post-secondary outcomes for Students with Disabilities</p> <p>Percentage of students reporting participation in Higher Education or competitive employment following graduation/ matriculation from SCUSD.</p> <p>Source: Direct outreach to students by Special Education department</p>	2018-19: 37.3%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 75%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Career and Technical Education (CTE) Pathways and Programs	<p>Prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study. CTE offerings include, but are not limited to, courses in Engineering & Design, Building Trades & Construction, Health & Medical Sciences, and Information Technology. Build a CTE pipeline at the middle school level beginning with a pilot program at Rosa Parks that articulate to Luther Burbank.</p> <p>Expanded efforts will include the implementation of Linked Learning at all high schools and the implementation of a 'Defense of Learning' assessment process in CTE pathways. Partnership with Youth Development Support Services will continue to provide college mentors and after-school staff support to implement the California College Guidance Initiative (CCGI) modules. These support students in their postsecondary preparation activities. Additional college mentors will be hired to provide targeted support to CTE students to strengthen engagement and develop post-secondary transition plans.</p>	\$5,368,287	Y
1.2	Academic and Career Counseling (Base)	<p>Maintain base academic and career counseling supports for students including scheduling guidance, mental health support/crisis intervention, suicide awareness, assistance with college applications, FAFSA support, and planning for credit recovery.</p> <p>Staff will collaborate with the technology department to develop an electronic student-facing four-year plan. This tool will be interactive and provide students and families the opportunity to see their course plan and co-construct goals with their academic counselor.</p> <p>25.4 FTE</p>	\$3,852,052	N

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Action #	Title	Description	Total Funds	Contributing
1.3	Academic and Career Counseling (Supplemental)	Continue providing additional counseling supports to principally benefit unduplicated students including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, scholarship assistance, and prioritization of Homeless Youth and Foster Youth in registration and credit recovery. 23.9 FTE	\$3,321,917	Y
1.4	Central support for aligned master scheduling	Coordinate districtwide scheduling and direct support to school sites to determine appropriate staffing needs, eliminate unnecessary course titles that lead to tracking, support pre-registration, and maximize overall scheduling efficiency. Implemented by 1.0 FTE Director of Master Scheduling.	\$155,714	Y
1.5	Credit Recovery Options	Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status. Programs include targeted access at individual high schools sites as well as the central Sacramento Accelerated Academy (SAA) credit recovery site. Housed with the district's enrollment center, SAA provides students with assistance from teachers both on-site and remotely to complete coursework. Staff have and will continue to collaborate with Homeless Youth Services, Foster Youth Services, and staff supporting English Learners to monitor progress and prioritize these student groups in providing credit recovery options.	\$1,594,056	Y
1.6	Exam Fee Support	Provide students access to Advanced Placement, International Baccalaureate (IB), PSAT, and SAT exams to ensure that no financial barriers prevent full participation.	\$499,165	Y

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Action #	Title	Description	Total Funds	Contributing
1.7	International Baccalaureate (IB) Program Support	Continue providing expanded access to the International Baccalaureate (IB) program at target schools, particularly for low-income students, English Learners, and underrepresented students. Coursework in IB is designed to foster critical thinking, international mindedness, intellectual curiosity, and a love of learning. The rigor of the IB program also prepares students for post-secondary studies. This allocation funds Site instruction coordinators at Kit Carson and Luther Burbank High School, Resource teachers, professional learning, and supplemental instructional materials.	\$459,625	Y
1.8	Site-determined, SPSA-based actions to support Goal 1	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	\$1,049,872	Y
1.9	Department-level data-based decision-making	Use student data to provide interventions for struggling students in order to maintain on-track status for graduation and a-g course completion, especially for low-income students and English Learners. Funding provide stipends to department heads at district high schools to support their leadership of data use.	\$461,753	Y
1.10	Transition Planning for Students with Disabilities	Provide adult professional learning regarding individual transition planning for special education instructional staff and school site administration to support development of transition planning at key milestones including, but not limited to: <ul style="list-style-type: none"> • Preschool to Elementary School • Elementary to Middle School • Middle to High School • High School to Post- Secondary activities • Change in special education placement Improve post-secondary tracking of students with disabilities and the student response rate following their graduation/matriculation from SCUSD to inform transition strategic planning.	TBD	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
2	Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.

An explanation of why the LEA has developed this goal.

Analysis of student data from the most recent state assessments (2018-19) show that only 43% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is only 33%. Results from the Dashboard show that on average, students scored 21.5 points below the 'Standard Met' level in ELA and 48.8 points below the 'Standard Met' level in Math. Significant performance gaps exist for multiple student groups including English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, American Indian or Alaska Native students, Hispanic/Latino students, and Native Hawaiian or Pacific Islander students.

Stakeholder input has emphasized the need for equity, inclusion, coherence and consistency across the district and the expectation that all students, regardless of school site, program participation, or classroom, should have equitable access to a high-quality educational experience. This includes fidelity to district programs and practices. A particular emphasis in stakeholder input has been the consistent implementation of district common assessments. This is currently an issue being discussed with labor partners. Participation rates in the beginning of year and interim assessments during 2020-21 for both Math and ELA have been near 50% districtwide.

This goal also aligns to the district's current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to the provision of a high-quality Tier 1 instructional program for all students. This is the foundation upon which an effective MTSS is built. With a strong and effective Tier 1 program in place, the district will be able to more accurately assess the full range of needs that exist.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
2A							
ELA State Assessment		18-19	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-8 and 11	ALL	-21.5				ALL	-15.6
	EL	-58				EL	-42.3
	ELO	-100				ELO	-72.9
	RFEP	10.6				RFEP	16.6
	FY	-82.3				FY	-60
	HY	-88.1				HY	-64.2
	SED	-43.9				SED	-32
	SWD	-100.5				SWD	-73.3
	AA	-72.5				AA	-52.9
	AI	-61.2				AI	-44.6
	A	-5.4				A	-3.9
	F	22.6				F	28.6
	HL	-39.7	HL	-28.9			
	PI	-66.1	PI	-48.2			
	W	34.1	W	40.1			
	TOM	3.3	TOM	9.3			
Source: California School Dashboard							
Note: Results do not include Charter Schools							

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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
2B							
Math State Assessment		18-19					23-24
	ALL	-48.8				ALL	-35.6
	EL	-75.1				EL	-54.7
Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11	ELO	-112.5				ELO	-82
	RFEP	-13.9				RFEP	-10.1
	FY	-116.4				FY	-84.9
	HY	-122.3				HY	-89.2
	SED	-70.5				SED	-51.4
	SWD	-129.1				SWD	-94.1
	AA	-107				AA	-78
Source: California School Dashboard	AI	-98.6				AI	-71.9
	A	-19.8				A	-14.4
	F	-3.2				F	-2.3
Note: Results do not include Charter Schools	HL	-69.8				HL	-50.9
	PI	-91.9				PI	-67
	W	5.1				W	18.4
	TOM	-21.4				TOM	-15.6
			To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																												
<p>2C</p> <p>California Science Test (CAST)</p> <p>Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12)</p> <p>Source: CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>	<table border="1"> <thead> <tr> <th></th> <th>18-19</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>24.8</td> </tr> <tr> <td>EL</td> <td>1.5</td> </tr> <tr> <td>FY</td> <td>N/A</td> </tr> <tr> <td>HY</td> <td>8.5</td> </tr> <tr> <td>SED</td> <td>17.7</td> </tr> <tr> <td>SWD</td> <td>6.5</td> </tr> <tr> <td>AA</td> <td>9.4</td> </tr> <tr> <td>AI</td> <td>20</td> </tr> <tr> <td>A</td> <td>31.4</td> </tr> <tr> <td>F</td> <td>36.2</td> </tr> <tr> <td>HL</td> <td>16.6</td> </tr> <tr> <td>PI</td> <td>10.9</td> </tr> <tr> <td>W</td> <td>45.6</td> </tr> <tr> <td>TOM</td> <td>35.5</td> </tr> </tbody> </table>		18-19	ALL	24.8	EL	1.5	FY	N/A	HY	8.5	SED	17.7	SWD	6.5	AA	9.4	AI	20	A	31.4	F	36.2	HL	16.6	PI	10.9	W	45.6	TOM	35.5	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>45</td> </tr> <tr> <td>EL</td> <td>28</td> </tr> <tr> <td>FY</td> <td>33</td> </tr> <tr> <td>HY</td> <td>33</td> </tr> <tr> <td>SED</td> <td>40</td> </tr> <tr> <td>SWD</td> <td>32</td> </tr> <tr> <td>AA</td> <td>34</td> </tr> <tr> <td>AI</td> <td>42</td> </tr> <tr> <td>A</td> <td>50</td> </tr> <tr> <td>F</td> <td>53</td> </tr> <tr> <td>HL</td> <td>39</td> </tr> <tr> <td>PI</td> <td>35</td> </tr> <tr> <td>W</td> <td>60</td> </tr> <tr> <td>TOM</td> <td>53</td> </tr> </tbody> </table>		23-24	ALL	45	EL	28	FY	33	HY	33	SED	40	SWD	32	AA	34	AI	42	A	50	F	53	HL	39	PI	35	W	60	TOM	53
	18-19																																																																
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<p>2D</p> <p>English Learner Progress Indicator (ELPI)</p> <p>Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>Source: California School Dashboard</p> <p>Note: Results do not include Charter Schools</p>	<table border="1"> <thead> <tr> <th></th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>% of ELs decreasing at least 1 ELPI level</td> <td>18.5</td> </tr> <tr> <td>% of ELs who maintained ELPI Level of 1-3</td> <td>37.4</td> </tr> <tr> <td>% of ELs who maintained ELPI Level 4</td> <td>3.4</td> </tr> <tr> <td>% of ELs who progressed at least 1 ELPI Level</td> <td>40.6</td> </tr> <tr> <td>% Making Progress</td> <td>44.1</td> </tr> </tbody> </table>		19-20	% of ELs decreasing at least 1 ELPI level	18.5	% of ELs who maintained ELPI Level of 1-3	37.4	% of ELs who maintained ELPI Level 4	3.4	% of ELs who progressed at least 1 ELPI Level	40.6	% Making Progress	44.1	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<p>2023-24:</p> <p>55.6% of ELs will progress at least 1 ELPI Level</p> <p>AND</p> <p>59.1% of ELs overall will make progress</p>																																																
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																
<p>2E</p> <p>Reclassification Rate</p> <p>Percentage of English Learners reclassified to Fluent English Proficient (RFEP)</p> <p>Source: CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>	<p>2018-19: 9.73%</p> <p>2019-20: 10.3%</p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<p>2023-24:</p> <p>Reclassification rate will be within .5% of the state reclassification average</p> <p>Rate will be at least 13.3% based on 2019-20 state rate of 13.8%</p>																																
<p>2F</p> <p>Long Term English Learners (LTELs)</p> <p>Percentage of English Learners that have been classified as ELs for 6+ years</p> <p>Source: CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>	<table border="1"> <thead> <tr> <th>Grade</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>26</td> </tr> <tr> <td>7th</td> <td>22</td> </tr> <tr> <td>8th</td> <td>21</td> </tr> <tr> <td>9th</td> <td>17</td> </tr> <tr> <td>10th</td> <td>19</td> </tr> <tr> <td>11th</td> <td>15</td> </tr> <tr> <td>12th</td> <td>28</td> </tr> </tbody> </table>	Grade	19-20	6 th	26	7 th	22	8 th	21	9 th	17	10 th	19	11 th	15	12 th	28	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table border="1"> <thead> <tr> <th>Grade</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>18</td> </tr> <tr> <td>7th</td> <td>17</td> </tr> <tr> <td>8th</td> <td>15</td> </tr> <tr> <td>9th</td> <td>13</td> </tr> <tr> <td>10th</td> <td>15</td> </tr> <tr> <td>11th</td> <td>11</td> </tr> <tr> <td>12th</td> <td>14</td> </tr> </tbody> </table>	Grade	19-20	6 th	18	7 th	17	8 th	15	9 th	13	10 th	15	11 th	11	12 th	14
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<p>2G</p> <p>Advanced Placement (AP) Pass Rate 1</p> <p>Percentage of students in grades 10-12 that passed at least 1 AP Exam with a score of 3 or more</p> <p>Source: CALPADS Reporting (District Analysis)</p> <p><i>Note: Spring 2020 AP Exams were modified and administered online due to COVID-19</i></p>	<table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>10.6</td> <td>5.7</td> </tr> <tr> <td>EL</td> <td>4.4</td> <td>2.1</td> </tr> <tr> <td>FY</td> <td>0</td> <td>0.0</td> </tr> <tr> <td>HY</td> <td>1.4</td> <td>0.0</td> </tr> <tr> <td>SED</td> <td>8</td> <td>4.2</td> </tr> <tr> <td>SWD</td> <td>0.4</td> <td>0.7</td> </tr> <tr> <td>AA</td> <td>2.4</td> <td>1.6</td> </tr> <tr> <td>AI</td> <td>1.5</td> <td>0.0</td> </tr> <tr> <td>A</td> <td>16.8</td> <td>9.3</td> </tr> <tr> <td>F</td> <td>17.6</td> <td>8.7</td> </tr> <tr> <td>HL</td> <td>8.9</td> <td>4.4</td> </tr> <tr> <td>PI</td> <td>1.8</td> <td>1.6</td> </tr> <tr> <td>W</td> <td>15.7</td> <td>8.3</td> </tr> <tr> <td>TOM</td> <td>15.1</td> <td>6.9</td> </tr> </tbody> </table>		18-19	19-20	ALL	10.6	5.7	EL	4.4	2.1	FY	0	0.0	HY	1.4	0.0	SED	8	4.2	SWD	0.4	0.7	AA	2.4	1.6	AI	1.5	0.0	A	16.8	9.3	F	17.6	8.7	HL	8.9	4.4	PI	1.8	1.6	W	15.7	8.3	TOM	15.1	6.9	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>20</td> </tr> <tr> <td>EL</td> <td>8</td> </tr> <tr> <td>FY</td> <td>2</td> </tr> <tr> <td>HY</td> <td>3</td> </tr> <tr> <td>SED</td> <td>16</td> </tr> <tr> <td>SWD</td> <td>5</td> </tr> <tr> <td>AA</td> <td>5</td> </tr> <tr> <td>AI</td> <td>3</td> </tr> <tr> <td>A</td> <td>20</td> </tr> <tr> <td>F</td> <td>20</td> </tr> <tr> <td>HL</td> <td>15</td> </tr> <tr> <td>PI</td> <td>3</td> </tr> <tr> <td>W</td> <td>20</td> </tr> <tr> <td>TOM</td> <td>20</td> </tr> </tbody> </table>		23-24	ALL	20	EL	8	FY	2	HY	3	SED	16	SWD	5	AA	5	AI	3	A	20	F	20	HL	15	PI	3	W	20	TOM	20
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<p>2H</p> <p>Advanced Placement (AP) Pass Rate 2</p> <p>Percentage of ALL Advanced Placement (AP) Exams taken by students in grades 10-12 that were passed with a score of 3 or more</p> <p>Source: CDE Dataquest Reporting</p>	<p>2018-19: 43.4%</p> <p>2019-20: 49.9%*</p> <p><i>*Note: Spring 2020 AP Exams were modified and administered online due to COVID-19</i></p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 67%																																																																											

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
<p>2I</p> <p>Advanced Placement (AP) Enrollment</p> <p>Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes</p> <p>Source: CALPADS Reporting (District Analysis)</p>		19-20	20-21	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	25.5	25.4				ALL	30
	EL	9.2	7.2				EL	15
	FY	3.4	2.5				FY	5
	HY	7.9	4.2				HY	10
	SED	20.1	19.7				SED	30
	SWD	2.7	2.7				SWD	5
	AA	12.4	12.9				AA	20
	AI	15.7	9.6				AI	20
	A	37.5	38.9				A	40
	F	39.1	39.6				F	40
	HL	19.9	18.7				HL	25
	PI	11.4	11.8				PI	15
W	34.1	35	W	40				
TOM	33.8	33.5	TOM	40				
<p>2J</p> <p>GATE Identification</p> <p>Percentage of first grade students identified for Gifted and Talented Education (GATE) program relative to overall 1st grade by student group</p> <p>Source: SCUSD Advanced Learning Department</p>	1st Grade	18-19		To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Percentage of students newly identified as GATE during the 1 st grade will be comparable to each group's proportion of the overall 1 st grade population.	
		All	GATE					
	ALL	N/A	12.6					
	EL	21.2	11.2					
	FY	0.3	0.0					
	HY	0.7	0.0					
	SED	69.0	43.2					
	SWD	14.3	6.8					
	AA	13.8	2.9					
	AI	0.7	0.7					
	A	18.7	23.1					
	HL	39.9	24.7					
	PI	2.1	1.1					
W	17.3	34.1						
TOM	7.6	13.4						

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																						
<p>2K</p> <p>GATE Demographics</p> <p>Percentage of students in grades 2-12 identified for Gifted and Talented Education (GATE) program relative to overall grade 2-12 student population by student group</p> <p>Source: Advanced Learning Department</p>	<table border="1"> <thead> <tr> <th rowspan="2">Grades 2-12</th> <th colspan="2">18-19</th> </tr> <tr> <th>All</th> <th>GATE</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>N/A</td> <td>15.0</td> </tr> <tr> <td>EL</td> <td>18.0</td> <td>4.0</td> </tr> <tr> <td>SED</td> <td>60.3</td> <td>8.0</td> </tr> <tr> <td>SWD</td> <td>15.6</td> <td>5.0</td> </tr> <tr> <td>AA</td> <td>13.2</td> <td>4.7</td> </tr> <tr> <td>AI</td> <td>0.5</td> <td>7.6</td> </tr> <tr> <td>A</td> <td>19.2</td> <td>18.4</td> </tr> <tr> <td>HL</td> <td>40.7</td> <td>9.4</td> </tr> <tr> <td>PI</td> <td>2.2</td> <td>5.6</td> </tr> <tr> <td>W</td> <td>16.7</td> <td>29.9</td> </tr> <tr> <td>TOM</td> <td>7.4</td> <td>23.7</td> </tr> </tbody> </table>	Grades 2-12	18-19		All	GATE	ALL	N/A	15.0	EL	18.0	4.0	SED	60.3	8.0	SWD	15.6	5.0	AA	13.2	4.7	AI	0.5	7.6	A	19.2	18.4	HL	40.7	9.4	PI	2.2	5.6	W	16.7	29.9	TOM	7.4	23.7	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Percentage of students within each student group who are identified as GATE will be comparable to each group's proportion of the overall student population (grades 2-12).
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<p>2L</p> <p>State Standards Implementation Survey</p> <p>Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain</p> <p>Source: Local Survey of Administrators</p>	<table border="1"> <thead> <tr> <th></th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>Providing Professional Learning</td> <td>25</td> </tr> <tr> <td>Identifying Professional Learning Needs</td> <td>18</td> </tr> <tr> <td>Providing Standards-Aligned Materials</td> <td>40</td> </tr> <tr> <td>Implementing Standards</td> <td>26</td> </tr> <tr> <td>Implementing Policies or Programs to help staff identify areas of improvement</td> <td>9</td> </tr> </tbody> </table>		19-20	Providing Professional Learning	25	Identifying Professional Learning Needs	18	Providing Standards-Aligned Materials	40	Implementing Standards	26	Implementing Policies or Programs to help staff identify areas of improvement	9	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>Providing Professional Learning</td> <td>100</td> </tr> <tr> <td>Identifying Professional Learning Needs</td> <td>100</td> </tr> <tr> <td>Providing Standards-Aligned Materials</td> <td>100</td> </tr> <tr> <td>Implementing Standards</td> <td>100</td> </tr> <tr> <td>Implementing Policies or Programs to help staff identify areas of improvement</td> <td>100</td> </tr> </tbody> </table>		23-24	Providing Professional Learning	100	Identifying Professional Learning Needs	100	Providing Standards-Aligned Materials	100	Implementing Standards	100	Implementing Policies or Programs to help staff identify areas of improvement	100														
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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
<p>2M District Common Assessment Participation Rate (Math) Percentage of students completing the second Interim District Common Assessment in Math Source: District Analysis <i>Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</i></p>		20-21	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	24				ALL	95
	EL	30				EL	95
	FY	TBD				FY	95
	HY	TBD				HY	95
	SED	24				SED	95
	SWD	18				SWD	95
	AA	17				AA	95
	AI	18				AI	95
	A	31				A	95
	HL	23				HL	95
	PI	22				PI	95
	W	23				W	95
TOM	23	TOM	95				
<p>2N District Common Assessment Participation Rate (ELA) Percentage of students completing the second Interim District Common Assessment in ELA Source: District Analysis <i>Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</i></p>		20-21	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	49				ALL	95
	EL	49				EL	95
	FY	36				FY	95
	HY	31				HY	95
	SED	46				SED	95
	SWD	40				SWD	95
	AA	41				AA	95
	AI	42				AI	95
	A	56				A	95
	HL	47				HL	95
	PI	43				PI	95
	W	52				W	95
TOM	50	TOM	95				

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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
<p>2O District Common Assessment Performance (Math) Percentage of correct responses on the second Interim District Common Assessment (Math) Source: District Analysis <i>Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</i></p>		20-21	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	59				ALL	70
	EL	51				EL	64
	FY	TBD				FY	TBD
	HY	TBD				HY	TBD
	SED	54				SED	66
	SWD	49				SWD	63
	AA	46				AA	61
	AI	53				AI	66
	A	61				A	72
	HL	54				HL	66
	PI	50				PI	64
	W	72				W	80
TOM	64	TOM	74				
<p>2P District Common Assessment Performance (ELA) Percentage of correct responses on the second Interim District Common Assessment for English Language Arts (ELA) Source: District Analysis <i>Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</i></p>		20-21	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	54				ALL	66
	EL	40				EL	56
	FY	40				FY	56
	HY	39				HY	56
	SED	48				SED	62
	SWD	41				SWD	57
	AA	44				AA	59
	AI	48				AI	62
	A	56				A	68
	HL	49				HL	63
	PI	45				PI	60
	W	65				W	74
TOM	60	TOM	71				

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<p>2Q</p> <p>Third Grade Reading Proficiency (State Assessment)</p> <p>Percentage of third grade students above standard on the Reading-specific domain of the state’s ELA assessment</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP)</p> <p>Note: Results do not include Charter Schools</p>	<table border="1"> <thead> <tr> <th></th> <th>18-19</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>21.5</td></tr> <tr><td>EL</td><td>4.2</td></tr> <tr><td>RFEP</td><td>29.7</td></tr> <tr><td>HY</td><td>3.6</td></tr> <tr><td>SED</td><td>13.5</td></tr> <tr><td>SWD</td><td>9.4</td></tr> <tr><td>AA</td><td>8.6</td></tr> <tr><td>AI</td><td>7.1</td></tr> <tr><td>A</td><td>21.7</td></tr> <tr><td>F</td><td>37.5</td></tr> <tr><td>HL</td><td>14.8</td></tr> <tr><td>PI</td><td>7.1</td></tr> <tr><td>W</td><td>43.1</td></tr> <tr><td>TOM</td><td>33.9</td></tr> </tbody> </table>		18-19	ALL	21.5	EL	4.2	RFEP	29.7	HY	3.6	SED	13.5	SWD	9.4	AA	8.6	AI	7.1	A	21.7	F	37.5	HL	14.8	PI	7.1	W	43.1	TOM	33.9	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>TBD</td></tr> <tr><td>EL</td><td>TBD</td></tr> <tr><td>RFEP</td><td>TBD</td></tr> <tr><td>HY</td><td>TBD</td></tr> <tr><td>SED</td><td>TBD</td></tr> <tr><td>SWD</td><td>TBD</td></tr> <tr><td>AA</td><td>TBD</td></tr> <tr><td>AI</td><td>TBD</td></tr> <tr><td>A</td><td>TBD</td></tr> <tr><td>F</td><td>TBD</td></tr> <tr><td>HL</td><td>TBD</td></tr> <tr><td>PI</td><td>TBD</td></tr> <tr><td>W</td><td>TBD</td></tr> <tr><td>TOM</td><td>TBD</td></tr> </tbody> </table>		23-24	ALL	TBD	EL	TBD	RFEP	TBD	HY	TBD	SED	TBD	SWD	TBD	AA	TBD	AI	TBD	A	TBD	F	TBD	HL	TBD	PI	TBD	W	TBD	TOM	TBD
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<p>2R</p> <p>Third Grade Reading Proficiency (District Assessment)</p> <p>Percentage of students achieving proficiency on the Reading-specific domain of the district’s local ELA assessment</p> <p>Source: District Common Assessments</p>	<p><i>Currently, district benchmark assessments measure overall performance in English Language Arts and Math. In 2021-22, staff will develop specific question groups within the ELA assessments to enable specific measurement of reading proficiency. This will allow a baseline to be established for SCUSD’s local assessments in 2021-22.</i></p> <p><i>Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</i></p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>TBD</td></tr> <tr><td>EL</td><td>TBD</td></tr> <tr><td>FY</td><td>TBD</td></tr> <tr><td>HY</td><td>TBD</td></tr> <tr><td>SED</td><td>TBD</td></tr> <tr><td>SWD</td><td>TBD</td></tr> <tr><td>AA</td><td>TBD</td></tr> <tr><td>AI</td><td>TBD</td></tr> <tr><td>A</td><td>TBD</td></tr> <tr><td>F</td><td>TBD</td></tr> <tr><td>HL</td><td>TBD</td></tr> <tr><td>PI</td><td>TBD</td></tr> <tr><td>W</td><td>TBD</td></tr> <tr><td>TOM</td><td>TBD</td></tr> </tbody> </table>		23-24	ALL	TBD	EL	TBD	FY	TBD	HY	TBD	SED	TBD	SWD	TBD	AA	TBD	AI	TBD	A	TBD	F	TBD	HL	TBD	PI	TBD	W	TBD	TOM	TBD																														
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24												
<p>2S</p> <p>Collaboration Time</p> <p>Percentage of school sites completing the collaboration time data collection tool and percentage of school sites confirming explicit use of time to focus on improved outcomes for unduplicated students.</p> <p>Source: Site Administrator Responses</p>	<p>Data collection tool to be developed and implemented in 2021-22. Tool will ask sites to describe how collaboration time is used, including how efforts are focused on improved outcomes for unduplicated students.</p> <p>2020-21 Baseline for response rate: 0%</p> <p>2020-21 Baseline for confirmation of explicit use rate: 0%</p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<p>Response rate: 100%</p> <p>Confirmation of explicit use rate: 100%</p>												
<p>2T</p> <p>Least Restrictive Environment</p> <p>Rate of students with disabilities in Regular Class more than 80% of the time and less than 40% of the time.</p> <p>Source: SpED Annual Performance Report (APR)</p>	<p>2018-19:</p> <table border="1"> <thead> <tr> <th>Time in Regular Class</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>More than 80% of the time</td> <td>57.7</td> </tr> <tr> <td>Less than 40% of the time</td> <td>23.8</td> </tr> </tbody> </table>	Time in Regular Class	% of Students	More than 80% of the time	57.7	Less than 40% of the time	23.8				<p>2023-24:</p> <table border="1"> <thead> <tr> <th>Time in Regular Class</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>More than 80% of the time</td> <td>61</td> </tr> <tr> <td>Less than 40% of the time</td> <td>20</td> </tr> </tbody> </table>	Time in Regular Class	% of Students	More than 80% of the time	61	Less than 40% of the time	20
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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development to support implementation of state standards	Curriculum Coordinators and Training Specialists in the Curriculum and Instruction department will provide teachers and other instructional staff professional development and a wide range of supports for implementation of state standards. Professional Learning will include guidance for the use of grade level scope and sequence plans, administration and analysis of the district's common assessments, and on-site coaching for effective delivery of research-based, standards-aligned instruction. Professional development is anchored in the district's commitment to the practices of Universal Design for Learning (UDL). Staffing includes 24 training specialists and 8 curriculum coordinators.	\$3,655,438	Y
2.2	Advanced Learning Programs	Central coordination, support, and professional development to implement Gifted and Talented Education (GATE) instruction and Advanced Placement (AP) course options. Includes the coordination and management of GATE assessment and identification. Staffing includes 1.8 FTE (1 Coordinator, 0.8 Resource Teacher).	\$288,665	Y
2.3	Expanded Learning Programs	Youth Development Support Services (YDSS) provides expanded learning programs at 60 school sites. Programs include before school, after school, summer, and intersession learning. Implemented in collaboration with community partners and external providers, staff develop programs at each school site that provide supports including home visits, outreach, referral to resources, online enrichment, small group instruction, tutoring, homework help, and credit recovery/elective courses at high schools. Examples of providers include the Sacramento Chinese Community Services Center and the Boys and Girls Club.	\$13,460,300	N
2.4	Multisensory Reading Intervention: Curriculum and Training	Expand the accessibility to Soliday reading curriculum and training to all special education instructional staff (including Special Day Class (SDC) teachers and Resource Specialist Program (RSP) teachers) and Curriculum & Instruction coaches. Action includes the coordination of ongoing implementation support.	TBD	N

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Action #	Title	Description	Total Funds	Contributing
2.5	Language Acquisition Programs for English Learners	<p>Implement programs to support language acquisition for English Learners. For the 2021-2022 school year, a training specialist will be assigned to work with all of SCUSD's dual immersion programs. Specific activities will include coordination of grant efforts, the bilingual teacher's network, county meetings, and all immersion site-specific needs and professional learning. The specialist will also work with the Multilingual Office to develop the vertical articulation necessary to create middle school immersion programs and heritage language courses.</p> <p>Over the next three years, new ELD content-area classes and Long-Term EL intervention classes will be added to build Pathways to Multiliteracy, increase the reclassification rate, and improve graduation rates. Staff will seek approval of courses in A-G Pathways, with potential courses including ELD Math II, ELD Geography, ELD Ethnic Studies, Ethnic Studies and Literature.</p>	\$1,683,599	Y
2.6	Professional Learning specific to instruction for English Learners	<p>Provide professional learning to build capacity of the Curriculum and Instruction Office educators by completing the two-year training of LETRS (Language Essentials for Teachers of Reading and Spelling) in 2022, a three-year training of EL Rise in 2023, and on-going training on the ERWC (Expository Reading and Writing Curriculum from the California Status University System) in order to promote full implementation of the ELD standards (including foundational skills found in Part III of the standards) across the grade-levels and content areas.</p> <p>In 2021-22 and 2022-23, an additional ELD Specialist will be added at the secondary level to expand the capacity of Multilingual Literacy to provide professional learning and direct support to school sites.</p> <p>A bilingual aide will be assigned to work at the two elementary sites that have the highest number of identified migrant students. This bilingual aide will be paid by the DSA with Butte County.</p>	Projected expenditures for this action are included in the total amount shown in Action 2.6.	Y

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Action #	Title	Description	Total Funds	Contributing
2.7	Pathways to Multiliteracy	For the 2021-2022 school year, the Multilingual Office will roll out its process of awarding world language credit to students who are multiliterate. The Avant World Language Placement Exam will be offered to eligible incoming 9th grade students (who speak a language other than English at home) in order to receive world language credit and ensure appropriate placement, as well as newly enrolled high school students who completed 6th grade in a country whose instruction was in a language other than English. This process will increase the number of students who receive the State Seal of Biliteracy (a CA School Dashboard Indicator), are on-track for graduation and UC/CSU A-G eligibility. Additionally, this process should build world language and heritage language programs (sections and FTE) by appropriately placing our multiliterate students in Advanced Placement (AP) world language courses. The increase in AP enrollment and testing will help to increase college and career readiness for English Learners.	Projected expenditures for this action are included in the total amount shown in Action 2.6.	Y
2.8	Class Size Reduction (K-3)	Maintain reduction of class size to 24:1 for all classrooms Kindergarten through third grade.	\$2,607,600	Y
2.9	Additional staffing for high-needs sites	Provide additional staffing (FTE) to high-needs sites across the district to reduce class size and expand access to programs.	\$18,535,037	Y
2.10	Weekly Collaboration Time for certificated staff	Provide one hour of time per week for teachers to collaborate with peers on approaches to improving student achievement. Activities during collaborative time include review of student data, assessment of student work, and planning of instruction to meet student needs, in particular the needs of unduplicated students and other target student groups.	\$6,219,696	Y
2.11	Restructured Salary Schedule	Maintain a competitive salary and benefit package for certificated staff to increase the district's ability to recruit highly qualified candidates, retain experienced teachers, and reduce overall turnover.	\$14,203,819	Y

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Action #	Title	Description	Total Funds	Contributing
2.12	Early Childhood Education: Preschool Programs	Provide access to early childhood education for eligible students and families to build a strong foundation for success in elementary school and beyond. Operation of 42 classrooms across the district with approximately 1120 spaces available. Offerings include a combination of state-funded and Head Start-funded programs. Program eligibility is income-based and the location of programs are prioritized to Title 1-designated sites.	\$12,740,638	N
2.13	Early Childhood Education: Early/Transitional Kindergarten	Provide early access to Kindergarten for students who meet the state-defined age eligibility. Students enroll in a full year of Early/Transitional Kindergarten programming to build a strong foundation for success in Kindergarten and beyond. Early Kindergarten classrooms will be offered at 10 schools sites for a total of 240 students. Includes small materials budget.	\$1,165,505	N
2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians)	Provide students instruction and learning opportunities in research, information literacy, and project-based learning. Ensure coherent programming across sites so all students at targeted grade levels have access to library resources and supports.	\$1,612,731	Y
2.15	Expansion of Theater Arts/Social Emotional Learning Pilot Program	Expand offerings of a pilot that previously served 1696 students across 72 classrooms in an integrated Theater Arts/Social Emotional Learning program. Implementation includes professional development for teachers and course offerings for students. Expansion is being funded through the Expanded Learning Opportunities (ELO) Grant and will enable the district to serve 140 classrooms, doubling the number of participating students from the previous scope of the pilot.	\$600,000	N
2.16	Visual and Performing Arts Opportunities	Provide instrumental music instructors for 7-8 th grade students in our comprehensive middle schools and larger K-8 schools and ensure that students are provided access to instruments, needed supplies, and sheet music through a music library. Provide arts assemblies and residencies through the Any Given Child Program, as well as 3 rd and 4 th grade recorder instruction through the Kennedy Center's Link-Up! program.	\$785,444	Y

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Action #	Title	Description	Total Funds	Contributing
2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	\$1,390,325	Y
2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to ELA)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	\$1,179,192	Y
2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	\$552,264	Y
2.20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	\$3,401,359	Y
2.21	Extra and co-curricular opportunities	Providing increased access for students to College Visits, Field Trips, and other experiential learning opportunities including elementary athletics. These increased opportunities are intended to primarily benefit unduplicated students, in particular low-income students, who may not have the same access to such opportunities outside of school.	\$711,571	Y

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
3	Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.

An explanation of why the LEA has developed this goal.

Analysis of student data from the Dashboard (2019) shows that almost 15% of students were chronically absent during the 2018-19 school year. Data from the 2019-20 school year prior to school closures was comparable, with 11% of students chronically absent through February of 2020. Significant performance gaps exist for multiple student groups including Foster Youth, Homeless Youth, Students with Disabilities, African American Students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students.

The need for targeted services and supports in SCUSD is high and has been increased during the time of school closures and distance learning. In the first part of 2020-21, Student Support and Health Services staff recorded a 31% increase in the number of students served, a 194% increase in home visits, and a 44% increase in the provision of basic needs/services relative to the same time in 2019-20. These services are critical for ensuring that students can remain fully engaged in school both in terms of attendance and receiving the social, emotional, and health supports they need to focus on their academics. Targeted academic supports are critical for ensuring that students are able to fully access core instruction. Where assessments reveal gaps in content or conceptual understanding, targeted intervention can be provided that addresses the need as soon as possible with ongoing monitoring to measure progress.

Stakeholders input has emphasized the importance of providing wrap-around services for students at the individual level, with particular focus on students groups with the highest needs. As with other goals, input has specified that student groups with the highest needs should be called out in the goal. Input has also informed the specific inclusion of multiple forms of support in the goal, with mental and physical health being a key priority across stakeholder groups.

This goal also aligns to the district's current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to the provision of effective Tier 2 and 3 supports that are specific to identified student needs. Doing this well is one of the primary reasons the district has used the term 'Data-based decision-making' to describe its MTSS efforts. Effectively using data to identify specific student needs and connecting them to the appropriate resources/services is necessary to ensure their access to standards-aligned instruction (Goal 2) and support them in becoming college and career ready (Goal 1).

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled ‘Contributing’ for which each action is categorized as ‘Y’ or ‘N.’ A ‘Y’ in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
3A Attendance Rate Percentage of students who attended school 96% of the time or more Source: District Attendance, Behavior, and Course Performance (ABC) Reports <i>Note: Rates are to 2.4.20 for 2019-20 and to 2.25.21 for 2020-21.</i>		19-20	20-21				23-24	
	ALL	60	67	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	ALL	76
	EL	64	62				EL	72
	FY	41	46				FY	61
	HY	N/A	17				HY	39
	SED	57	61				SED	72
	SWD	52	59				SWD	70
	AA	48	47				AA	61
	AI	54	55				AI	67
	A	76	78				A	84
	F	69	83				F	88
	HL	56	63				HL	73
	PI	46	45	PI	60			
	W	63	82	W	87			
	TOM	59	71	TOM	79			

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Metric	Baseline				Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24																																																																																							
<p>3B</p> <p>Chronic Absenteeism Rate</p> <p>Percentage of students in grades K-8 who were absent for 10% of more of the total instructional days</p> <p>Source: California School Dashboard</p> <p><i>Note: 18-19 data is from the 2019 Dashboard. 19-20 and 20-21 data are internal analyses. 2019-20 is to 2.28.20. 2020-21 is to 4.5.21.</i></p>	<table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>14.8</td> <td>11</td> <td>17.8</td> </tr> <tr> <td>EL</td> <td>11.2</td> <td>8.3</td> <td>20.4</td> </tr> <tr> <td>FY</td> <td>30.1</td> <td>21.4</td> <td>33.8</td> </tr> <tr> <td>HY</td> <td>57.9</td> <td>42.8</td> <td>63.6</td> </tr> <tr> <td>SED</td> <td>18.1</td> <td>12.4</td> <td>22.6</td> </tr> <tr> <td>SWD</td> <td>19.8</td> <td>12.8</td> <td>24</td> </tr> <tr> <td>AA</td> <td>27.6</td> <td>20.2</td> <td>33.5</td> </tr> <tr> <td>AI</td> <td>25.7</td> <td>16.3</td> <td>25.9</td> </tr> <tr> <td>A</td> <td>5.5</td> <td>4.1</td> <td>9.9</td> </tr> <tr> <td>F</td> <td>7.8</td> <td>6</td> <td>8</td> </tr> <tr> <td>HL</td> <td>16.5</td> <td>11.8</td> <td>19.5</td> </tr> <tr> <td>PI</td> <td>27.3</td> <td>18.4</td> <td>31.3</td> </tr> <tr> <td>W</td> <td>8.3</td> <td>7.9</td> <td>9</td> </tr> <tr> <td>TOM</td> <td>14.9</td> <td>11.1</td> <td>16.3</td> </tr> </tbody> </table>		18-19	19-20	20-21	ALL	14.8	11	17.8	EL	11.2	8.3	20.4	FY	30.1	21.4	33.8	HY	57.9	42.8	63.6	SED	18.1	12.4	22.6	SWD	19.8	12.8	24	AA	27.6	20.2	33.5	AI	25.7	16.3	25.9	A	5.5	4.1	9.9	F	7.8	6	8	HL	16.5	11.8	19.5	PI	27.3	18.4	31.3	W	8.3	7.9	9	TOM	14.9	11.1	16.3	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>8</td> </tr> <tr> <td>EL</td> <td>6.1</td> </tr> <tr> <td>FY</td> <td>15.6</td> </tr> <tr> <td>HY</td> <td>31.2</td> </tr> <tr> <td>SED</td> <td>9</td> </tr> <tr> <td>SWD</td> <td>9.3</td> </tr> <tr> <td>AA</td> <td>14.7</td> </tr> <tr> <td>AI</td> <td>11.9</td> </tr> <tr> <td>A</td> <td>3</td> </tr> <tr> <td>F</td> <td>4.4</td> </tr> <tr> <td>HL</td> <td>8.6</td> </tr> <tr> <td>PI</td> <td>13.4</td> </tr> <tr> <td>W</td> <td>5.8</td> </tr> <tr> <td>TOM</td> <td>8.1</td> </tr> </tbody> </table>		23-24	ALL	8	EL	6.1	FY	15.6	HY	31.2	SED	9	SWD	9.3	AA	14.7	AI	11.9	A	3	F	4.4	HL	8.6	PI	13.4	W	5.8	TOM	8.1
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<p>3C</p> <p>Chronic Absenteeism Interventions</p> <p>Percentage of students who are at-risk of being chronically absent and received two or more attendance interventions</p> <p>Source: SCUSD Performance Targeted Academic Index (PTAI)</p>	<table border="1"> <thead> <tr> <th></th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>ES (K-6)</td> <td>58.6</td> <td>38.8</td> </tr> <tr> <td>MS (7-8)</td> <td>52.5</td> <td>40.68</td> </tr> <tr> <td>HS (9-12)</td> <td>48.2</td> <td>37.3</td> </tr> </tbody> </table> <p><i>Note: 2020-21 results are to 3.10.21</i></p>		19-20	20-21	ES (K-6)	58.6	38.8	MS (7-8)	52.5	40.68	HS (9-12)	48.2	37.3	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ES (K-6)</td> <td>55</td> </tr> <tr> <td>MS (7-8)</td> <td>57</td> </tr> <tr> <td>HS (9-12)</td> <td>54</td> </tr> </tbody> </table>		23-24	ES (K-6)	55	MS (7-8)	57	HS (9-12)	54																																																																						
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<p>3D</p> <p>Attendance Interventions</p> <p>Percentage of students who had less than 95.9% attendance, received interventions, and had improved attendance by January 31</p> <p>Source: SCUSD Performance Targeted Academic Index (PTAI)</p>	<table border="1"> <thead> <tr> <th></th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>ES (K-6)</td> <td>21.4</td> <td>23.8</td> </tr> <tr> <td>MS (7-8)</td> <td>25.49</td> <td>26.5</td> </tr> <tr> <td>HS (9-12)</td> <td>29.98</td> <td>19.8</td> </tr> </tbody> </table>		19-20	20-21	ES (K-6)	21.4	23.8	MS (7-8)	25.49	26.5	HS (9-12)	29.98	19.8	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ES (K-6)</td> <td>44</td> </tr> <tr> <td>MS (7-8)</td> <td>46</td> </tr> <tr> <td>HS (9-12)</td> <td>42</td> </tr> </tbody> </table>		23-24	ES (K-6)	44	MS (7-8)	46	HS (9-12)	42																									
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<p>3E</p> <p>Provision of Responsive Services</p> <p>Percentage of students who met an Attendance/Behavior indicator zone in the Early Identification and Intervention System (EIIS) and had response services</p> <p>Source: SCUSD EIIS (Indicator 14620)</p> <p><i>Note: 2020-21 data is to 4.5.21</i></p>	<table border="1"> <thead> <tr> <th></th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>35.7</td> <td>29.6</td> </tr> <tr> <td>EL</td> <td>51.6</td> <td>42.6</td> </tr> <tr> <td>FY</td> <td>86.6</td> <td>94.3</td> </tr> <tr> <td>HY</td> <td>74.1</td> <td>95.2</td> </tr> <tr> <td>SED</td> <td>42.7</td> <td>36.8</td> </tr> <tr> <td>SWD</td> <td>37.9</td> <td>34.3</td> </tr> <tr> <td>AA</td> <td>42.9</td> <td>39.4</td> </tr> <tr> <td>AI</td> <td>43.8</td> <td>38.5</td> </tr> <tr> <td>A</td> <td>41.7</td> <td>31</td> </tr> <tr> <td>F</td> <td>25.3</td> <td>19.9</td> </tr> <tr> <td>HL</td> <td>40.5</td> <td>33.8</td> </tr> <tr> <td>PI</td> <td>48.5</td> <td>45.4</td> </tr> <tr> <td>W</td> <td>15.8</td> <td>12.1</td> </tr> <tr> <td>TOM</td> <td>25</td> <td>20.2</td> </tr> </tbody> </table>		19-20	20-21	ALL	35.7	29.6	EL	51.6	42.6	FY	86.6	94.3	HY	74.1	95.2	SED	42.7	36.8	SWD	37.9	34.3	AA	42.9	39.4	AI	43.8	38.5	A	41.7	31	F	25.3	19.9	HL	40.5	33.8	PI	48.5	45.4	W	15.8	12.1	TOM	25	20.2	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<p>For 2023-24, 100% of identified HY and FY will be provided responsive services.</p> <p>For all other groups, increases in support are dependent on staffing capacity. If current staffing levels are unchanged, service rates will be maintained, with the goal of increasing the level of service for those student groups with the most students in the 'purple' zone. If staffing levels are increased, targets will be established reflecting the increased staffing capacity.</p>
	19-20	20-21																																																
ALL	35.7	29.6																																																
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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24	
3F High School Drop-out Rate Percentage of students in the 4-year adjusted cohort who drop out of high school Source: CDE Dataquest Reporting Note: Results do not include Charter Schools		18-19	19-20	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	7.6	6.2				ALL	4.5
	EL	10	13				EL	9.5
	FY	37.5	16.7				FY	12.2
	HY	22.8	22.1				HY	16.1
	SED	8.4	6.9				SED	5
	SWD	10.3	7.8				SWD	5.7
	AA	14.6	9.7				AA	7.1
	AI	9.1	12.5				AI	9.1
	A	4.4	2.5				A	1.8
	F	0	0				F	0
	HL	7.4	7.6				HL	5.5
	PI	4.3	14.3				PI	10.4
	W	6.1	2.6				W	1.9
TOM	8.6	8.4	TOM	6.1				
3G Middle School Drop-out Rate Percentage of students in grades 7 and 8 who dropped out of school Source: CALPADS Reporting (District Analysis)		18-19	19-20	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	0.1	0.06				ALL	0
	EL	0.1	0				EL	0
	FY	0	0				FY	0
	HY	0	2.5				HY	0
	SED	0.04	0.08				SED	0
	SWD	0.1	0				SWD	0
	AA	0.1	0.11				AA	0
	AI	0	0				AI	0
	A	0.1	0				A	0
	F	0.9	0				F	0
	HL	0.1	0.07				HL	0
	PI	0	0				PI	0
	W	0	0.08				W	0
TOM	0.2	0	TOM	0				

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Foster Youth Services	Foster Youth Services (FYS) staff provide an array of supports for Foster Youth and families through a case management model. Support includes regular check-ins in students, connection to academic supports including tutoring, monitoring of attendance/engagement, referral to social, emotional, and other health services, and empowerment of student voice. Staffing includes 8.0 FTE (1 Coordinator, 5 Program Associates (2 Elementary, 1 Middle, and 1 High School), 1 case manager/community school liaison, and 1 clerk).	\$826,954	Y
3.2	Homeless Youth Services	Homeless Services staff provide direct support for Homeless Youth and families in compliance with state and federal requirements. This includes identification and documentation for eligible services; enrollment and attendance support; referrals for eligible services including free meals, transportation, Title 1, and other district, state, and federal programs; referrals to social, emotional, and health services; intervention and outreach; referrals to community services; dispute resolution; and training/support for staff. Staff strive to facilitate a systemic approach by developing collective ownership and effective collaboration across the district in service of Homeless Youth and families. Staffing includes 1 Homeless Program Coordinator, 2 Social Workers, 2 Youth and Family Mental Health Advocates, and 1 Clerk. This reflects the addition in 2021 of 1 social worker, 2 Youth and Family Mental Health Advocates, and 1 Clerk to increase supports to students and families. The increase will decrease caseload ratios, enable more school site coverage, and provide more intervention services for students.	\$161,872	N
3.3	School Psychologists	School psychologists conduct special education assessments, serve as a member of Student Success Team (SST) to support the recommendation of appropriate academic and social emotional interventions and accommodations needed for students to fully access instruction and achieve learning goals.	\$7,179,443	Y

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Action #	Title	Description	Total Funds	Contributing
3.4	Instructional Assistants	Provide students with disabilities specific supports as identified in their Individualized Education Program (IEP).	\$2,711,808	N
3.5	Social Workers specific to Special Education	Social Workers to address the needs of students with disabilities.	\$1,193,336	N
3.6	Review and Approve A New English Learner Master Plan	The English Learner Master Plan is currently being revised. Members of the ELD and ELA training specialists cohort are working together to complete revisions by the end of June 2021. The New English Learner Master Plan will be approved by the Board in the 2021-2022 school year.	Projected expenditures for this action are included in the total amount shown in Action 2.6.	Y

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Action #	Title	Description	Total Funds	Contributing
3.7	Intervention and Supports specific to English Learners	<p>The Multilingual Literacy Office will develop student videos in our top five languages (at the elementary and secondary level) to welcome students to our district, affirm the assets of being multilingual, provide an overview of reclassification, and provide an introduction to the ELPAC assessment. This series will be housed on the district and Multilingual Literacy website by the 2022-2023 school year.</p> <p>Tutoring specific to Migrant Students will be provided by certificated staff. These staff members will be paid by the DSA with Butte County.</p> <p>Summer School programs and services are being prioritized for specific student groups, including English Learners. Staffing and materials will be funded through one-time CARES funding. Beginning in Summer 2022, the Multilingual office will support one high school to become a dual-immersion summer site where English Learners will receive target instruction on language acquisition. If successful, this summer program will be expanded to other sites or grade levels. Materials used in this summer program will include Language Launch, which mirrors the ELPAC assessment domains, providing further practice for our English Learners and support our Long-Term English Learner (LTEL) population. Within this program, there are also specific resources to support our newcomer students. Materials licensing, which will end in 2021-2022, will be reevaluated for funding. A summer program specific to English Learners with support for language development and academic skills will be planned for summer of 2022.</p> <p>Secondary Newcomer intervention will include USA Learns and In the USA workbook by National Geographic Cengage. Primary Newcomer student curriculum is embedded within Benchmark Advance, SIPPS, Heggerty and LETRS training in collaboration with ELA department.</p> <p>World languages have recently been incorporated into the Multilingual Department. This includes responsibility for presenting professional learning in the new state standards, Universal Design for Learning, addressing the Federal Program Monitoring findings for administrative and site teams, on-going coaching and teacher professional learning.</p>	Projected expenditures for this action are included in the total amount shown in Action 2.6.	Y

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Action #	Title	Description	Total Funds	Contributing
3.8	Health Services: School Nurses and Immunization Clinic	<p>Nurses are key components of the district's wrap-around health services for students. In addition to responding to the immediate health needs of individual students, they lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources. Nurses also engage in outreach to provide important health information and education to students and families.</p> <p>Services will be provided by 1 Health Services Coordinator and 26 school nurses (24.1 FTE). School nurses include a lead school nurse, a vision and hearing team (2 FTE), a Special Education Preschool Assessment Team (2 FTE), and an Adult Education nurse.</p>	\$3,471,036	Y
3.9	Attendance and Engagement Strategies	<p>Support school sites in focused efforts to reduce chronic absenteeism. Best practices that are supported include the regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network. SCUSD was awarded 3 years of funding as part of Cohort 4 of the Learning Communities for School Success Program (LCSSP) state grant. With this funding, the goal is to scale Be Here! Efforts up to all SCUSD schools.</p> <p>The Attendance and Engagement Office staffing includes: 1 student Services Supervisor who oversees truancy, a restorative School Attendance Review Board (SARB) process, and support for connectivity including hotspots and chromebooks. 1 Student Family and support specialist who oversees the home check-in program, creates and delivers professional development, and collaborates closely with the Connect Center, Homeless Youth Services, and Special Education to ensure cohesive programming for target student groups. 7 Child Welfare and Attendance (CWA) specialists directly supports sites leadership teams to address attendance and engagement within the MTSS framework. This includes coaching to review data, conduct outreach, and develop and implement interventions.</p>	\$345,703	N

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Action #	Title	Description	Total Funds	Contributing
3.10	Student Support: Central Connect Center and Site-based Student Support Centers	<p>The Connect Center serves as a critical hub in the districtwide effort to monitor and address mental health needs. Staff provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, and attendance interventions. The Connect Center staffing includes 6.0 FTE (1 Coordinator, 3 Social Workers, 1 Student/Family Support Specialist, and 1 Family Youth Advocate). 29 schools have site-specific Student Support Centers. These are grant and site-funded and serve as local hubs to coordinate a range of services. The Connect Center primarily supports those school sites without Student Support Centers.</p> <p><i>Note: Some schools sites fund additional resources for site-based Student Support Centers through their SPSA-based allocations.</i></p>	\$2,067,494	Y
3.11	Enrollment Center	The Enrollment Center provides a centralized gateway for families and students transitioning into the district or between school sites. In addition to enrollment support, available services include the immunization clinic, translation, family services, a summer feeding program, and referral to supports to families in transition.	\$1,658,031	Y

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Action #	Title	Description	Total Funds	Contributing
3.12	Summer programming to address learning loss	<p>Summer Matters @SCUSD is a summer learning program to accelerate classroom learning, giving students opportunities to reconnect with the learning communities that will be critical to their own healing and academic success. Activities will be offered five days a week for five weeks from June 28 through July 30, 2021. Tentatively 28 elementary, five middle and all 15 SCUSD high schools will host summer programs. The final number of sites will depend on CBO capacity, availability of staff, and interest from families.</p> <p>During the morning hours, students will participate in academics and physical education. Enrichment activities such as art, dance, music, and STEM programming will be held in the afternoon hours. Each day will open with a social and emotional (SEL) welcoming, a daily skill-builder following a weekly theme. Staff from Community-Based Organizations will provide classroom instruction while Credentialed teachers pull out groups of three to four students for high-dosage tutoring sessions of 45 minutes. The day will end with an SEL closing.</p> <p>High School juniors and seniors will have the opportunity to work as paid interns (Summer Ambassadors/Peer Mentors) to support programs at elementary and middle school sites. Online credit recovery will be available at every SCUSD high with both in-person and distance options will available for students. In-person programming at every high school during the same time period may also include 9th and 10th grade Bridge Programs and Math and AP Success Camps, depending on the site needs and capacity.</p>	\$7,763,837	N
3.13	Grade Level Readiness Intervention	<p>Additional staffing to provide intervention at Title 1 schools for students who are low income and other students demonstrating high needs. Intervention is intended to accelerate progress towards grade level readiness, particularly for those students who demonstrate gaps in grade level proficiency.</p>	\$914,344	N

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Action #	Title	Description	Total Funds	Contributing
3.14	American Indian Education Program (AIEP)	This program addresses the unique cultural, language, and educationally-related academic needs of American Indian and Alaska Native students. The services provided are tutoring, reading groups and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy, and milestone celebrations. The AIEP serves students in grades K-12 throughout the district. 2021-22 will include an expansion of capacity for the AIEP to serve additional students. This will include increased staffing capacity to provide supports directly to students and families.	\$53,638	N
3.15	Tobacco Use Prevention Education (TUPE) Program	Educate students on the dangers of tobacco use and the impact on themselves and their community. Students have the opportunity to participate in meaningful, social gatherings with peers to actively engage and give feedback on school site initiatives around tobacco, drug, and alcohol usage. Services include prevention programs, intervention, and cessation support.	\$382,424	N
3.16	Site-determined, SPSA-based actions to support Goal 3	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	\$291,959	Y
3.17	Data practices for Students with Disabilities	In 2021-22 improvements to district data systems will be made specific to the availability of data for students with disabilities. The District's Early Identification and Intervention System (EIS) dashboard system will display school site indicators that align the District's special education compliance monitoring processes. The District will improve the accuracy of data within the Special Education Information System (SEIS) to better inform implementation of systems which monitor and support providing compliant Special Education services and supports. SCUSD's SPSA processes will integrate a review of student metrics in alignment with the District's Special Education compliance monitoring processes.	\$0	N

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Action #	Title	Description	Total Funds	Contributing
3.18	Site Assistance to improve supports for Foster and Homeless Youth	District staff will provide assistance to sites to improve their ability to support Foster and Homeless Youth. This will result in monthly reviews of multiple data sources for homeless and foster youth to analyze the effectiveness of interventions and supports. Staff will also provide a webinar training for school sites that provides professional learning on how to support, care for, and identify families experiencing homelessness and foster youth using healing-centered engagement strategies. A policies and procedures handbook will also be developed to define assessment, case management, and intervention processes and timelines. Student Support Staff will continue to participate on District MTSS and Leadership Teams to ensure needs of foster students and students with unstable housing are addressed, with emphasis on their academic and social emotional needs	\$0	Y

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
4	School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, and Homeless Youth.

An explanation of why the LEA has developed this goal.

Analysis of student data shows that SCUSD's Suspension Rate (5.6% on the 2019 Dashboard) is above the state average (3.4%) and that disproportionately high rates persist for multiple student groups including Foster Youth, Homeless Youth, Students with Disabilities, African American Students, and American Indian or Alaska Native students. Results from the district's fall 2020 School Climate Survey shows that about 70% of students answered positively for questions assessing perception of safety and belongingness.

This goal closely aligns to the district's stated Core Value: *We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.*

The need to confront and interrupt inequitable and discriminatory systems has also been emphasized over time through stakeholder input. Stakeholders have more recently indicated that beyond confronting and interrupting inequities, aspects of the system that are inequitable and/or discriminatory must be dismantled. As with other goals, stakeholders have prioritized the specific identification of student groups most affected.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline				Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
4A Suspension Rate Percentage of students suspended 1 or more times during the school year Source: California School Dashboard <i>Note: 2018-19 data reflects the 2019 Dashboard. 2019-20 data is from CDE Dataquest reporting.</i>		18-19	19-20	20-21	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24	
	ALL	5.6	3.7	TBD				ALL	2.7	
	EL	3.7	2.3	TBD				EL	1.7	
	FY	21.2	13.5	TBD				FY	9.8	
	HY	12.2	6.4	TBD				HY	4.7	
	SED	6.8	4.5	TBD				SED	3.3	
	SWD	10	6.7	TBD				SWD	4.9	
	AA	14.6	10.3	TBD				AA	7.5	
	AI	8	3.0	TBD				AI	2.2	
	A	1.6	1.0	TBD				A	0.7	
	F	3	1.3	TBD				F	0.9	
	HL	5.4	3.3	TBD				HL	2.4	
	PI	6.4	3.8	TBD				PI	2.8	
W	2.9	2.1	TBD	W	1.5					
TOM	4.9	4.2	TBD	TOM	3.1					
4B Suspension Disproportionality Percentage of students with 1 or more suspension whose student groups are disproportionately represented* among all suspended students. Source: CDE Dataquest <i>*Includes AA and AI students.</i>	Grade	% of Suspended Students			To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	The desired outcome for this metric is to eliminate all disproportionality in suspension. This would result in African American and American Indian or Alaska Native students making up a percentage of all suspended students that is reflective of their proportional representation in the total student population.		
	All	39.2								
	K-3	51.5								
	4-6	37.7								
	7-8	35								
	9-12	40.1								
	Grade	% of Total Enrollment								
	All	14.7								
	K-3	13.4								
	4-6	14.9								

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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																											
<p>4C</p> <p>Expulsion Rate</p> <p>Percentage of students expelled at any time during the school year</p> <p>Source: CDE Dataquest</p>	<table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>0.04</td> <td>0.01</td> </tr> <tr> <td>EL</td> <td>0.01</td> <td>0.01</td> </tr> <tr> <td>FY</td> <td>0.56</td> <td>0</td> </tr> <tr> <td>HY</td> <td>0.19</td> <td>0</td> </tr> <tr> <td>SED</td> <td>0.04</td> <td>0.02</td> </tr> <tr> <td>SWD</td> <td>0.06</td> <td>0.01</td> </tr> <tr> <td>AA</td> <td>0.12</td> <td>0.03</td> </tr> <tr> <td>AI</td> <td>0</td> <td>0.42</td> </tr> <tr> <td>A</td> <td>0</td> <td>0.03</td> </tr> <tr> <td>F</td> <td>0</td> <td>0</td> </tr> <tr> <td>HL</td> <td>0.04</td> <td>0.01</td> </tr> <tr> <td>PI</td> <td>0</td> <td>0</td> </tr> <tr> <td>W</td> <td>0.04</td> <td>0</td> </tr> <tr> <td>TOM</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		18-19	19-20	ALL	0.04	0.01	EL	0.01	0.01	FY	0.56	0	HY	0.19	0	SED	0.04	0.02	SWD	0.06	0.01	AA	0.12	0.03	AI	0	0.42	A	0	0.03	F	0	0	HL	0.04	0.01	PI	0	0	W	0.04	0	TOM	0	0		To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>0</td> </tr> <tr> <td>EL</td> <td>0</td> </tr> <tr> <td>FY</td> <td>0</td> </tr> <tr> <td>HY</td> <td>0</td> </tr> <tr> <td>SED</td> <td>0</td> </tr> <tr> <td>SWD</td> <td>0</td> </tr> <tr> <td>AA</td> <td>0</td> </tr> <tr> <td>AI</td> <td>0</td> </tr> <tr> <td>A</td> <td>0</td> </tr> <tr> <td>F</td> <td>0</td> </tr> <tr> <td>HL</td> <td>0</td> </tr> <tr> <td>PI</td> <td>0</td> </tr> <tr> <td>W</td> <td>0</td> </tr> <tr> <td>TOM</td> <td>0</td> </tr> </tbody> </table>		23-24	ALL	0	EL	0	FY	0	HY	0	SED	0	SWD	0	AA	0	AI	0	A	0	F	0	HL	0	PI	0	W	0	TOM	0
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<p>4D</p> <p>Anti-bias/Anti-racist Professional Learning for staff</p> <p>Percentage of staff who have completed identified anti-bias/anti-racist (including implicit bias) professional learning components.</p> <p>Source: Curriculum & Instruction department</p>	<p>2020-21</p> <p>Leadership (Site and Central): 95%</p> <p>Teachers: 0%</p> <p>Support Staff: 0%</p>		To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<p>2023-24:</p> <p>Leadership (Site and Central): 100%</p> <p>Teachers: 100%</p> <p>Support Staff: 100%</p>																																																																											

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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24		
4E School Climate Survey Percentage of positive responses in the areas of 'safety' and 'connectedness' (Belonging) Source: Local Climate Survey <i>Note: Results shown are from the School Climate Survey administered to students only in Fall 2020. Results from the Spring 2021 survey will be used as the baseline when available.</i>	2020-21		To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24		
		Safety				Connect	Safety	Connect
	ALL	73				72	80	80
	EL	66				65	75	74
	FY	75				74	82	81
	HY	64				64	74	74
	SED	71				69	79	77
	SWD	67				68	76	77
	AA	68				68	77	77
	AI	74				69	81	77
	A	71				68	79	77
	F	73				74	80	81
	HL	73				71	80	79
	PI	71				68	79	77
	W	79				78	85	84
	TOM	75				75	82	82
	K-6	74				77	81	83
	K-8	77				78	83	84
	MS	77				76	83	83
	LG HS	69				65	77	74
SM HS	75	73	82	80				
Teachers	63	78	73	84				
Family	92	90	94	93				

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social Emotional Learning (SEL) integration	Support students and staff to integrate Social Emotional Learning (SEL) into schools and classrooms. Build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset to help staff and students engage in learning communities that are safe positive, inclusive, and welcoming. One (1) SEL Director and five (5) Training Specialists provide professional learning opportunities to school sites, coaching support to the site leadership team, and direct support for implementation of SEL programs integrated into academics and climate goals. SEL is aligned to the Multi-Tiered System of Supports (MTSS) framework and foundational to the Universal Tier (Tier 1) of support for ALL students.	\$889,228	Y
4.2	Positive Behavioral Intervention and Supports (PBIS) implementation	Promote positive school climate by encouraging positive student behaviors. Support for schools to effectively implement a PBIS framework focused on proactively intervening with an emphasis on prevention and instruction rather than punitive discipline. Efforts are aligned to the district's overall MTSS framework implementation and implemented by a 1.0 FTE PBIS Coach. <i>Hold for potential activities: Additional, targeted support for the 25 schools in Cohort 1 (Year 2) of MTSS implementation. Accelerate PBIS training to support full launch of PBIS. Key training activities will include development of school wide behavior expectations, creation of lesson plans for schoolwide expectations, defining major vs. minor behavior issues, development of behavior management processes, and creation of acknowledgement system for students and staff.</i>	\$978,911	N

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Action #	Title	Description	Total Funds	Contributing
4.3	Bullying Prevention Training, Intervention, and Response	Develop and deliver training to school sites, provide direct response and intervention for bullying incidents, and collaborate with constituent services and the Student Hearing and Placement Department. Staffing includes a 1.0 FTE Position (Bullying Prevention Specialist) that works closely with Constituent Services and Student Support and Health Services to align with Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) efforts.	TBD	N
4.4	Anti-bias/Anti-racism Professional Learning	To actualize equity, access, and social justice for all students, especially those who are most marginalized and impacted by systemic racism, the district aims to provide on-going professional learning opportunities for all staff. Professional learning that deepens self-awareness and anti-racist capacity will ensure that there is common district messaging, understanding, and approach to dismantling systemic policies and practices that perpetuate disparate and disproportionate student outcomes. Anti-bias/Anti-racism professional learning to include, but not be limited to the following topics: Racial/cultural identities & stereotypes, implicit bias, microaggressions, dynamics of privilege & power, cultural competency and cultural humility, dismantling systems of oppression and racism, and restorative justice principles & practices. Learning will leverage existing Social Emotional Learning (SEL) skills (empathy, perspective-taking, respect for diversity, and growth mindset) & restorative practices (community and relationship-building) as a grounding for entering brave spaces of sustained discomfort and allowing professional learning on Anti-bias/Anti-racism to go much deeper and serve as a catalyst for systemic change.	TBD	TBD
4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	\$1,475,626	Y

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Action #	Title	Description	Total Funds	Contributing
4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	\$168,869	Y

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
5	Parents, families, community stakeholders, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.

An explanation of why the LEA has developed this goal.

Analysis of data shows that this goal remains very relevant for the next three years and beyond. Results from the parent involvement survey that were reported on the 2019 dashboard indicated significant need for improvement across all domains (Building relationships between school staff and families, Building partnerships for student outcomes, and Seeking input for decision-making). On all elements within each of the three domains, the average response was 1 (Exploration and Research Phase) or 2 (Beginning Development) out of a possible 5. The district's goal is to reach Full Implementation and Sustainability (5) in each of these areas.

This goal builds upon the district's previous goal focused on stakeholder engagement. Stakeholder input has continued to reaffirm the importance of engaging and empowering community members as partners in teaching and learning. Specific input in the recent year led to the incorporation of 'students' into the list of key groups to be engaged as partners. Students emphasized the need for more explicit support to become empowered as agents in charge of their own learning. The goal statement also was expanded to include communication, capacity building, and collaborative decision-making as specific areas that can support increased engagement and empowerment. While these priorities existed prior to the pandemic, the experience of stakeholders during school closures further highlighted their importance. The importance of regular and clear communication (including translation and interpretation where needed), structured opportunities for stakeholders to build capacity, and authentic opportunities to provide input and engage in the decision-making process was more evident as the district faced disconnection and increased needs for support.

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Notes:

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24						
<p>5A</p> <p>Parent Teacher Home Visits (PTHVs)</p> <p>Number of PTHVs conducted by staff across all school sites</p> <p>Source: Family and Community Engagement (FACE) Department</p>	<p>2018-19: 1260</p> <p>2019-20: 971*</p> <p>2020-21: 2,834**</p> <p><i>*Note: 2019-20 data reflects visits through 2.28.20.</i></p> <p><i>**2020-21 data reflects Bridge (virtual) visits conducted through 3.25.21</i></p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<p>2023-24: 3,560</p> <p>(Desired outcome of 3,560 visits would represent 15% of the eligible population at PTHV sites)</p>						
<p>5B</p> <p>Parent Teacher Home Visits (PTHVs)</p> <p>Percentage of participating sites completing a PTHV for at least 10% of all students.</p> <p>Source: Family and Community Engagement (FACE) Department</p>	<p>2020-21</p> <table border="1"> <tr> <td>Number of Participating Sites</td> <td>40</td> </tr> <tr> <td>Number of Sites reaching 10% threshold</td> <td>15</td> </tr> <tr> <td>Percentage of Sites reaching threshold</td> <td>38</td> </tr> </table>	Number of Participating Sites	40	Number of Sites reaching 10% threshold	15	Percentage of Sites reaching threshold	38	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<p>2023-24: 100%</p> <p>(100% of participating sites will meet the 10% participation threshold)</p>
Number of Participating Sites	40										
Number of Sites reaching 10% threshold	15										
Percentage of Sites reaching threshold	38										

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>5C</p> <p>DELAC representation</p> <p>Percentage of schools with an English Learner Advisory Committee (ELAC) who send a representative to at least 1 District English Learner Advisory Committee (DELAC) Meeting</p> <p>Source: Multilingual Literacy Department</p>	<p>2018-19: 41%</p> <p>2019-20: 47%</p> <p>2020-21: TBD</p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100%
<p>5D</p> <p>ELAC Operation</p> <p>Percentage of schools with an English Learner Advisory Committee (ELAC) who have evidence of regular meetings and their election process posted to their school website.</p> <p>Source: Multilingual Literacy Department</p>	<p>2020-21</p> <p>Percentage:</p> <p>Total number of schools with an ELAC:</p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>5E</p> <p>CAC Attendance</p> <p>Average number of attendees at Community Advisory Committee (CAC) meetings/workshops</p> <p>Source: Special Education Department</p>	<p>2018-19: 24.5</p> <p>2019-20: 25</p> <p>2020-21: TBD</p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: TBD
<p>5F</p> <p>School Site Council (SSC) Support</p> <p>Percentage of School Site Councils provided updated training.</p> <p>Source: State and Federal Programs Department</p>	<p>SSC training has occurred during 2020-21, but the baseline for this metric is set at zero to reflect the intent to provide all sites updated training as part of the new, three-year cycle.</p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	100% of school site councils will be provided updated training during the 2021-22 to 2023-24 time period.

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>5G</p> <p>Parent Leadership Pathway Workshop (PLPW) Participation</p> <p>Number of participating schools and Number of total participant sign-ins</p> <p>Source: Family and Community Engagement (FACE) Department</p>	<p>Number of participating schools:</p> <p>2018-19: 21</p> <p>2019-20: 9</p> <p>2020-21: See below</p> <p>Number of total participant sign-ins:</p> <p>2018-19: 2114</p> <p>2019-20: 992*</p> <p>2020-21: During distance learning, the FACE department shifted efforts to development of parent support materials and capacity-building workshops. PLPW implementation will resume in full in 21-22.</p> <p><i>*Note: Data for 2019-20 is through 2.25.20</i></p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<p>Number of participating schools 2023-24:</p> <p>Number of total participant sign-ins: 2023-24:</p>

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>5H</p> <p>Parent Leadership Pathway Workshop (PLPW) Participant Growth</p> <p>Number of participants demonstrating increased engagement as measured by pre- and post-surveys.</p> <p>Source: Family and Community Engagement (FACE) Department</p>	<p>Baseline: 0</p> <p>Pre- and post-surveys will be developed and implemented during 2021-22.</p> <p>Increased engagement will be measured by the amount of interaction with the school site, teacher(s), and district/site advisory and leadership groups.</p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100% of participants demonstrate increased engagement following participation in the PLPW series.
<p>5I</p> <p>District Committee Impact</p> <p>Measure of satisfaction of district committees/ groups that their voice has been heard and is making impact.</p> <p>Source: Family and Community Engagement (FACE) Department</p>	<p>Baseline: 0</p> <p>The tool will be developed and implemented in 2021-22. Development will be done in partnership with key stakeholder groups.</p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100% satisfaction on all measures developed

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>5J</p> <p>Parent/ Caregiver Experience</p> <p>Percentage of parents/ caregivers responding 'Agree' or 'Strongly Agree' to specified survey items.</p> <p>Source: Annual LCAP Survey</p>	<p>2020-21:</p> <p>My child's school helps me understand what areas my student needs to improve in: 64%</p> <p>My child's school helps me advocate for what is best for my student: 50%</p> <p>Parents are an important part of the decision-making process at my school: 59%</p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<p>2023-24:</p> <p>My child's school helps me understand what areas my student needs to improve in: 100%</p> <p>My child's school helps me advocate for what is best for my student: 100%</p> <p>Parents are an important part of the decision-making process at my school: 100%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	District Parent Resource Center	The Family and Community Empowerment (FACE) department implements a range of capacity-building opportunities including the Parent Leadership Pathway Workshops and the Parent Information Exchange. Staff are also building upon recent efforts to create hybrid-learning opportunities that include an online parent toolkit and virtual training materials. Staffing includes 3.0 FTE (1 supervisor and 2 Family Partnership Facilitators).	\$459,865	Y

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Action #	Title	Description	Total Funds	Contributing
5.2	Parent Teacher Home Visits (PTHV)	The PTHV program facilitates home visit experiences that engage families, educators, and students as a team. Protocols help educators and families to build trust, communication, and common goals. Staffing includes 1.0 FTE (PTHV Training Specialist). Funding also provides for staff training, materials, and compensated time for staff to engage in visits and follow-up activities. Also includes training, supplies, and stipends for teachers and families to participate in Academic Parent Teacher Teams (APTTs), a series of meetings to engage in collaborative goal-setting and supporting student success.	\$425,779	Y
5.3	Translation and Interpretation Services	The district's Matriculation and Orientation Center (MOC) provides translation services to support a wide range of communication efforts between the district and families. MOC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language. The services of MOC staff are augmented by external providers when unique language needs arise or available capacity is exceeded. Staffing for 2021-22 includes 7.0 FTE.	\$787,881	Y
5.4	Fingerprinting for Volunteers	Provide family and community volunteers access to required fingerprinting services at no cost or reduced cost to ensure that all community members are able to equitably and actively support student success.	\$30,000	N
5.5	Family Communication Tools	Family outreach to partner in increasing student engagement and reducing chronic absenteeism. Contract with Every Day Labs that facilitates delivery of personalized messages to family based on analysis of individual student attendance data. Communications help families take action to support attendance and participate in student support.	\$145,000	N
5.6	Site-determined, SPSA-based actions to support Goal 5	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	\$271,778	Y

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Action #	Title	Description	Total Funds	Contributing
5.7	Student Advisory Council	The Student Advisory Council (SAC) promotes student voice, works to take action against problems faced by students, and introduces students to concepts of policy advocacy, applied social research, democratic governing, and grassroots organizing. SAC delegates will work to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented.	TBD	N
5.8	Men's and Women's Leadership Academy (MWLA)	The MWLA is Sacramento City Unified School District's conscious effort to intentionally combat the school-to-prison-pipeline for underserved low-income students of color by creating supportive and productive learning environments. Through a framework of Social Justice Youth Development, and with an active collaboration of district administration, school counselors, certified teachers and youth voice, MWLA empowers students through wraparound services that promote Social Emotional Learning, culturally relevant and responsive leadership development, meaningful mentorship, and academic support that engages students through their own means of learning. MWLA is currently operating on 11 campuses throughout SCUSD and plans to expand to 5 additional campuses in 2021-22 with additional funding from the Expanded Learning Opportunities grant.	TBD	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
6	Provide all school sites three-years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Supports (MTSS). Training will be completed and all district sites should be conducting business and serving students using an MTSS framework by 2024-25. Progress will be measured with the Self-Assessment of MTSS (SAM) Implementation tool in addition to external indicators of site fidelity including: (a) holding MTSS team meetings regularly, (b) engaging in data based practices to assess need and progress monitor and (c) providing differentiated, tiered interventions as evidenced by twice-yearly report outs of challenges/successes by each site leader.

An explanation of why the LEA has developed this goal.

Analysis of student results across multiple indicators (discussed in the plan summary and previous goals) shows that (a) SCUSD needs to improve districtwide performance and (b) tremendous performance gaps exist for specific student groups. These results demonstrate the lack of a cohesive and effective Tier 1 program across the district, need for improved methods of identifying specific student needs, and insufficient Tier 2 and 3 supports to address those specific needs.

This focus goal was incorporated to emphasize the importance of an effective implementation of MTSS across school sites including building staff's capacity to install/implement and provide ongoing coaching/support to ensure that effective systems can be sustained over time. In describing MTSS, the California Department of Education (CDE) states a vision of "one coherent system of education" that offers an opportunity to build the foundation for educational excellence. Through the use of Implementation Science, Universal Design for Learning, and the Whole Child approach, among other evidence-based interventions, MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

SCUSD leadership has cited a quote from Katie Novack to communicate the rationale for implementing MTSS: "We need MTSS in our school(s) so that we can minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support to address student's academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all of our students and educating them completely as a "whole" person."

Stakeholders have affirmed over time that implementation of an MTSS is a key priority. They have noted that an effective MTSS is foundational to the district's ability to achieve many of the other goals it has set. Input has also emphasized the importance of data-based decision making within MTSS implementation as well as all other aspects of the district's planning.

Notes:

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>6A</p> <p>Multi-Tiered System of Supports (MTSS) Implementation</p> <p>Percentage of schools rating _____ or higher on the Self-Assessment of MTSS (SAM) Implementation Tool</p> <p>Source: MTSS Staff</p>	<p>2019-20: 0</p> <p><i>Final cohort 1 results for 2020-21 will be reported in August 2021.</i></p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100
<p>6B</p> <p>Regular Team Meetings</p> <p>Percentage of schools conducting regular MTSS team meetings (of schools that completed first year of training)</p> <p>Source: MTSS Staff</p>	<p>2019-20: 0</p> <p><i>Final cohort 1 results for 2020-21 will be reported in August 2021.</i></p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6C Data Practices Percentage of schools that have clear data sources universally used (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0 <i>Final cohort 1 results for 2020-21 will be reported in August 2021.</i>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100
6D Tiered Interventions Percentage of schools that are providing differentiated, tiered interventions (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0 <i>Final cohort 1 results for 2020-21 will be reported in August 2021.</i>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Implementation leadership	Central leadership for implementation of cohort training model and ongoing support to sustain an effective MTSS at each school site. Includes a Director of MTSS. Leadership for MTSS implementation is also provided by Curriculum and Instruction staff who are designated as MTSS coordinators.	\$170,601	N

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Action #	Title	Description	Total Funds	Contributing
6.2	Professional Learning for school site leadership teams	Provide school site teams a three-year sequence of professional development through a partnership with an external provider and district staff who have been trained to support implementation. Includes hourly time for site staff to attend training and contract with external provider. Training will build site capacity to install sustainable MTSS systems including regular review of data to identify student needs and monitor progress and provide students timely intervention services based specific to their identified needs.	TBD	N
6.3	Ongoing support for sites to implement and sustain an effective MTSS	Provide school site teams ongoing support through coaching by trained district staff. Coaching efforts will build on the foundational cohort training and ensure that schools continue to receive sufficient support to sustain and build upon initial implementation efforts.	TBD	N
6.4	Peer Mentoring	Cohort 1 school offering support to Cohort 2 school. Hourly time for staff to participate.	TBD	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
7	SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of stakeholders and adopt the updated version by the end of 2021-22. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-24.

An explanation of why the LEA has developed this goal.

Analysis of the district's current context shows that the district's Graduate Profile, adopted in 2014, has not served as the foundational roadmap for guiding students on a system-wide level as was intended. There is evidence that the Graduate Profile is used extensively at a few of the district's small high schools and that elements are in use within some Career and Technical Education (CTE) pathways. However, the vast majority of the district's schools have not used the Graduate Profile in any substantial way.

A Graduate Profile is a tool that a school or district uses to specify the cognitive, personal, and interpersonal competencies that students should have when the graduate high school in order to be successful in the 21st century. It helps to define priority goals for teaching and learning and should be easily communicated to students, parents, staff, and community members to align their collective efforts. The Graduate Profile provides an opportunity for the district to establish a 'North Star' that defines what graduates will know, who they will be, and what they will be able to do by the time they graduate. An effective Graduate Profile will be able to focus a district on a core set of learning goals that will lead students to develop the specific competencies that have been prioritized by the community. It is an opportunity to operationalize visions of equity and other key priorities established by the district.

SCUSD invested a tremendous amount of time and effort into the development of the 2014 Graduate Profile and hopes to build upon that work. With significant time having passed, the district also recognizes the need to revisit the final product to determine what revisions might be needed. Following this revision, a clear plan is needed for operationalizing the Graduate Profile across all schools and facets of the organization. This work will also align with and build upon the efforts of the Graduation Task Force, who provided detailed recommendations to the district in 2017-18. These will help to frame the Graduate Profile process, particularly in considering how the Graduate Profile can increased shared responsibility for student outcomes, provide a framework for monitoring progress toward improved student outcomes, and serve as a point of alignment for professional learning that leads to accelerated student achievement.

Notes:

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																
<p>7A</p> <p>Stakeholder Convening</p> <p>Documentation of meetings to convene stakeholders</p> <p>Source: Graduate Profile Team</p>	<p>Stakeholders have not yet been convened to revise Graduate Profile</p>	<p>To be reported in 2021-22</p>			<p>All meetings to be completed by end of 2021-22</p>																
<p>7B</p> <p>Board Adoption</p> <p>Adoption of revised Graduate Profile</p> <p>Source: Board Meeting records</p>	<p>A revised Graduate Profile has not been adopted by the board</p>	<p>To be reported in 2021-22</p>			<p>To be adopted by end of 2021-22.</p>																
<p>7C</p> <p>Awareness of Graduate Profile</p> <p>Percentage of stakeholders that demonstrate awareness of revised Graduate Profile</p> <p>Source: Survey of Stakeholders</p>	<p>2020-21:</p> <table border="1"> <thead> <tr> <th>Group</th> <th>% Aware</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>0</td> </tr> <tr> <td>Staff</td> <td>0</td> </tr> <tr> <td>Family</td> <td>0</td> </tr> </tbody> </table>	Group	% Aware	Students	0	Staff	0	Family	0	<p>To be reported in 2021-22</p>	<p>To be reported in 2022-23</p>	<p>To be reported in 2023-24</p>	<p>2023-24:</p> <table border="1"> <thead> <tr> <th>Group</th> <th>% Aware</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>100</td> </tr> <tr> <td>Staff</td> <td>100</td> </tr> <tr> <td>Family</td> <td>100</td> </tr> </tbody> </table>	Group	% Aware	Students	100	Staff	100	Family	100
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>7D</p> <p>Evidence of School Site Alignment</p> <p>Percentage of school sites that demonstrate alignment of site plan to Graduate Profile</p> <p>Source: Survey of Stakeholders <i>Evidence of School Plan Alignment</i></p>	2020-21: 0	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	100% of sites will demonstrate alignment of school plans to Graduate Profile

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Revision of Graduate Profile	Convene stakeholders to review existing graduate profile and recommend revisions. Stakeholders to include advisors from industry, post-secondary educators, SCUSD staff, family, and students. (To be completed in 2021-22)	\$0*	N
7.2	Develop Implementation Plan	Develop implementation plan for Year 2 (To be completed in 2021-22) <ul style="list-style-type: none"> Engage lead teachers from sites where the current graduate profile is consistently used to lead groups of peers at other sites in implementation planning. Engage principals in to build understanding of expectations for site alignment and to support development of site-specific implementation plans. 	\$0*	N
7.3	Build Awareness of Graduate Profile	Collaboration with the district communications team to develop an awareness campaign and ongoing education of staff and community members on the new Graduate Profile purpose and elements. (To be implemented throughout 2021-22 and 2022-23)	\$0*	N
7.4	Support School Site Alignment	Support secondary school sites in developing and implementing Defense of Learning practices that are fully aligned to the revised Graduate Profile. (To be implemented throughout 2022-23 and 2023-24)	\$0*	N

*Costs associated with actions in Goal 7 will be addressed through the Career and Technical Education (CTE) budget (Action 1.1).

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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

Goal

Goal #	Description
8	SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.

An explanation of why the LEA has developed this goal.

An analysis of data has shown that the district has, overall, continued to meet or nearly meet its goals in Priority 1 target areas. These include providing all students access to board adopted instructional materials, ensuring the facilities meet the 'Good Repair' status on the Facilities Inspection Tool, supporting all teachers to become fully credentialed, and ensuring that teachers are appropriately assigned, including teachers of English Learners. Stakeholders have reaffirmed the importance of maintaining progress in these areas to ensure that students are provided the basic conditions of learning necessary to reach the range of other goals set in this LCAP and beyond.

Notes:

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8A Facilities Condition Number of schools where facilities do not meet the 'good repair' standards on the Facilities Inspection Tool (FIT) Source: Facilities Services Department	2018-19: 0 2019-20: 2 2020-21: 1	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 0

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>8B</p> <p>Instructional Materials Sufficiency</p> <p>Percentage of students with access to board-adopted instructional materials</p> <p>Source: Board of Education Resolution certifying sufficiency</p>	<p>2018-19: 100</p> <p>2019-20: 100</p> <p>2020-21: 100</p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100
<p>8C</p> <p>Teacher Credentialing Status</p> <p>Percentage of teachers fully credentialed</p> <p>Source: School Accountability Report Card (SARC) / Human Resources Department</p>	<p>2019-20: 97</p> <p>2020-21: 98</p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>8D</p> <p>Teacher Assignment</p> <p>Number of teachers misassigned and number of teachers of English Learners misassigned</p> <p>Source: School Accountability Report Card (SARC) / Human Resources Department</p>	<p>All Teachers</p> <p>2019-20: 0</p> <p>2020-21: 1</p> <p>Teachers of English Learners:</p> <p>2019-20: 0</p> <p>2020-21: 0</p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<p>All Teachers: 0</p> <p>Teachers of English Learners: 0</p>
<p>8E</p> <p>Teacher Vacancies</p> <p>Number of classroom teacher vacancies</p> <p>Source: School Accountability Report Card (SARC) / Human Resources Department</p>	<p>2019-20: 29</p> <p>2020-21: 17.1</p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 0

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Facilities Support Services	Maintain safe and clean facilities in good repair. Includes custodial, maintenance, and other facilities support staff as well as materials and services associated with the maintenance of school sites and other district facilities.	\$45,082,930	N
8.2	Board-adopted Instructional Materials	Provide all students sufficient instructional materials for board-adopted curricula. Includes newly adopted materials and replacement materials for lost/damaged items.	\$5,054,000	N
8.3	Base Classroom Staffing	Classroom staffing at a level sufficient to provide the core curriculum to all students. Includes classroom teachers.	\$165,468,327	N
8.4	New Teacher Support	New Teacher Support includes Teacher Induction and Pre-Induction Support. Teacher Induction supports beginning teachers who hold a preliminary credential. Pre-Induction Support is for teachers holding a Short-Term Staff Permit (STSP), Provisional Internship Permit (PIP), or an intern credential. New teachers are connected with veteran staff to provide mentorship and assistance through the Induction or pre-induction process to complete their credential, intern program, or permit renewal requirements. Funding provides stipends for support providers, program materials/supplies, professional learning, and fees to clear credentials.	\$661,229	N

Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

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 [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.96%	\$79,174,505

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.

There are several actions that are being implemented across the district that are increasing or improving services for unduplicated students. Most of these are continued from the 2017-2019 LCAP and the explanation below includes discussion of outcome data and implementation results.

Counselors, Master Schedule Director, and Credit Recovery Programming

Sacramento City Unified's unduplicated students lack access to academic counseling services and college readiness activities as compared to peers who have more financial resources, speak English at home, or have family members who have graduated college. Many will be the first in their family to pursue postsecondary education. Implementing robust and predictable academic counseling services provides all students guidance to support their successful navigation of high school and the path to college and career. SCUSD has designed its counseling services and academic programming intentionally to focus on the needs of unduplicated students.

The Master Schedule Director was introduced as a key action to apply the district's equity lens. Providing districtwide guidance for allocation of staffing and course scheduling has supported more equitable access to courses for target student groups. Examples of recent efforts include preregistration of students into selected college prep courses and consolidation of multiple versions of similar courses to reduce tracking of students. Counseling staff review the progress of students and provide guidance to ensure that students stay on track for graduation and can equitably access college preparatory and advanced coursework. This is intended to support unduplicated students in particular, as they are historically less likely to self-advocate or have family who have graduated from college at home. The Master Schedule Director carefully reviews credit recovery programming to ensure that students who have fallen off-track for graduation and college eligibility make progress, or are provided intervention support to accelerate progress. Credit recovery options include the central Sacramento

Accelerated Academy campus and school-based options. Total course completions within the district's credit recovery program have remained robust, with 5,435 in 2018-19, 5,447 in 2019-20, and a projected 5,600 in 2020-21. Since 2016-17, four-year cohort graduation rates have improved significantly from 81.2% in 2016-17 to 86.5% in 2019-20. UC/CSU 'a-g' completion has also increased from 2016-17 (44%) to 2019-20 (54%). The Master Schedule Director meets regularly with Assistant Principals to guide counseling and credit recovery implementation. District staff also meet directly with counselors to provide support specific to their site and individual needs. While improved graduation rates since 2016-17 for all students have been paralleled by increases for some student groups (Socioeconomically disadvantaged students (79.4% to 85%), Foster Youth (39.3% to 72.2%) Students with Disabilities (56.5% to 66%), and African American students (69.3% to 79.5%)), significant performance gaps still remain for many students groups and some, including English Learners and Homeless Youth, did not experience significant improvement over the four years. As SCUSD continues to provide these services, a targeted effort will be implemented to focus even further on the disproportionately affected students with high needs to ensure that all student groups increase their graduation rate and become college and career ready. This effort includes specific collaboration between counselors and Homeless Youth Services and Foster Youth Services staff to provide targeted support and prioritized these student groups during registration and for credit recovery. Additional activities principally benefitting unduplicated students will include at-risk conferencing, campus visits, scholarship assistance, and college and career awareness activities.

Career and Technical Education (CTE) Programs

Career Technical Education (CTE) is an important part of the district's plan to provide all students access to relevant and rigorous work-based learning experiences that increase post-secondary success. The CTE pathways in SCUSD enable students to develop specific skills that can lead to future employment and integrate their learning through curriculum with direct application to real-life contexts. From 2018-19 to 2020-21, enrollment in CTE pathways has increased from 20.8% to 24.3% of 9-12 students. This rate was slightly higher for socioeconomically disadvantaged students at 24.7% in 2020-21. The percentage of graduates completing a CTE pathway increased from 8.9% in 2018-19 to 10.9% in 2019-20. Building on this demonstrated growth in completion, the district must not only maintain, but also expand CTE opportunities. This need has been emphasized across stakeholder groups with critical importance for high-needs student groups. The district's Student Advisory Council included a specific focus on career preparation in their recommendations to the board, citing the need to expand program offerings, increase the information students receive about career/trades options, and reduce the overall stigma associated with trade occupations. Staff have noted that increasing the number of students who successfully complete a CTE pathway will have a positive impact on students' post-secondary success, and will be documented by the district's indicator of overall college and career readiness on the Dashboard. Expanded efforts in 2021-22 and beyond will include the implementation of Linked Learning at all high schools and the implementation of a 'Defense of Learning' assessment process in CTE pathways. Specific supports for students to complete CTE pathways are being expanded through partnership with Youth Development Support Services. This partnership is providing and will continue to provide college mentors and after-school staff support to guide students through the California College Guidance Initiative (CCGI) modules. Additional college mentors will be hired to provide targeted support to CTE students to strengthen their engagement within pathways and to develop post-secondary transition plans.

Advanced Learning and Exam Fees

Advanced learning opportunities, including Advanced Placement and Gifted and Talented Education (GATE), provide specific curricula aimed at challenging students at the appropriate level. SCUSD stakeholders identified a need to increase diversity in criteria-based programs such as GATE and AP. The Advanced Learning Coordinator works to create common goals for student success; increase opportunities for low income, English learners, and students of color; and reinforce the importance of students being prepared for the greatest variety of options after high school. From 2016-17 to 2020-21, the percentage of English Learners and Socioeconomically Disadvantaged students enrolled in AP courses increased 4.3 percentage points and 3.9 percentage points respectively. This is a metric that the district continues to monitor and seeks to improve significantly. Increasing the proportional representation within GATE also remains a priority. The new LCAP includes metrics specific to overall GATE demographics and GATE identification so that the district can monitor the representation of student groups in GATE relative to their overall proportion in the student population. Available data demonstrates that, within the cohort of students who are identified as GATE, White students and students of two or more races are significantly overrepresented while English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, and Hispanic/Latino students are underrepresented. This remains an area of focus for the district moving forward.

SCUSD will continue to provide funding for students to take exams supporting college and career readiness. These include Advanced Placement (AP) exams, International Baccalaureate (IB) exams, and PSAT/SAT exams. AP and IB exams provide opportunities for students to demonstrate their learning and earn college credits and the PSAT/SAT exams are important steps in the college readiness pathway. As all three types of exams can present a significant funding challenge for students and families, providing this funding at a district level removes a key barrier to students accessing not only the full scope of the AP/IB course, but also the potential benefits of success on the exam. From 2017-18 to 2019-20, the number of AP examinations taken by SCUSD students (not including charter schools) increased from 2606 to 3497. This significant increase corresponded to the implementation of this action and reinforces the need to maintain this support. When this action was included as a potential cut within the district's fiscal recovery plan list, stakeholder input from students, families, and staff was emphatic in that this should not be considered as a potential cost savings and was far too valuable a resource to eliminate, particularly for our socioeconomically disadvantaged students who might not otherwise be unable to access the opportunities. Counseling staff reach out to families to ensure that they are aware of the opportunity to take these exams at no cost. This is intended to specifically inform families for whom the cost of exams may be a perceived barrier to enrolling in the course.

International Baccalaureate Programs

International Baccalaureate (IB) Programs at Luther Burbank High School, Kit Carson International Academy, and Caleb Greenwood Elementary School provide students the opportunity to participate in a rigorous, engaging, and college preparatory program that is aligned to international standards. These programs were intended to primarily serve SCUSD's unduplicated student population. In locating the programs at Luther Burbank and Kit Carson, these programs in particular are serving a high percentage of low-income students. On the 2020 Dashboard, Luther Burbank's student population included 88% socioeconomically disadvantaged students and Kit Carson's included 72%. 2019-20 measures of the students at Luther Burbank participating in IB showed that the percentage of socioeconomically disadvantaged students in IB was proportional to the overall school population. All students in Kit Carson are considered to be in the IB

program. The IB program not only engaged students in rigorous, college preparatory experiences (IB exams can earn students college credit in a similar manner to Advanced Placement (AP)), but also is focused on critical thinking skills, nurturing curiosity, and developing the ability to solve complex problems. These areas of focus are embedded within an overall emphasis on intercultural understanding and respect, encouraging students to think critically about the local and global contexts and develop multilingualism. As these programs have continued to develop and mature, recent results demonstrate that they are improving outcomes. From 2018-19 to 2019-20, the percentage of all IB exams taken that were passed increased from 15.4% to 23.8% and the percentage of diploma programme candidates that completed the full IB diploma (A student must pass multiple exams and complete additional requirements) increased from 3.3% to 7.5%. These results do indicate that there is significant room for improvement while also showing that the program, while continuing to provide a valuable opportunity to unduplicated students, is improving outcomes.

Class Size Reduction and Targeted Staffing Support

SCUSD is maintaining the use of supplemental and concentration (S/C) funds to reduce class size at grades K-3 and to provide targeted school assistance in the form of additional staffing across the district. Class size reduction (maintaining class size at 24:1) at K-3 is implemented districtwide for all school sites. Targeted school assistance is provided during the annual staffing and budget development process. The targeted assistance allows the district to maintain schools and school sites to maintain programs above and beyond what would be possible with base funding alone. Given the broad nature of this action, it is difficult to attribute any specific causal relationship or correlation to a specific improvement or other outcome. There is community interest in maintaining the breadth and depth of program offerings. In the board's consideration of the Fiscal Recovery Plan (FRP) proposals during the 2020-21 school year, stakeholders emphasized the importance of maintaining current program offerings that enable the district to meet a range of student and family needs and interests.

Collaboration Time

SCUSD provides certificated staff with an extra hour weekly for collaborative time to review data, assess student work, and plan instruction to meet the needs of unduplicated pupils. Teacher professional communities that are part of practice (and not an "add-on") are an effective way to build pedagogical knowledge. (Darling-Hammond, L. [2005] Professional Development Schools: Schools for Developing a Profession). The 2021-22 LCAP includes a new metric to monitor the explicit use of collaboration time to meet the needs of and improve outcomes for unduplicated pupils and students with the highest needs. Site administrators will provide a report of how collaboration time is used at their school site, including ways in which unduplicated student needs are specifically being considered and met through this action. Given the broad nature of this action and lack of any existing aligned metric, it is difficult to attribute any specific causal relationship or correlation to a specific improvement or other outcome. However, it has remained the case that this time is a critical resource for school site staff to engage in the active implementation of instructional strategies, programs, and initiatives that have been identified as key levers in improving outcomes for students with the highest needs. These include an effective Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), and effective Designated and Integrated ELD. The provision of regular time to focus on the school's Single Plan for Student

Achievement and the district's strategic goals and related initiatives will ensure that schools are able to consistently engage in professional learning activities that enable them to successfully implement and sustain key efforts in service of unduplicated students.

Restructured Salary Schedule

In order to improve student learning, close achievement gaps, and ensure students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options, the district will maintain a competitive salary and benefit package for the certificated staff who serve them. Students in high-poverty schools experience greater turnover in teaching staff, more long-term substitutes, and a higher proportion of early-career teachers. (Carver-Thomas and Darling-Hammond [2017] *Teacher Turnover: Why It Matters and What We Can Do About It*). With a competitive salary and benefit package, the district expects to see a reduction of teacher turnover and the retention of experienced classroom teachers, as well as an increased ability to recruit highly qualified candidates who will be effective in improving the academic outcomes of the unduplicated students who are the majority of our district. Given the broad nature of this action and lack of any existing aligned metrics, it is difficult to attribute any specific causal relationship or correlation to a specific improvement or other outcome. To more effectively evaluate the impact of this action moving forward, specific metrics will be developed and implemented by the Human Resources department to monitor rates of teacher turnover/retention and the recruitment/hiring of highly qualified candidates. What remains true to the critical role that teachers play in influencing student achievement. Being able to recruit, hire, and retain highly qualified teachers, including teachers who reflect the racial, ethnic, and linguistic demographics of the district remains a key priority for improving unduplicated student outcomes.

Secondary Librarians

District Librarians continue to be an important resource provided to all secondary schools. As indicated in the previous LCAP, the California School Library Association describes the need for students to “read critically, write more persuasively, and interact with information effectively” as they work to meet the Common Core State Standards. District librarians provide additional support to meet these needs beyond what is provided in the classroom. Additionally, low-income students are more likely to lack access to technology supports and funds to purchase books. Of the 30 Sacramento Public Library locations, only three are located in the high-poverty region of South Sacramento. Research demonstrates that “...the benefits associated with good library programs are strongest for the most vulnerable and at-risk learners, including students of color, low-income students, and students with disabilities.” (Lance & Schwarz, 2012) SCUSD will provide librarians on a districtwide basis to secondary schools, to ensure that programming is coherent across sites. District librarians will advertise library hours and the resources they offer through the range of available communication channels so that students and families are aware of the opportunities present. The previous LCAP identified improvements in college and career readiness as a key indicator of success. From 2016-17 to 2019-20, the college and career readiness of unduplicated student groups did show some improvement as measured by the Dashboard College/Career Indicator. English Learners improved from 15% to 18.7%, Foster Youth from 5.3% to 30%, and Socioeconomically Disadvantaged students from 31.8% to 37.6%. Homeless Youth decreased from 19.3% to 12.3%. While a high-level indicator such as College and Career readiness cannot be solely linked to an action such as District Librarians, access to the wide range of resources and instructional supports that are available through school libraries remains an important piece of the district's overall efforts to

improve outcomes for target student groups. As schools fully reopen for in-person instruction post-COVID and again become central hubs for support, libraries will play an important role.

Professional Development (Curriculum Coordinators and Training Specialists)

The coordinators and training specialists within the Curriculum and Instruction department provide a range of professional development, including coaching, and help chart the instructional course of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. Having focused in the previous two years on implementation of the ELA/ELD framework through the recent Language Arts adoption, work in the late spring expanded to the rollout of Universal Design for Learning (UDL) practices districtwide. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and collaborative effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. Overall, this action is intended to improve outcomes for unduplicated students in meeting academic standards across content areas as measured by state assessments and local assessments. The efforts during 2018-19 to implement the new English Language Arts curriculum did correlate to a significant increase in English Language Arts on the state assessment, increasing 5.2 points as measured by Distance from Standard met. Socioeconomically Disadvantaged students improved by 5.7 points, Foster Youth by almost 17 points, and English Learners by 1.4 points. Homeless Youth decreased by almost 11 points. Overall, all groups performed well below the 'Standard Met' threshold and much room for improvement remains. The ongoing collaboration of Curriculum and Instruction staff with colleagues to improve outcomes for unduplicated students is critical. Strengthening the collaboration with Multilingual staff to support English Learners has already begun through targeted professional development such as LETRS (Language Essentials for Teachers of Reading and Spelling) training for staff.

Student Support Services (Student Support and Health Services and Enrollment Center)

The student support and health services provided by district nurses, social workers, the Enrollment Center, the central Connect Center, and site-based Student Support Centers are important parts of the district's effort to provide students wrap-around supports. Student Support Centers are located at 29 of the district's schools. Most of these schools are near or above 75% for their percentage of socioeconomically disadvantaged students. Student Support and Health Services efforts are especially focused on students who have less access outside school to mental and physical health care and resources. With youth in Sacramento County who reside in socioeconomically disadvantaged communities having a higher-than-average rate of chronic diseases and less access to health care, schools play a critical role in providing these resources. Additional social, emotional, and mental health supports has been a priority expressed ongoing and emphatically across stakeholder groups. The need for more mental health counseling and access to social workers has recurred throughout engagement activities. The need for these supports as evidenced by Chronic Absenteeism Rates remains. With 2019-20 chronic absenteeism rates through February 2020 at 11% for all students, significantly higher rates were observed for Foster Youth (21.4%) and Homeless Youth (42.8%). During distance learning, this gap has widened for both student groups and a significant gap has emerged for Socioeconomically Disadvantaged students. For 2020-21 through 4.5.21, the rate for all students was 17.8 and the rate for Socioeconomically Disadvantaged students was 22.6%. Foster Youth had increased to 33.8% and Homeless Youth to 63.6%. In response to these needs and the other

emergent needs in the past 15 months, Student Support and Health Services staff have increased the scope of services provided significantly. During the first quarter of 2020-21, 31% more students were served relative to the same time period the previous year. As of March 2021, staff had provided 7,544 Tier II and 1,302 Tier III mental health interventions through the efforts of the Connect Center, Student Support Centers, Nurses, and Social Workers. In providing responsive services to students based on their Early Identification and Intervention System (EIS) indicators, the rates for unduplicated student groups were all above that for 'All students.' While 29.6% of all students received responsive services, rates were 42.6% for English Learners, 36.8% for Socioeconomically Disadvantaged students, 94.3% for Foster Youth, and 95.2% for Homeless Youth. While there is certainly room for improvement, these rates demonstrate that efforts are being focused at higher levels to unduplicated populations. This focus will continue, with the intention of directing staff efforts and resources to those students groups who are demonstrating the highest needs.

While the enrollment center serves the entire district, it represents a key component of the district's equity-based efforts to provide services to the community where they are needed most. The enrollment center centralizes a number of services that the district's most vulnerable students and families, including Homeless Youth, Foster Youth, Low-income students, and English Learners need and often do not have access to. These include an immunization clinic, family services, a summer feeding program, and services for families in transition. These are in addition to the core function of a more efficient enrollment process to place students and families into schools. The Enrollment Center also houses the Matriculation and Orientation Center (MOC), which is detailed in a separate action specific to translation and interpretation. Access to translation and interpretation is a key resource for English Learners and families as they interface with the district for the first time or to navigate the complexities of enrollment.

Social Emotional Learning (SEL)

Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) remain important program in the district's overall effort to improve the culture and climate of the district at the classroom, school, and community level. These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Both of these programs align to the district's core value and need to interrupt systems that are inequitable. Suspension Rates in the district continue to demonstrate inequitable outcomes across student groups. In 2018-19 and 2019-20, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students continued to demonstrate suspension rates above that of 'All students.' Significantly higher rates have also persisted for African American students and Students with Disabilities. SEL efforts continue to include professional development for the integration of SEL into instruction and implementation of the districts core SEL practices. Results indicate that these efforts are resulting in improved outcomes. In 2019-20, of the 23 schools where efforts were focused (based on disproportionate suspension results), 22 demonstrated decreased suspension rates. PBIS efforts – which focus on building community, early identification of student needs, and implementing preventative measures rather than focusing on reactive discipline – have shown similar success. In 2019-20, the 18 sites where PBIS efforts were focused showed a 12% decrease in total behavioral referrals and a 45% decrease in total suspensions from the previous year. Overall, suspension rates decreased for all unduplicated student groups from 2018-19 to 2019-20. Suspensions of

African American students in the elementary grades in the focus cohort decreased by 73% (from 138 total in 2018-19 to 37 total in 2019-20). As end-of-year results for 2019-20 include the months of distance learning in spring 2019, this was also examined for 2018-19 to 2019-20 results through February of each year. The reduction in rates for all unduplicated student groups was observed in this context as well. English Learners reduced from 3.2% to 2.1%, Foster Youth from 14.2% to 9.9%, Homeless Youth from 8.5% to 5.2%, and Socioeconomically Disadvantaged students from 4.6% to 3.7%. While these are all mid-year results, they do indicate an overall trend of decreased suspensions for target student groups. Moving forward, SEL and PBIS efforts are being aligned to the overall implementation of a Multi-Tiered System of Supports (MTSS). This will target support at schools within each MTSS cohort to ensure that systems can be aligned and unified within the overall MTSS implementation. This alignment will support increased focus of efforts to target student groups, as a foundational aspect of MTSS is data-based decision making. As needs are identified, students are connected to supports and staff direct resources to be used in the most efficient and effective manner.

District Parent Resource Center and Parent Teacher Home Visits

The District Parent Resource Center implements a range of engagement opportunities including the Parent Information Exchange (PIE) meetings and Parent Leadership Pathway Workshops. These opportunities, while open to all, are intended to engage those who have historically been less connected to school and/or those students who stand to benefit most from further empowering their parents/guardians. The programs provide parents/guardians the skills and encouragement to take on leadership roles within their school community, engage in peer coaching, and participate in district level leadership opportunities. This is intended to increase the amount of representation among leadership bodies of parents of English Learners, Foster Youth, Homeless Youth, and Low-Income students. The workshops and other resources provided by the Parent Resource Center establish a safe and welcoming space for parents to connect with peers and staff who are invested in elevating their voice and authentic participation in improving school and district outcomes. During school closures, the Parent Resource Center team has additionally partnered with the Attendance and Engagement Office to engage students and families who have been 'unreachable' or are otherwise unengaged. These students are more likely to be unduplicated students and connection often results in providing additional services and supports including basic supplies and referral to services. During 2020-21, Parent Resource Center staff partnered with the Mexican consulate to provide parent capacity building sessions in Spanish and worked with district translators to develop and produce materials in multiple languages for parents to access.

This action encompasses the Parent Teacher Home Visit (PTHV) and Academic Parent Teacher Team (APTT) program. Both components are implemented at Title 1 sites, with all students/families at those sites able to participate. The PTHV program builds relationships with families and supports them in becoming equal partners in their students' education. The APTT program extends this work in a series of meetings during which teachers and families engage in collaborative learning and forming plans to support student success. This program is intended to deepen positive relationships and empower parents/caregivers who are, for any number of reasons, less connected to the school. These students often come from one or more unduplicated categories. The focusing of the program at Title 1 schools targets the resources at sites that have the greatest need. During the 2019-20 school year, the PTHV program conducted 971 home visits across 39 different schools as of March 2020. Nine of these sites were holding APTT sessions in conjunction with their home visit work. During the 2019-20 school year, the PTHV program conducted 971 home visits across 39 different schools as of March 2020. Nine of these sites were holding APTT sessions in conjunction with their home visit work. In 2020-21, through the virtual Bridge Visit program, staff were able to

conduct visits with over 2,800 students through March 2021. Staff interest in conducting visits has increased as teachers and colleagues have found the visits to result in increased connection to students and families, especially those who have been less connected to date. A goal moving forward is to increase the overall percentage of students participating at each site, as PTHV has found that exceeding the 10% threshold can have a positive effect school wide. The national organization for Parent Teacher Home Visits has shared results from multiple studies that demonstrate the positive effects of participating in the program. These include interrupting the assumptions and implicit biases that educators and family members have about each other and building positive relationships between educators and families.

Extra and Co-Curricular Opportunities and Visual and Performing Arts (VAPA) Opportunities

SCUSD is a high-poverty district, and students often lack the opportunities that are possible in a more affluent community. Student input has continued to affirm the desire for more engaging experiences outside of the classroom including extra and co-curricular opportunities. The activities proposed in these two actions seek to mitigate the effects of poverty on students by providing access to College Visits, Field Trips, and other experiential learning opportunities, elementary athletics, and Visual and Performing Arts (VAPA) opportunities. These activities are intended to primarily benefit students who are low income, as they may not have the same access to such opportunities outside of school. Improved engagement, as evidenced by improved attendance, reduced suspension, and improved reporting of connectedness on the annual School Climate survey are the desired outcomes.

Psychologists

School Psychologists funded above formula will target unduplicated students with evaluations that can connect student needs and intervention support. Data shows a disproportionate number of African American students are identified as students with disabilities. Learning disabilities can be mitigated with early identification. Currently the number of school psychologists are only able to complete assessments. Increasing the number of positions will enable psychologists to regularly participate in site-based intervention development and review systems, Student Study Team (SST) processes, collaborate with teachers and principals, and provide more direct services and supports for students. This increase in services will particularly benefit unduplicated students and other students with high-needs. As evidence in the intersectionality table in the plan summary, English Learners, Foster Youth, Homeless Youth, and Low Income students are overrepresented in the group of Students with Disabilities relative to their proportions among 'All students.' Increasing the number of psychologists will support unduplicated students in both the increase in supports to students with disabilities AND in the expanded support for identified students who require more support through the SST and other targeted intervention processes.

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

Overall, services for Foster Youth, English Learners, and low-income students are being increased or improved through a range of actions that include actions focusing only on one or more unduplicated student groups, actions that are funded by multiple resources with one or more components focused on the needs of unduplicated students, and actions that are funded only/primarily by LCFF Supplemental and Concentration Grant funds and implemented broadly, with the expectation that implementation is principally benefitting unduplicated students.

The actions and services described in this plan that are being provided as an increase or improvement to unduplicated students include:

- Career and Technical Education (CTE) Pathways and Programs
- Counselors, Master Schedule Director, and Credit Recovery Programming
- Exam Fee Support (IB, AP, PSAT/SAT) and Advanced Learning staffing
- Additional support for International Baccalaureate (IB) Programs
- Curriculum Coordinators and Training Specialists
- Language Acquisition Programs for English Learners
- Professional Learning specific to instruction for English Learners
- Pathways to Multiliteracy
- Class Size Reduction
- Additional staffing for high-needs sites
- Weekly Collaboration Time for certificated staff
- Restructured Salary Schedule
- District librarians at secondary schools
- Extra and Co-curricular Opportunities and Visual and Performing Arts Opportunities
- Foster Youth Services
- Intervention and Supports specific to English Learners
- Health Services: Nurses and Immunization Clinic
- Student Support: Connect Center and Student Support Centers
- Enrollment Center
- Social Emotional Learning (SEL)
- District Parent Resource Center
- Parent Teacher Home Visits
- Translation and Interpretation (Matriculation and Orientation Center)

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include:

1. Foster Youth Services: Directed specifically to Foster Youth and families
2. Actions for English Learners within the Multilingual Literacy Department: Directed specifically to English Learners
 - Language Acquisition Programs for English Learners
 - Professional Learning specific to instruction for English Learners
 - Pathways to Multiliteracy
 - Intervention and Supports specific to English Learners
3. Translation and Interpretation (Matriculation and Orientation Center): Directed specifically towards English Learners and students and families who require translation and interpretation.
4. Needs-based scholarships for students: Directed specifically towards low-income students

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

- Curriculum Coordinators and Training Specialists: This team includes staff that focus jointly on English Language Development (ELD) and English Language Arts (ELA). These staff, while serving all schools and students, also have the stated responsibility to serve English Learners as a primary part of their position. The Curriculum Coordinators and Training Specialist team as a whole also direct efforts to sites that have a demonstrated need, including those needs relevant to unduplicated student groups.
- District Parent Resource Center: The District Parent Resource Center, while open to parents and guardians from all schools, focuses its efforts in particular towards those families that can benefit most from increased connection to school and capacity building to support their students' learning. Among these are the four student groups that make up the unduplicated student category.
- Parent Teacher Home Visits: This program is based only at Title 1-designated school sites and primarily funded through Title 1 dollars. While all students and families at the school are eligible to participate, the program's focus at Title 1 school sites is intended to benefit low-income students.
- Career and Technical Education (CTE) Pathways and Programs: These programs are funded through a combination of grant resources and supplemental dollars. While all students have access, CTE programs are recognized as being of particular importance for unduplicated students and a key means of increasing college and career readiness.
- Health Services and Student Support Services: These programs/personnel are funded by a combination of grant, base, and supplemental dollars. As discussed in the previous section, there is an explicit focus to provide services to students with the highest needs, including unduplicated students. While all students have access to services, the intended outcome is to bridge the gap in resources that is widest for students who are low-income, Foster Youth, Homeless Youth, and English Learners who may not have the same access outside of school.
- SEL: This program is collectively funded through Title 1, LCFF Supplemental and Concentration, and LCFF base dollars. As discussed in the previous section, they have focused efforts on target schools to address the disproportionate disciplinary outcomes for student groups (including unduplicated students) and improve school climate and culture.

- **School Psychologists:** Increasing the number of positions will enable psychologists to regularly participate in Student Study Team (SST) processes, collaborate with teachers and principals, and provide more direct services and supports for students. This increase in services will particularly benefit unduplicated students and other students with high-needs.

Detailed descriptions of these actions have been provided in the previous section.

Actions that are funded only/primarily by LCFF Supplemental and Concentration grant funding, are being implemented on a broad basis, and are intended to principally benefit unduplicated students include the following. Detailed descriptions of these actions have been provided in the previous section:

- **Counselors, Master Schedule Director, and Credit Recovery Programming:** Counseling services provide additional academic, college/career, and other supports to unduplicated students, who lack access relative to peers with more financial resources, speak English at home, or have family members who have graduated from college.
- **Exam Fee Support (IB, AP, and PSAT/SAT) and Advanced Learning Staffing:** Providing exam support to all removes barriers for unduplicated students, who may be less likely to access these advanced coursework and testing opportunities due to financial circumstances. Provide leadership for Advanced Placement and Gifted and Talented Education (GATE) to increase representative participation in these programs.
- **Additional support for International Baccalaureate (IB) Programs:** These programs provide unduplicated students access to a rigorous curriculum focused developing global awareness and multilingualism. Students have the opportunity to earn college credit and develop a skill set that prepares them for post-secondary success.
- **Class Size Reduction and Additional staffing for high-needs sites:** Maintains K-3 class size at 24:1 for all students and provides targeted assistance to school sites to ensure that schools and programs can maintain the current range of program offerings available.
- **Weekly Collaboration Time for certificated staff:** Provides certificated staff with an extra hour weekly for collaborative time to review data, assess student work, and plan instruction to meet the needs of unduplicated pupils. This time is a critical resource for school site staff to engage in the active implementation of instructional strategies, programs, and initiatives that have been identified as key levers in improving outcomes for students with the highest needs.
- **Restructured Salary Schedule:** In order to improve student learning, close achievement gaps, and ensure students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options, the district will maintain a competitive salary and benefit package for the certificated staff who serve them.
- **District librarians at secondary schools:** District librarians provide additional support to meet these needs beyond what is provided in the classroom and enables all students to access library resources, in particular students in high-poverty areas where county library locations are limited.
- **Visual and Performing Arts Opportunities and Extracurricular and Co-Curricular Opportunities:** Provide students at Middle School with Visual and Performing Arts (VAPA) educational experiences. Provide teachers professional development to support arts instruction. Provide students access to experiential opportunities (field trips, college/business visits, other) and elementary athletics.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 280,050,268	\$ 30,258,714	\$ 17,920,498	\$ 23,836,804	352,066,284	\$ 308,530,164	\$ 43,536,119

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Career and Technical Education (CTE)	English Learners Foster Youth Low Income	\$ 3,286,649	\$ 1,638,075		\$ 443,563	\$ 5,368,287
1	2	Academic and Career Counseling (Basic)	All	\$ 3,852,052				\$ 3,852,052
1	3	Academic and Career Counseling (Support)	English Learners Foster Youth Low Income	\$ 3,321,917				\$ 3,321,917
1	4	Central support for aligned master schedule	English Learners Foster Youth Low Income	\$ 155,714				\$ 155,714
1	5	Credit Recovery Options	English Learners Foster Youth Low Income	\$ 1,594,056				\$ 1,594,056
1	6	Exam Fee Support	English Learners Foster Youth Low Income	\$ 499,165				\$ 499,165
1	7	International Baccalaureate (IB) Program	English Learners Foster Youth Low Income	\$ 459,625				\$ 459,625
1	8	Site-determined, SPSA-based actions to	English Learners Foster Youth Low Income	\$ 1,049,872				\$ 1,049,872
1	9	Department-level data-based decision-making	English Learners Foster Youth Low Income	\$ 461,753				\$ 461,753
1	10	Transition Planning for Students with Disabilities	Students with Disabilities					\$ -
2	1	Professional Development to support instructional	English Learners/Foster Youth	\$ 486,933			\$ 3,168,505	\$ 3,655,438
2	2	Advanced Learning Programs	English Learners/Foster Youth	\$ 170,022			\$ 118,643	\$ 288,665
2	3	Expanded Learning Programs	All		\$ 9,635,648		\$ 3,824,652	\$ 13,460,300
2	4	Multisensory Reading Intervention: Curriculum	All					\$ -
2	5	Language Acquisition Programs for English Learners	English Learners	\$ 407,016		\$ 97,866	\$ 1,178,717	\$ 1,683,599
2	6	Professional Learning specific to instructional	English Learners					\$ -

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2	7	Pathways to Multiliteracy	English Learners						\$ -
2	8	Class Size Reduction (K-3)	English LearnersFo	\$ 2,607,600					\$ 2,607,600
2	9	Additional staffing for high-needs sites	English LearnersFo	\$ 18,535,037					\$ 18,535,037
2	10	Weekly Collaboration Time for certificad	English LearnersFo	\$ 6,219,696					\$ 6,219,696
2	11	Restructured Salary Schedule	English LearnersFo	\$ 14,203,819					\$ 14,203,819
2	12	Early Childhood Education: Preschool F	All		\$ 5,253,873	\$ 1,448,136	\$ 6,038,629		\$ 12,740,638
2	13	Early Childhood Education: Early/Trans	All	\$ 1,165,505					\$ 1,165,505
2	14	Literacy, Research, and Project-based l	English LearnersFo	\$ 1,612,731					\$ 1,612,731
2	15	Expansion of Theater Arts/Social Emoti							\$ -
2	16	Visual and Performing Arts Opportunitie	English LearnersFo	\$ 785,444					\$ 785,444
2	17	Site-determined, SPSA-based actions to	English Learners	\$ 1,390,325					\$ 1,390,325
2	18	Site-determined, SPSA-based actions to	English LearnersFo	\$ 1,197,943					\$ 1,197,943
2	19	Site-determined, SPSA-based actions to	English LearnersFo	\$ 552,264					\$ 552,264
2	20	Site-determined, SPSA-based actions to	English LearnersFo	\$ 3,401,365					\$ 3,401,365
2	21	and Resources	English LearnersFo	\$ 711,571	\$ -	\$ -	\$ -		\$ 711,571
3	1	Foster Youth Services	Foster Youth	\$ 464,884			\$ 362,070		\$ 826,954
3	2	Homeless Youth Services	Homeless Youth				\$ 161,872		\$ 161,872
3	3	School Psychologists	English LearnersFo	\$ 4,490,121	\$ 732,396		\$ 1,956,926		\$ 7,179,443
3	4	Instructional Assistants	Students with Disab		\$ 2,711,808				\$ 2,711,808
3	5	Social Workers specific to Special Educ	Students with Disab		\$ 818,080		\$ 375,256		\$ 1,193,336
3	6	Develop and Adopt new English Learne	English Learners						\$ -
3	7	Intervention and Supports specific to Er	English Learners						\$ -
3	8	Health Services: School Nurses and Im	English LearnersFo	\$ 1,803,825	\$ 938,592		\$ 728,619		\$ 3,471,036
3	9	Attendance and Engagement Strategies	All		\$ 345,703				\$ 345,703
3	10	Student Support: Central Connect Cent	English LearnersFo	\$ 882,286	\$ 33,278		\$ 1,151,930		\$ 2,067,494
3	11	Enrollment Center	English LearnersFo	\$ 1,270,782			\$ 387,249		\$ 1,658,031
3	12	Summer programming to address learni	All		\$ 7,763,837				\$ 7,763,837
3	13	Grade Level Readiness Intervention	Low Income				\$ 914,344		\$ 914,344
3	14	American Indian Education Program (AI	American Indian an				\$ 53,638		\$ 53,638
3	15	Tobacco Use Prevention Education (TU	All		\$ 382,424				\$ 382,424
3	16	Site-determined, SPSA-based actions to	English LearnersFo	\$ 291,959					\$ 291,959
4	1	Social Emotional Learning (SEL) integra	English LearnersFo	\$ 175,260			\$ 713,968		\$ 889,228
4	2	Positive Behavioral Intervention and Su	English LearnersFo				\$ 978,911		\$ 978,911
4	3	Bullying Prevention Training, Intervenc	All						\$ -
4	4	Anti-bias/Anti-racism Professional Learr	All						\$ -
4	5	Site-determined, SPSA-based actions to	English LearnersFo	\$ 1,475,626					\$ 1,475,626
4	6	Site-determined, SPSA-based actions to	English LearnersFo	\$ 168,869					\$ 168,869
5	1	District Parent Resource Center	English LearnersFo	\$ 313,851			\$ 146,014		\$ 459,865
5	2	Parent Teacher Home Visits (PTHV)	Low Income	\$ 51,138			\$ 374,641		\$ 425,779
5	3	Translation and Interpretation Services	English Learners	\$ 787,881					\$ 787,881
5	4	Fingerprinting for Volunteers	Low Income		\$ 5,000		\$ 25,000		\$ 30,000
5	5	Family Communication Tools	All				\$ 145,000		\$ 145,000
5	6	Site-determined, SPSA-based actions to	English LearnersFo	\$ 271,778					\$ 271,778

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5	7	Student Advisory Council	All					\$	-
5	8	Men's and Women's Leadership Academy	All					\$	-
6	1	Implementation leadership	All				\$ 170,601	\$	170,601
6	2	Professional Learning for school site leaders	All					\$	-
6	3	Ongoing support for sites to implement	All					\$	-
6	4	Peer Mentoring	All					\$	-
7	1	Revision of Graduate Profile	All					\$	-
7	2	Develop Implementation Plan	All					\$	-
7	3	Build Awareness of Graduate Profile	All					\$	-
7	4	Support School Site Alignment	All					\$	-
8	1	Facilities Support Services	All	\$ 28,708,434		\$ 16,374,496		\$	45,082,930
8	2	Board-adopted Instructional Materials	All	\$ 5,054,000				\$	5,054,000
8	3	Base Classroom Staffing	All	\$ 165,468,327				\$	165,468,327
8	4	New Teacher Support	All	\$ 243,173			\$ 418,056	\$	661,229

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 75,558,777	\$ 89,729,829
LEA-wide Total:	\$ 64,047,857	\$ 76,205,615
Limited Total:	\$ 1,659,781	\$ 3,298,434
Schoolwide Total:	\$ 9,851,139	\$ 10,225,780

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Career and Technical Education (CTE) Pathway	LEA-wide	All	High School (9-12)	\$ 3,286,649	\$ 5,368,287
1	3	Academic and Career Counseling (Supplementa	LEA-wide	All	Secondary (7-12)	\$ 3,321,917	\$ 3,321,917
1	4	Central support for aligned master scheduling	LEA-wide	All	All Schools	\$ 155,714	\$ 155,714
1	5	Credit Recovery Options	LEA-wide	All	High School (9-12)	\$ 1,594,056	\$ 1,594,056
1	6	Exam Fee Support	LEA-wide	All	High School (9-12)	\$ 499,165	\$ 499,165
1	7	International Baccalaureate (IB) Program Suppo	LEA-wide	All	Specific Schools: Caleb Greenwood, Kit Carson, Luther Burbank	\$ 459,625	\$ 459,625
1	8	Site-determined, SPSA-based actions to support	Schoolwide	All	All Schools	\$ 1,049,872	\$ 1,049,872
1	9	Department-level data-based decision-making	LEA-wide	All	High School (9-12)	\$ 461,753	\$ 461,753
2	1	Professional Development to support implement	LEA-wide	All	All Schools	\$ 486,933	\$ 3,655,438
2	2	Advanced Learning Programs	LEA-wide	All	All Schools	\$ 170,022	\$ 288,665
2	5	Language Acquisition Programs for English Lear	Limited	English Learners	All Schools	\$ 407,016	\$ 1,683,599
2	6	Professional Learning specific to instruction for E	Limited	English Learners	All Schools	\$ -	\$ -
2	7	Pathways to Multiliteracy	Limited	English Learners	High School (9-12)	\$ -	\$ -
2	8	Class Size Reduction (K-3)	LEA-wide	All	All Schools	\$ 2,607,600	\$ 2,607,600
2	9	Additional staffing for high-needs sites	LEA-wide	All	All Schools	\$ 18,535,037	\$ 18,535,037
2	10	Weekly Collaboration Time for certificated staff	LEA-wide	All	All Schools	\$ 6,219,696	\$ 6,219,696
2	11	Restructured Salary Schedule	LEA-wide	All	All Schools	\$ 14,203,819	\$ 14,203,819
2	14	Literacy, Research, and Project-based Learning	LEA-wide	All	Secondary (7-12)	\$ 1,612,731	\$ 1,612,731
2	16	Visual and Performing Arts Opportunities	LEA-wide	All	Middle School (7-8)	\$ 785,444	\$ 785,444
2	17	Site-determined, SPSA-based actions to support	Schoolwide	English Learners	All Schools	\$ 1,390,325	\$ 1,390,325
2	18	Site-determined, SPSA-based actions to support	Schoolwide	All	All Schools	\$ 1,197,943	\$ 1,197,943
2	19	Site-determined, SPSA-based actions to support	Schoolwide	All	All Schools	\$ 552,264	\$ 552,264
2	20	Site-determined, SPSA-based actions to support	Schoolwide	All	All Schools	\$ 3,401,365	\$ 3,401,365
2	21	Extra and Co-curricular opportunities and Resou	LEA-wide	All	All Schools	\$ 711,571	\$ 711,571
3	1	Foster Youth Services	Limited	Foster Youth	All Schools	\$ 464,884	\$ 826,954
3	3	School Psychologists	LEA-wide	All	All Schools	\$ 4,490,121	\$ 7,179,443

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3	6	Develop and Adopt new English Learner Master	Limited	English Learners	All Schools	\$ -	\$ -
3	7	Intervention and Supports specific to English Learners	Limited	English Learners	All Schools	\$ -	\$ -
3	8	Health Services: School Nurses and Immunizations	LEA-wide	All	All Schools	\$ 1,803,825	\$ 3,471,036
3	10	Student Support: Central Connect Center and Site Support	LEA-wide	All	All Schools	\$ 882,286	\$ 2,067,494
3	11	Enrollment Center	LEA-wide	All	All Schools	\$ 1,270,782	\$ 1,658,031
3	16	Site-determined, SPSA-based actions to support students	Schoolwide	All	All Schools	\$ 291,959	\$ 291,959
4	1	Social Emotional Learning (SEL) integration	LEA-wide	All	All Schools	\$ 175,260	\$ 889,228
4	5	Site-determined, SPSA-based actions to support students	Schoolwide	All	All Schools	\$ 1,475,626	\$ 1,475,626
4	6	Site-determined, SPSA-based actions to support students	Schoolwide	All	All Schools	\$ 168,869	\$ 168,869
5	1	District Parent Resource Center	LEA-wide	All	All Schools	\$ 313,851	\$ 459,865
5	2	Parent Teacher Home Visits (PTHV)	Schoolwide	Low Income	Specific Schools: Title 1 Schools	\$ 51,138	\$ 425,779
5	3	Translation and Interpretation Services	Limited	English Learners	0	\$ 787,881	\$ 787,881
5	6	Site-determined, SPSA-based actions to support students	Schoolwide	All	All Schools	\$ 271,778	\$ 271,778

Instructions

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

DRAFT

Sacramento City Unified School District

Superintendent's Office

NOTICE OF PUBLIC HEARING

Review of the Local Control and Accountability Plan (LCAP) for 2021-22 to 2023-24

Copies of the plan may be inspected at:

**Serna Education Center
5735 47th Avenue
Sacramento, CA 95824**

or online at: www.scusd.edu/lcap

HEARING DATE: Thursday, June 10, 2021

TIME: 6:00 P.M.

LOCATION: Meeting to be held virtually using the Zoom meeting platform.

Viewing/comment information will be posted at: www.scusd.edu/boe060321

The Sacramento City Unified School District Governing Board will adopt the SCUSD Local Control and Accountability Plan at the June 24, 2021 Governing Board Meeting

FOR ADDITIONAL INFORMATION CONTACT:

SCUSD LCAP Coordinator: (916) 842-9611 or email: lcap@scusd.edu



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.3

Meeting Date: June 10, 2021

Subject: Public Hearing: Second Reading of Revised Board Policy 5146,
Married/Pregnant/Parenting Students

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Legal Services

Recommendation: Approve revisions to Board Policy 5146.

Background/Rationale: Education Code 46015 provides that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. Education Code 221.51 prohibits districts from applying any rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex.

Students' responsibilities related to marriage, pregnancy, and parenting may disrupt their education. In order to support married, pregnant, and parenting students with respect to their education and the healthy development of their children, revisions to the policy concerning married/pregnant/parenting students is necessary and specifically, to safeguard the rights of such students. No prior updates to BP 5146 have occurred since 2015. Such updates and enactment include language in the CSBA Gamut model policies.

Documents Attached:

1. Executive Summary
2. BP 5146 (Redlines)
3. BP 5146 (Revised)

Estimated Time of Presentation: 5 Minutes

Submitted by: Raoul Bozio, In House Counsel

Victoria Flores, Director, Student Support and Health Services

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Legal Department

Public Hearing: Second Reading of Revised Board Policy (BP) 5146:
Married/Pregnant/Parenting Students
June 10, 2021



I. Overview/History of Department or Program

In 2015, over 24,000 children were born to 15- to 19-year-olds in California. Nationwide, 70 percent of young parents are pushed out of school and fewer than four in 10 young mothers graduate from high school by 18 years of age.

California Education Code 221.51 prohibits districts from applying any rule concerning a student's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. Districts must provide notice to pregnant and parenting students of their rights and options through annual welcome packets and annual notices.

Under California Education Code 46015, pregnant and parenting students are entitled to eight weeks of parent leave in order to protect the health of the student who gives or expects to give birth and the infant and to allow the pregnant or parenting student to care for and bond with the infant.

The current version of Board Policy 5146 was adopted in 1998 and has been revised in 2002 and 2015. The proposed revisions to Board Policy 5146 are based on the updates provided by the California School Boards Association (CSBA). Further, the revised board policy now recognizes all of the rights of pregnant and parenting students (including their right to eight weeks of parental leave) to help support them to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children as required under the Education Code.

II. Driving Governance:

Pursuant to Education Code 46015(a):

The Legislature finds and declares that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. The Legislature hereby establishes the following accommodations as rights of pregnant and parenting pupils:

(1) A pregnant or parenting pupil is entitled to eight weeks of parental leave, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. It is the intent of the Legislature that the pupil, if the pupil is 18 years of age or older,

Board of Education Executive Summary

Legal Department

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Married/Pregnant/Parenting Students

June 10, 2021



or, if the pupil is under 18 years of age, the person holding the right to make educational decisions for the pupil, notify the school of the pupil's intent to exercise this right. Failure to notify the school shall not abridge the rights established by this paragraph or any other right established by this subdivision.

(2) A pregnant or parenting pupil who does not wish to take all or part of the parental leave to which they are entitled pursuant to paragraph (1) shall not be required to do so.

(3) A pregnant or parenting pupil is entitled to receive more than eight weeks of parental leave pursuant to paragraph (1) if deemed medically necessary by the pupil's physician.

(4) When a pupil takes parental leave pursuant to paragraph (1), the supervisor of attendance shall ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative education program.

(5) During parental leave taken pursuant to paragraph (1), a local educational agency shall not require a pregnant or parenting pupil to complete academic work or other school requirements.

(6) A pregnant or parenting pupil may return to the school and the course of study in which he or she was enrolled before taking parental leave pursuant to paragraph (1).

(7) Upon return to school after taking parental leave pursuant to paragraph (1), a pregnant or parenting pupil is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses.

(8) Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the school in which the pupil was previously enrolled when it is necessary in order for the pupil to be able to complete state and any local graduation requirements, unless the local educational agency makes a finding that the pupil is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

(9) A pupil who chooses not to return to the school in which he or she was

Board of Education Executive Summary

Legal Department

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June 10, 2021



enrolled before taking parental leave pursuant to paragraph (1) is entitled to alternative education options offered by the local educational agency.

(10) In accordance with subdivision (d) of Section 221.51, a pregnant or parenting pupil who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.

(11) A pupil shall not incur an academic penalty as a result of his or her use of the accommodations specified in this subdivision.

Pursuant to Education Code 48205:

(a) A local educational agency shall not apply any rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex.

(b) A local educational agency shall not exclude nor deny any pupil from any educational program or activity, including class or extracurricular activity, solely on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

(c) A local educational agency may require any pupil to obtain the certification of a physician or nurse practitioner that the pupil is physically and emotionally able to continue participation in the regular education program or activity.

(d) Pregnant or parenting pupils shall not be required to participate in pregnant minor programs or alternative education programs. Pregnant or parenting pupils who voluntarily participate in alternative education programs shall be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.

III. Budget:

The proposed policy is intended to recognize the responsibilities related to marriage, pregnancy, parenting, and related responsibilities and provide them with the opportunity to succeed academically while protecting their health and the health of their children.

IV. Goals, Objectives and Measures:

Pursuant to the District's core beliefs under Board Policy 0100, the District believes "that all people excel in an environment that is SAFE, and offers everyone UNLIMITED OPPORTUNITIES

Board of Education Executive Summary

Legal Department

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Married/Pregnant/Parenting Students
June 10, 2021



for continuous growth and PERSONAL SUCCESS.” As such, the goal is for the District to establish sound policy that recognizes the responsibilities of pregnant and parenting students and notify them of their rights in accordance with the law.

V. Major Initiatives:

This pregnant and parenting students’ policy is critical to promote students’ health and wellness and the health and wellness of their children, as well as to provide them with the opportunity to succeed academically.

VI. Results:

Approval of revision to Board Policy 5146. Ensure compliance with Education Code.

VII. Lessons Learned/Next Steps:

Adoption of revised Board Policy 5146 concerning pregnant and parenting students. Information and correspondences concerning this matter have previously been shared with the District. Further updates will be provided as necessary.

Sacramento City USD
Board Policy
BP 5146
Students

Married/Pregnant/Parenting Students

The Governing Board recognizes that ~~early responsibilities related to~~ marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school.- The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and ~~to~~ promote the healthy development of their children.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. ~~5149 - At-Risk Students~~)

~~(cf. 6011 - Academic Standards)~~

~~(cf. 6146.11 - Alternative Credits Toward Graduation)~~

~~(cf. 6146.1 - High School Graduation Requirements)~~

~~(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)~~

(cf. 6164.5 - Student Success Teams)

The district shall not discriminate against, exclude, or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's ~~marital status~~, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. (Education Code 221.51, 230; 20 USC 1681-1685 CCR 4950; 34 CFR 106.40)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available~~(cf. 5127 - Graduation Ceremonies to pregnant and Activities)~~parenting students under the law. In addition, pregnant and parenting

~~Any education program or activity, including any class or extracurricular activity, that is offered separately to such students shall be comparable to that offered to other district students. A student's participation in such programs shall be voluntary. (34 CFR 106.40)~~

~~(cf. 6142.7 – Physical Education and Activity)~~

~~(cf. 6145 – Extracurricular and Cocurricular Activities)~~

notified

~~Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed the rights and options available to them under the law through the district's uniform complaint procedures in accordance with 5 CCR 4600-4687 annual school year welcome packets and BP/AR 1312.3 – Uniform Complaint Procedures through independent study packets. (Education Code 222.5, 48980)~~

~~(cf. 1312.3 – Uniform Complaint Procedures)~~

(cf. 5145.6 - Parental Notifications)

Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4687 and BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 – Uniform Complaint Procedures)

For school-related purposes, ~~married students a student~~ under the age of 18 ~~are emancipated minors and years who enters into a valid marriage shall~~ have all the rights and privileges of ~~a student~~ students who ~~is~~ are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

~~The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.~~

~~(cf. 0500 – Accountability)~~

~~(cf. 6162.5 – Student Assessment)~~

Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in ~~any comprehensive school~~ the regular education program or ~~educational an~~ alternative education program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the ~~individual~~ student and/or the student's child. ~~(Education Code 54745)~~

(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6184 - Continuation Education)
(cf. 6200 - Adult Education)

Any alternative education program, activity, or course that is offered separately to pregnant or parenting students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. (When necessary, the district shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program.—Education Code 221.51; 5 CCR 4950)

If required for students with any other temporary disabling condition, the Superintendent or designee may require a student, based on~~A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. A lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.~~

~~(cf. 6183 - Home and Hospital Instruction)~~

~~A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician or nurse practitioner indicating that she the student is physically and emotionally able to participate continue participation in an educational the regular education program or activity, if other students with physical or emotional conditions or temporary disabilities are required by the district to provide such certification.— (. (Education Code 221.51; 5 CCR 4950; 34 CFR 106.40)~~

(cf. 6142.7 - Physical Education and Activity)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6183 - Home and Hospital Instruction)

To the extent feasible, the district shall provide educational and related support services ~~shall be provided~~, either through the district directly or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities

(cf. ~~1020 - Youth Services~~)

~~(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)~~

~~(cf. 5148 - Child Care and Development)~~

2. Parenting education and life skills instruction

3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

4. Health care services, including prenatal care

(cf. 5141.6 - School Health Services)

5. Tobacco, alcohol, and/or drug prevention and intervention services

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

6. Academic and personal counseling

(cf. 6164.2 - Guidance/Counseling Services)

7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

(cf. 6179 - Supplemental Instruction)

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Absences

Pregnant or parenting students may be excused for absences ~~related to confidential~~for medical appointments and other purposes specified in ~~accordance with~~BP/AR 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code 48205)

(cf. 5113 - Absences and Excuses)

Parental Leave

A pregnant or parenting student shall be entitled to eight weeks of parental leave in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician. (Education Code 46015; 34 CFR 106.40)

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code 46015)

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code 46015)

~~(cf. The Superintendent or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began. (34 CFR 106.40)~~

~~(cf. 5112.3 – Student Leave of Absence)~~5113.11 - Attendance Supervision)

Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses. (Education Code 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015)

~~A pregnant or parenting student also may request exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)~~

~~(cf. 5112.1 – Exemptions from Attendance)~~

~~(cf. 6146.1 - High School Graduation Requirements)~~

~~(cf. 6146.11 - Alternative Credits Toward Graduation)~~

~~(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)~~

Accommodations

When necessary, the district shall provide accommodations to enable a pregnant or parenting student to access the educational program.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40)

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222)

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child

2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk

3. Access to a power source for a breast pump or any other equipment used to express breast milk

4. Access to a place to store expressed breast milk safely

5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

Complaints

Any complaint alleging discrimination on the basis of pregnancy or marital or parental status, district noncompliance with the requirements of Education Code 46015, or district noncompliance with the requirement to provide reasonable accommodations for lactating students shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222, 46015; 5 CCR 4600- 4670)

(cf. 1312.3 - Uniform Complaint Procedures)

Program Evaluation

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on student participation in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

221.51 Nondiscrimination; married, pregnant, and parenting students

222 Reasonable accommodations; lactating students

[222.5 Pregnant and parenting students, notification of rights](#)

230 Sex discrimination

8200-8498 Child Care and Development Services Act

[46015 Parental leave](#)

48205 Excused absences

[48206.3 Temporary disability, definition](#)

48220 Compulsory education requirement

48410 Persons exempted from continuation classes

[48980 Parental notifications](#)

49553 Nutrition supplements for pregnant/lactating students

51220.5 Parenting skills and education

51745 Independent study

52610.5 Enrollment of pregnant and parenting students in adult education

~~54740-54749 Cal-SAFE program for pregnant/parenting students and their children~~

[CIVIL CODE](#)

[51 Unruh Civil Rights Act](#)

FAMILY CODE

7002 Description of emancipated minor

HEALTH AND SAFETY CODE

104460 Tobacco prevention services for pregnant and parenting students

CODE OF REGULATIONS, TITLE 5

4600-~~4687~~4670 Uniform complaint procedures

4950 Nondiscrimination, marital and parental status

CODE OF REGULATIONS, TITLE 22

101151-101239.2 General licensing requirements for child care centers

101351-101439.1 Infant care centers

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Education Act Amendments

UNITED STATES CODE, TITLE 42

1786 Special supplemental nutrition program for women, infants, and children

CODE OF FEDERAL REGULATIONS, TITLE 7

246.1-246.28 Special supplemental nutrition program for women, infants, and children

CODE OF FEDERAL REGULATIONS, TITLE 34

106.40 Marital or parental status

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 168 (2004)

COURT DECISIONS

American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:

CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS

[Pregnant Students and Confidential Medical Services, 2013](#)

Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements, [2012](#)

The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the
Education Amendments of 1972, rev. June 2013

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Women's Law Center: <http://www.cwlc.org>

U.S. Department of Agriculture, Women, Infants, and Children Program:
<http://www.fns.usda.gov/wic>

U.S. Department of Education: <http://www.ed.gov>

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
adopted: November 18, 1998 Sacramento, California
revised: April 15, 2002
revised: January 8, 2015
revised: TBD

Sacramento City USD
Board Policy
BP 5146
Students

Married/Pregnant/Parenting Students

The Governing Board recognizes that responsibilities related to marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6164.5 - Student Success Teams)

The district shall not discriminate against, exclude, or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. (Education Code 221.51, 230; 5 CCR 4950; 34 CFR 106.40)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual school year welcome packets and through independent study packets. (Education Code 222.5, 48980)

(cf. 5145.6 - Parental Notifications)

Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4687 and BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 – Uniform Complaint Procedures)

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in the regular education program or an alternative education program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the student's child.

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6200 - Adult Education)

Any alternative education program, activity, or course that is offered separately to pregnant or parenting students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. (Education Code 221.51; 5 CCR 4950)

If required for students with any other temporary disabling condition, the Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to continue participation in the regular education program or activity. (Education Code 221.51; 5 CCR 4950; 34 CFR 106.40)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6183 - Home and Hospital Instruction)

To the extent feasible, the district shall provide educational and related support services, either directly or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities

(cf. 5148 - Child Care and Development)

2. Parenting education and life skills instruction

3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

4. Health care services, including prenatal care

(cf. 5141.6 - School Health Services)

5. Tobacco, alcohol, and/or drug prevention and intervention services

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

6. Academic and personal counseling

(cf. 6164.2 - Guidance/Counseling Services)

7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

(cf. 6179 - Supplemental Instruction)

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Absences

Pregnant or parenting students may be excused for absences for medical appointments and other purposes specified in BP/AR 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code 48205)

(cf. 5113 - Absences and Excuses)

Parental Leave

A pregnant or parenting student shall be entitled to eight weeks of parental leave in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician. (Education Code 46015; 34 CFR 106.40)

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code 46015)

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code 46015)

(cf. 5113.11 - Attendance Supervision)

Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses. (Education Code 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Accommodations

When necessary, the district shall provide accommodations to enable a pregnant or parenting student to access the educational program.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40)

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222)

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
3. Access to a power source for a breast pump or any other equipment used to express breast milk
4. Access to a place to store expressed breast milk safely

5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

Complaints

Any complaint alleging discrimination on the basis of pregnancy or marital or parental status, district noncompliance with the requirements of Education Code 46015, or district noncompliance with the requirement to provide reasonable accommodations for lactating students shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222, 46015; 5 CCR 4600- 4670)

(cf. 1312.3 - Uniform Complaint Procedures)

Program Evaluation

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on student participation in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

221.51 Nondiscrimination; married, pregnant, and parenting students

222 Reasonable accommodations; lactating students

222.5 Pregnant and parenting students, notification of rights

230 Sex discrimination

8200-8498 Child Care and Development Services Act

46015 Parental leave

48205 Excused absences

48206.3 Temporary disability, definition

48220 Compulsory education requirement

48410 Persons exempted from continuation classes

48980 Parental notifications
49553 Nutrition supplements for pregnant/lactating students
51220.5 Parenting skills and education
51745 Independent study
52610.5 Enrollment of pregnant and parenting students in adult education
CIVIL CODE
51 Unruh Civil Rights Act
FAMILY CODE
7002 Description of emancipated minor
HEALTH AND SAFETY CODE
104460 Tobacco prevention services for pregnant and parenting students
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
4950 Nondiscrimination, marital and parental status
CODE OF REGULATIONS, TITLE 22
101151-101239.2 General licensing requirements for child care centers
101351-101439.1 Infant care centers
UNITED STATES CODE, TITLE 20
1681-1688 Title IX, Education Act Amendments
UNITED STATES CODE, TITLE 42
1786 Special supplemental nutrition program for women, infants, and children
CODE OF FEDERAL REGULATIONS, TITLE 7
246.1-246.28 Special supplemental nutrition program for women, infants, and children
CODE OF FEDERAL REGULATIONS, TITLE 34
106.40 Marital or parental status
ATTORNEY GENERAL OPINIONS
87 Ops.Cal.Atty.Gen. 168 (2004)
COURT DECISIONS
American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:

CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS
Pregnant Students and Confidential Medical Services, 2013
Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements, 2012
The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013
WEB SITES
California Department of Education: <http://www.cde.ca.gov>
California Women's Law Center: <http://www.cwlc.org>
U.S. Department of Agriculture, Women, Infants, and Children Program:
<http://www.fns.usda.gov/wic>

U.S. Department of Education: <http://www.ed.gov>

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
adopted: November 18, 1998 Sacramento, California
revised: April 15, 2002
revised: January 8, 2015
revised: TBD



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1a

Meeting Date: June 10, 2021

Subject: Approval/Ratification of Grants, Entitlements, and Other Income Agreements
Approval/Ratification of Other Agreements
Approval of Bid Awards
Approval of Declared Surplus Materials and Equipment Change Notices
Notices of Completion

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Business Services

Recommendation: Recommend approval of items submitted.

Background/Rationale: None

Financial Considerations: See attached.

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy, Engaged Students; Operational Excellence

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Expenditure and Other Agreements
3. Approval of Declared Surplus Materials and Equipment
4. Recommended Bid Awards – Facilities Projects

Estimated Time of Presentation: N/A

Submitted by: Rose Ramos, Chief Business Officer

Jessica Sulli, Contract Specialist

Approved by: Jorge A. Aguilar, Superintendent

GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS – REVENUE

<u>Contractor</u>	<u>New Grant</u>	<u>Amount</u>
<u>COLLEGE & CAREER READINESS</u>		
Butte-Glenn Community College District A21-00117	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$535,025 District Match: \$1,078,050
<p>1/1/21 – 6/30/23: Butte-Glenn Community College District has made this award as the fiscal agent for the North Far North Regional Consortium of California Community Colleges of which Los Rios is a part. K-12 Strong Workforce Grant will be used to build District capacity systems, practices, and networks to improve opportunities for approximately 3500 students in California Partnership Academies (CPAs), Career Technical Education (CTE) and Linked Learning programs through College and Career Readiness (CCR) in collaboration with Sacramento City Community College and our industry partners using robust labor market data. To ensure seamless transitions to post-secondary, students will participate in two or more courses in a CTE Pathway and two or more courses in a CTE Pathway with early college credit. Strategies for the program include: (1) Dual Enrollment (AA, Early College, Dual Enrollment, Concurrent Enrollment); (2) Data support for continuous improvement to ensure accurate and quality data; (3) Tools, resources, and professional development through NAF (a non-profit formerly known as National Academy Foundation), District-wide advisory; (4) CCR Expanded Learning Programs (before, after, and summer school programs); and (5) Professional learning opportunities from external and internal contributors including Train the Trainer opportunities (educator- as well as industry-led), summer seminar opportunities for teachers and administrators, career ready seminars for all central office staff, and lesson studies for CTE teachers.</p>		

<u>NUTRITION SERVICES</u>		
California Department of Food & Agriculture A21-00113	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$376,500 No Match
<p>6/1/21 – 3/31/23: 2021 California Farm to School Incubator Grant Program. Using grant funds District will procure seasonal produce from Root 64 Farm and Six O'clock Farm for the Food Literacy Center to incorporate into its weekly classes and afterschool programming at nine Title I elementary schools across the district, during which students will learn to identify and cook with the produce. Each month, Nutrition Services will also work to locally procure these same seasonal produce items in larger volumes to serve to students districtwide in school meals. Additionally, the Food Literacy Center's Garden Educator will teach a series of garden lessons to elementary students at the program site about seasonality and how to grow their own fruits and vegetables, which they will then recognize in the school cafeteria. The goals of the program are to:</p> <ol style="list-style-type: none"> 1. Increase District's capacity to procure produce and other items from local farms and growers. 2. At Food Literacy program sites, increase student knowledge of how local vegetables are grown by 80 percent and increase the number of students exposed to fresh local vegetables by 80 percent. 3. Create a full circle connection for students in which they can grow their food, consume the same produce in the cafeteria, and learn to cook or prepare this food during the same month. It will also build a powerful partnership that will link school garden learning with cafeteria procurement and nutrition education. This layered approach will create full circle connections for the students around at least one local produce item each month. 		

EXPENDITURE AND OTHER AGREEMENTS

Restricted Funds

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>	
<u>SPECIAL EDUCATION</u>			
Nonpublic School and Agency Providers	7/1/20 – 6/30/21: Approve new master contract for Nonpublic Agency Services with School Steps, Inc. and approve increases to the existing 2020/21 Nonpublic School/Agency contracts with Growing Healthy Children, Kadiant, Music to Grow On, Odyssey Learning Center, Opportunity Acres, Point Quest Education, and Point Quest Pediatrics. Non-Public School services include basic education, related services, and room and board/mental health services for students in day treatment programs/residential placements. Non-Public Agency services include Speech and Language Pathology, Occupational Therapy, Physical Therapy, Music Therapy, aides, and nurses for services that are identified on Individual Education Plans (IEPs). When the District is not able to provide services via District employees, the use of contract agencies is necessary to ensure that we comply with state and federal law that govern special education.	See Below Special Education Funds	
	<u>New Non-Public School Contracts:</u>	<u>Amount</u>	
	S21-00070 School Steps, Inc.	\$300,000	
	<u>Existing Non-Public School/Agency Contracts</u>	<u>Increase Amount</u>	
	S21-00051 Growing Health Children	\$524,340	\$1,211,740
	S21-00029 Kadiant	\$220,000	\$1,905,000
	S21-00032 Music to Grow On	\$10,500	\$135,500
	S21-00037 Odyssey Learning Center	\$60,000	\$860,000
	S21-00058 Opportunity Acres	\$55,000	\$102,000
	S21-00039 Point Quest Education	\$270,000	\$1,620,000
	S21-00040 Point Quest Pediatrics	\$180,000	\$640,000

STATE & FEDERAL PROGRAMS

Vision 2000 SA21-00141	9/3/20 – 7/31/21: Ratification is requested for agreement and amendment to develop, administer, maintain and sustain the tutoring/intervention program under ESSA/ESEA to eligible private school students during the 2020-21 school year. Through this agreement Vision 2000 works collaboratively with the District to develop, support, coordinate, and implement the Vision 2000 Student Support Program. This collaboration is designed to assist academically low performing, eligible students who live in District Title I funded school attendance areas with literacy and numeracy development services designed to support increased academic achievement and provide opportunities for parents to actively participate in their children's education. Increase is necessary because eligible private schools have allocated a higher share of	Original Amount: \$85,000
New Contract: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Increase: \$168,000
		New Total: \$253,000 Title I Funds

their Title I budgets to tutoring services this year and have opted to make tutoring available through the month of July as well. This is the third year Vision 2000 has served as a third party provider for the non-profit private school equitable services program. In this role, they have provided excellent service and have shown a dedication to ensuring that all students receive quality academic supports and interventions.

STRATEGY & CONTINUOUS IMPROVEMENT

<p>Illuminate Education R22-00001</p> <p>New Contract: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>7/1/21 – 6/30/24: 3-year license for Illuminate platform which serves as a web-based data and assessment management system delivering classroom, common, and interim assessments. The system provides multiple measures of student performance that can inform student learning and provide significant new learning opportunities that will ultimately guide all students toward college and career readiness. As the District continues its implementation of highly rigorous content standards, it is imperative that it continues to use a balanced assessment approach to best serve in the improvement of learning for all students. After a robust and thorough RFP process including analysis, a trial period, and inclusive vetting process, the District selected Illuminate’s platform in 2015. Prior to this adoption, the District had been without a system for administering and providing integrated assessment data reports that provided CCSS-aligned online assessment delivery options for the prior two year years.</p>	<p>Year 1: \$258,518</p> <p>Year 2: \$284,488</p> <p>Year 3: \$311,053</p> <p>Total: \$854,059 General Fund</p>
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APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT

SITE/DEPT	ITEM
<p>Earl Warren, George Washington Carver, Purchasing Services and Technology Services</p>	<p>BACKGROUND: The Education Code regulates the procedures by which a school district can dispose of personal property. Education Code section 17546 provides that the governing board may, by unanimous vote, dispose of items valued at \$2,500 or less by private sale without advertising, by selling the items at public auction, or if the board finds that the property is of insufficient value to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or it may be disposed of in the local public dump. The District has held previous auctions, but they have generally cost more than they have netted for the District.</p>
<p>TOTAL VALUE</p>	
<p>\$0.00</p>	
<p>DISPOSAL METHOD</p>	<p>STATUS: The District has 91 computers, 54 Chromebooks, one monitor, three printers, one typewriter and miscellaneous keyboards, mice and cables that are not repairable nor useable.</p> <p>RECOMMENDATION: It is recommended that the Board of Education approve the salvage of the listed items per Education Code section 17546.</p>
<p>Salvage</p>	

RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Bid No: 0032-409, Caleb Greenwood 4th R Portable Addition
Bids received: June 2, 2021
Recommendation: Award to AM Stephens Construction Co., Inc.
Funding Source: Measure Q

BIDDER	BIDDER LOCATION	AMOUNT
AM Stephens Construction Co., Inc.	Lodi, CA	\$215,838
9SE Inc. dba Envoy Construction	Sacramento, CA	\$238,282
Pile Engineering, Inc.	Roseville, CA	\$258,500
RBH Construction, Inc.	Folsom, CA	\$272,786



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

3536 Butte Campus Drive, Oroville, CA 95965

GRANT AGREEMENT K-12 STRONG WORKFORCE PROGRAM NORTH FAR NORTH REGIONAL CONSORTIUM

This Grant Agreement is made and entered into as of the latest date on the signature page of this Grant Agreement by and between the Butte-Glenn Community College District (hereinafter referred to as "District") and **Sacramento City Unified School District** (hereinafter referred to as "Grantee"). District and Grantee may be referred to individually as a "Party" and collectively as the "Parties" in this Grant Agreement.

RECITALS

WHEREAS, the District has been designated as the Regional Consortium Fiscal Agent on behalf of the North Far North Regional Consortium (hereinafter referred to as "NFN Regional Consortium") for the purpose of implementing the K-12 Strong Workforce Program (hereinafter referred to as "K12 SWP") established by Education Code §§ 88827-88833.

WHEREAS, the District shall receive K12 SWP funds allocated for the NFN Regional Consortium from the California Community Colleges Chancellor's Office (hereinafter referred to as "Sponsor"), and is responsible to distribute funding and monitor sub-grants once funding decisions have been authorized by the NFN Regional Consortium pursuant to Education Code §§ 88827-88833.

WHEREAS, the NFN Regional Consortium has been approved by the California Community Colleges Chancellor's Office.

WHEREAS, the Grantee is one or more, or any combination, of the following: (1) School district; (2) County office of education; (3) Charter school; (4) Regional occupational center or program operated by either a joint powers authority or by a county office of education; is located within the boundaries of the NFN Regional Consortium; and desires to engage in regional efforts to align workforce, employment and education services.

NOW, THEREFORE, the parties mutually agree as follows:

1. **SCOPE OF WORK.** The Grantee shall perform the work set forth in Exhibit A, the Grantee's K12 Strong Workforce Program Application submitted pursuant to the Request for Applications K12 Strong Workforce Program, which is attached hereto and incorporated by reference in this Grant Agreement (hereinafter referred to as "Work").
2. **K12 SWP SPECIFIC TERMS AND CONDITIONS.** The Grantee shall comply with the terms and conditions in Exhibit B, (1) K12 Strong Workforce Program: Grantee Guidelines and Requirements, 2020; (2) K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions, 2020 and (3) Guidelines, Definitions and Allowable Expenditures, which is attached hereto and incorporated by this reference in this Grant Agreement. The terms and conditions provide further guidance for the administration of this Grant Agreement.
3. **PERIOD OF PERFORMANCE.** The period of performance for this Grant Agreement shall commence on **January 1, 2021** and shall expire on **June 30, 2023**, unless extended by written amendment to this Grant Agreement or terminated earlier in accordance with the termination provisions of this Grant Agreement.

4. **KEY PERSONNEL.** The performance under this Grant Agreement shall be under the direction of the respective Party's Authorized Representative for Technical Matters as specified in the Authorized Representatives provision of this Grant Agreement.
5. **AWARD OF FUNDS.** The total amount of funds made available for payment to Grantee for Work performed under this Grant Agreement are awarded at **\$539,025.00** (hereinafter referred to as the "Grant Award"). The awarded amount is fixed and based upon the amounts specified in Exhibit A, the Grantee's K12 Strong Workforce Program Application submitted pursuant to the Request for Applications K12 Strong Workforce Program. In no event shall the District be liable for payment to Grantee which would result in cumulative payment under this Grant Agreement exceeding the total allocated funds unless this Grant Agreement is modified in writing in accordance with this Grant Agreement.
6. **BUDGET.** The costs and categories of costs approved to fund the Grantee's performance of the Work are detailed in Exhibit A, the Grantee's K12 Strong Workforce Program Application submitted pursuant to the Request for Applications K12 Strong Workforce Program.
7. **ALLOWABLE COSTS.** The allowability of costs under this Grant Agreement shall be determined in accordance with the terms of this Grant Agreement and the terms set forth in Exhibit B, Guidelines, Definitions, and Allowable Expenditures.
8. **INVOICING.**
 - A. The Grantee shall submit an invoice for an advance payment of seventy percent (70%) of the total amount of the Grant Award after this Grant Agreement is fully executed.
 - B. The Grantee shall submit an invoice and accompanying documentation as required by NFN Regional Consortium upon completion of all reports due at the time the invoice is submitted for a progress payment of twenty percent (20%) of the total amount of this Grant Award.
 - C. The Grantee shall submit an invoice and accompanying documentation as required by the NFN Regional Consortium upon completion of all reports due at the time the invoice is submitted for the final payment of ten percent (10%) of the total amount of the Grant Award.
 - D. Grantee's invoices must be submitted to the District's Authorized Representative for Business Matters for approval.
9. **PAYMENT.** District will make payment on all approved invoices in accordance with the terms of this Grant Agreement. A progress payment of twenty percent (20%) will be made upon review of Quarterly Expenditure and Progress Reports and Grantee's expenditure of seventy percent (70%) of total Grant Award. Payment of the final ten percent (10%) will be made upon review and approval by the NFN Regional Consortium of Quarterly Expenditure and Progress Reports and the end-of-project Final Report. Payment shall be contingent upon the receipt of funding from the Sponsor and upon the Grantee's compliance with the terms and conditions of this Grant Agreement. All payments shall be subject to correction and adjustment upon audit or any disallowance. The Grantee is solely responsible for reimbursing the District for amounts paid the Grantee but (i) disallowed under the terms of this Grant Agreement or (ii) upon termination of this Grant Agreement, unexpended or unobligated balance of funds advanced.
10. **SEPARATE ACCOUNTING.** The Grantee will establish a separate account for all funds specified in this Grant Agreement and will use the funds as allowed under the K12 SWP to perform the Work specified in this Grant Agreement. As applicable, the Grantee shall also establish and maintain such accounting and documentation of matching expenditures of the Grantee to satisfy the requirements of the Sponsor.

11. **USE OF FACILITIES AND EQUIPMENT.** The Grantee will furnish the facilities and equipment necessary to perform and complete the Work under this Grant Agreement, and District has rights to inspect facilities furnished.
12. **AUDIT.** Grantee agrees that the District, the Sponsor, the Bureau of State Audits, and other appropriate state or federal oversight agency, or their designated representative(s), shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Grant Agreement. Grantee agrees to maintain such records for possible audit for a minimum of three (3) years after the final payment or until any audit findings have been resolved, unless a longer period of records retention is stipulated. Grantee agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Grantee agrees to include a similar right of District, the Sponsor, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s), to audit records and interview staff in any subcontract related to the performance of this Grant Agreement.
13. **PROGRESS REPORTS.** The Grantee shall submit progress and fiscal reporting as outlined in Exhibit B, K12 Strong Workforce Program: Grantee Guidelines and Requirements, 2020, Section 4 Reporting Requirements.
14. **AUTHORIZED REPRESENTATIVES.** For the purpose of this Grant Agreement, the individuals identified below are hereby designated representatives of the respective parties.

For the District.	Technical Matters:	Blaine Smith Chair NFN Regional Consortium Butte-Glenn Community College District 3536 Butte Campus Dr. Oroville, CA 95965
	Business Matters:	Allison Travis-Bee Program Coordinator NFN Regional Consortium Butte-Glenn Community College District 3536 Butte Campus Dr. Oroville, CA 95965
	Authorized Official:	Andrew B. Suleski Vice President for Administration Butte-Glenn Community College District 3536 Butte Campus Drive Oroville, CA 95965
For the Grantee.	Technical Matters:	Linda Kingston Sacramento City Unified 5735 47th Ave Sacramento, CA 95824
	Business Matters:	Steve Haskins Sacramento City Unified 5735 47th Ave Sacramento, CA 95824

Authorized Official: Rose Ramos
CBO
Sacramento City Unified
5735 47th Ave
Sacramento, CA 95824

15. **INDEPENDENT CONTRACTOR.** For the purpose of this Grant Agreement and all work and services specified herein, the Parties shall be, and shall be deemed to be, independent contractors and not agents or employees of the other party.
16. **ASSIGNMENT.** The Grantee may not assign, transfer, or subcontract any part of this Grant Agreement, any interest herein or claims hereunder, without the prior, written approval of the District and Sponsor.
17. **CANCELLATION.** Either of the Parties may at any time cancel this Grant Agreement, with or without cause, by giving thirty (30) days advance written notice to the other Party which shall commence on the date of mailing of the written notice by certified mail or personal delivery. Thereafter, this Grant Agreement shall become null and void except for the portion or portions of payment herein agreed upon for which expenses have been necessarily incurred in the performance of this Grant Agreement.
18. **APPROPRIATED FUNDS.** The continuation of this Grant Agreement shall be subject to sufficient appropriated funds being received by District to administer and support the K12 SWP. In the event sufficient funds are not available or are discontinued at any time, the District may immediately cancel this Grant Agreement by delivering written notice to the Grantee.
19. **GENERAL RELEASE.** The Grantee's acceptance of payment of the final invoice under this Grant Agreement shall release the District from all claims of the Grantee, and from all liability to the Grantee concerning the Work, except where such claims or liabilities arise from any negligent act, error or omission of the District.
20. **USE OF NAME.** Neither of the Parties shall make use of this Grant Agreement, or use the other's name or that of any member of the other's staff for publicity or advertising purposes without prior written approval of the other Party. This restriction shall not include internal documents available to the public that identify the existence of the Grant Agreement.
21. **AMENDMENTS.** The Parties may make changes to the terms of this Grant Agreement. Any such changes shall be in the form of a written amendment signed by authorized representatives of the Grantee and the District.
22. **INDEMNIFICATION.**
 - A. The Grantee shall defend, indemnify and hold District, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Grant Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions or willful misconduct of Grantee, its officers, employees, or agents.
 - B. The District shall defend, indemnify and hold Grantee, its officers, agents, and employees harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Grant Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions or willful misconduct of District, its officers, employees or agents.

- C. This indemnification provision shall survive termination of the Agreement and remain in effect.
23. **INSURANCE.** The Grantee at its sole cost and expense, shall insure its activities in connection with this Grant Agreement and maintain in force for the duration of this Grant Agreement insurance policies and requirements as follows.
- A. Commercial General Liability insurance with a limit of not less than \$1,000,000 per occurrence for bodily injury, property damage, personal injury, products and completed operations, and blanket contractual coverage.
 - B. Automobile Liability insurance with a combined single limit of not less than \$1,000,000 per accident for bodily injury and property damage with respect to the Grantee's owned, hired, and non-owned vehicles.
 - C. Workers' Compensation insurance as required under California State law.
 - D. Employer's Liability insurance with limits of not less \$1,000,000 each accident, \$1,000,000 each employee, \$1,000,000 policy limit for bodily injury or disease.
 - E. Professional Liability insurance covering acts, errors, mistakes, and omissions arising out of the work or services performed by Grantee, or any person employed by the Agreement, with a limit of not less than \$1,000,000 each claim.
 - F. Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of the District and the Grantee against other insurable risks relating to performance of this Agreement.
 - G. Insurance shall be issued by an insurance company(ies) licensed in California with a current A.M. Best rating of A:VII or better.
 - H. The Commercial General Liability and Auto Liability coverages shall be endorsed to name "Butte-Glenn Community College District, its trustees, officers, agents, employees, and volunteers" as additional insureds as their interest may appear.
 - I. All insurance policies shall be endorsed to provide for thirty (30) days' advance written notice to the District of cancellation, suspension, or any material change of the required insurance coverage.
 - J. The Grantee's insurance must be primary, and any insurance or self-insurance maintained by the District shall not contribute to it. The coverages required under this Section shall not limit the Grantee's liability. If any part of this Grant Agreement is assigned or subcontracted, these insurance requirements also apply to all assignees and subcontractors.
 - K. The Grantee may fulfill its insurance obligations under this paragraph by self-insurance pursuant to an established plan operated in accordance with accepted insurance practices.
 - L. Prior to commencing the Work under this Grant Agreement, Grantee shall furnish District with certificates of insurance and original endorsements evidencing the coverage, limits, and conditions required by this Grant Agreement.
24. **NOTICES.** Any notice required or permitted by this Grant Agreement shall be in writing and shall be delivered by (i) personal delivery; (ii) certified mail; or (iii) electronic mail to the respective party's Authorized Official.

25. **APPLICABLE LAW.** This Grant Agreement shall be interpreted and governed by applicable federal laws and State of California laws.
26. **ENTIRE AGREEMENT.** This Grant Agreement, together with the Exhibits attached hereto, express the complete agreement of the Grantee and the District and supersedes all prior understandings regarding the Work.
27. **COUNTERPARTS AND ELECTRONIC SIGNATURES.** This Grant Agreement may be executed in one or more counterparts, and counterparts may be exchanged by facsimile, electronic mail or other electronic transmission, each of which will be deemed an original, but all of which together constitute one and the same instrument.

SIGNATURE PAGE FOLLOWS

IN WITNESS WHEREOF, the respective parties have executed this Grant Agreement on the dates indicated below.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT SACRAMENTO CITY UNIFIED SCHOOL DIST

By: _____
(Signature of authorized official of District.)

By: _____
(Signature of authorized official of Grantee.)

Name: Andrew B. Suleski

Name: _____

Title: Vice President for Administration

Title: _____

Date: _____

Date: _____

Exhibits

- A -** Scope of Work: Grantee’s K12 Strong Workforce Program Application submitted pursuant to the Request for Applications K12 Strong Workforce Program
- B -** Request for Applications K12 Strong Workforce Program 2020-2021
 - Appendix A: K12 Strong Workforce Program: Grantee Guidelines and Requirements, 2020
 - Appendix B: K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions, 2020
 - Appendix C: Guidelines, Definitions, and Allowable Expenditures

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	CTE/NFNRC	Preparer’s Name & ID:	Allison Travis-Bee 3005411	Phone:	2900
Vendor Name:	Sacramento City Unified SD		Vendor ID:	3469704	
PO Description <i>(Max. 25 characters):</i>	K12 Strong Workforce Year 3 Allocation				
Budget Code:	12.463.500.1.601023.55100	PO Amount:	\$539,025.00		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	Allison Travis-Bee			Phone:	2900
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

SCOPE OF WORK

Grantee shall furnish all the necessary services, qualified personnel, material, equipment, and facilities as needed to perform all tasks specifically set forth in the Grantee's K12 Strong Workforce Program Application submitted pursuant to the Request for Applications K12 Strong Workforce Program, which is attached hereto and incorporated by reference in this Grant Agreement.

K12 Strong Workforce Program Produced: 01/14/2021 11:35 AM PST Becca Mortimer

Post-Secondary Transition & Completion : Certified

Details

Pathway Improvement Name

Post-Secondary Transition & Completion

Region within which applying

North/Far North

Start Date

01/08/2021

End Date

06/30/2023

Assurances

This Pathway/Program Work Plan is:

- ✓ In compliance with K12 SWP legislation ([Ed Code 88827](#)).
- ✓ Aligned with your district(s)/partner district(s) 2020-21 LCAP
- ✓ Informed by, aligned with, and expands upon your region's Strong Workforce Program Regional Plan and planning efforts occurring through the Strong Workforce Program.
- ✓ Informed by Labor Market Information and regional priorities.
- ✓ Staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

All LEAs will:

- ✓ In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to do the following until an MOU is executed between CDE and CCCCO for information sharing on K-12 data:
 1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
 2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant;
 3. Beginning in 2021-22, upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.
- ✓ Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

Lead Agency

Sacramento City Unified

Lead LEA Type

Unified School District

Agency Information

Address

5735 47th Avenue | Sacramento, CA | 95824-4528

Region

North/Far North

Website

<http://www.scusd.edu>

Community College District

Los Rios CCD

Part of a Rural School District

No

Unemployment Rate

3.7%

Total ADA (Average Daily Attendance)

Per Senate Bill 117, ADA changed for reporting for both 2019-20 P-2 and annual to include all full school months from July 1, 2019 to February 29, 2020 to mitigate the impact of COVID closures on ADA. County Offices of Education should only include the ADA of schools for which they provide direct oversight.

17107.9

K12 SWP 2019-20 Award/Role

Was your organization awarded funds in 2019-20?

No

CTEIG Award

Was your organization awarded CTEIG funds in 2019-20?

Yes

Will your organization apply for CTEIG funds in 2020-21?

Yes

Participating Schools

School

Luther Burbank

Hiram Johnson

Rosemont

John F. Kennedy

C.K. McClatchy

Health Professions

American Legion

School of Engineering & Sciences

New Tech

West Campus

Primary Contact(s)

Name	Role	Email
DiAnne Brown	Project Lead Contact	dianne-brown@scusd.edu
Linda Kingston	Project Lead Contact	linda-kingston@scusd.edu

K12 Partner Agencies (optional)

No K12 Partner Agencies added.

ADA Totals

Name	ADA	Agency Type
Sacramento City Unified	17,107.9	Unified School District

Higher Education Partners

Los Rios CCD

Higher Education Partner Agency Type

District

Agency Information

Address

Region

North/Far North

Website

N/A

Community College District

Los Rios CCD

Primary Contact(s)

Name	Role	Email
Melanie Dixon	Contact - View Only	dixonm@losrios.edu

Collaborative Partners (optional)

No K12 Collaborative Partners added.

Problem Statement

Provide a brief Problem Statement that is concise, clear, and evidence-based, supporting the problem or need that your K12 SWP efforts will address.

SCUSD’s student population includes 17.9% English Learners and 14.4% Students with Disabilities. Over 70% of students are identified as socioeconomically disadvantaged, including those students that are eligible for Free/Reduced Meals (70.5%), identified as Foster Youth (0.5%), and/or identified as Homeless Youth (0.6%). SCUSD’s cohort dropout rate is 6.03%, compared with the statewide grades 9–12 dropout rate of 9%.

The District is eager to keep these students in school and provide an entry point into a high-skill and high-wage career pathway that could serve our community as well as our geographical area. We offer 19 pathways which expand over 12 Industry Sectors. Our newly-restructured College & Career Readiness department is creating a District Advisory and Expanded Learning opportunities for our students; developing site advisories; identifying mentors and internships within each pathway; deepening our counselors' knowledge of the profession of each of the pathways on their sites; and reviewing cross- curricular curriculum between the CTE teachers and the core academic teachers to ensure learning is relevant according to the latest industry standards. These activities will allow us to evaluate the regional need of each of the pathways to ensure they are still high-demand pathways.

While each of SCUSD’s 19 pathways connects to a pathway program at one of the Los Rios Community Colleges, the district’s pathway students, particularly our underserved students, are not successfully matriculating into these community college pathways. SCUSD students need a better understanding of the community college pathway that aligns to their high school pathway and how to enroll. To successfully matriculate, they need targeted assistance in the matriculation process after high school graduation in order to avoid “summer melt.”

Due to the Coronavirus pandemic, the unemployment rate in the Sacramento--Roseville--Arden-Arcade MSA was 9.4 percent in August 2020, down from a revised 11.6 percent in July 2020, and above the year-ago estimate of 3.7 percent. Between August 2019 and August 2020, total jobs in the region decreased by 89,500, or 8.7 percent.

While the local economy rebuilds, it is even more imperative that our pathway students matriculate to post-secondary pathway programs that will lead to industry certification and two or four-year degrees and prepare them for the workplace.

Project Objectives

Provide clear, concrete objectives, which this project aims to achieve, to address the issues in the Problem Statement. Include how the LEA(s) is using the K12 SWP funds to help meet those objectives. Avoid statements of lofty goals.

For the purpose of this funding opportunity we will focus on post-secondary transition for our pathway students. SCUSD continues to align its pathways to the pathways at the local community colleges through guided pathways, articulation, and dual enrollment. Our long-term goal is to identify at least one certificate program at our respective post-secondary institutions that best aligns to each of our current pathways and ensure that students understand the process for matriculating into that certificate program.

Objectives include: 1) SCUSD Pathway students will increase their awareness of the Los Rios Pathway program aligned to their career choice, and 2) Up to 75% of SCUSD Pathway graduates will matriculate to Pathway programs at Los Rios Community Colleges following high school graduation.

SWF funding will provide opportunities for Pathway leads and Guidance Counselors from both institutions to hold frequent roundtable gatherings (virtual or in-person) by discipline. CTE teachers will work with their community college counterpart to create a clear map for the students for seamless matriculation from their program to the community college program.

Counselors/Pathway Leads will assist Pathway students in enrolling in at least one college course aligned to a Los Rios Community College Pathway course program requirement before graduating from SCUSD.

SCUSD Pathway students will be connected with a Pathway Lead Teacher or Guidance Counselor at Los Rios in the second semester of their senior year to assist with transition to college

SCUSD Youth Development staff and college counselors will work together to provide our students seamless transition from high school to college. Some activities will include recruiting and signing up students for college field trips and college fairs; assisting with completion of college applications, FAFSA forms and college registration forms; and helping high school graduates on their way to college avoid summer melt.

Local/Regional Economies

For the LEA to be considered in high unemployment area, the unemployment rate of the county in which in LEA is located must be over 6.451%, in alignment with the Workforce Innovation and Opportunity Act (WIOA). LEAs are classified as Rural School Districts if they meet 'Small, Rural School Achievement Program' or REAP eligibility standards as determined by the U.S. Department U.S. Department of Education (<https://www2.ed.gov/programs/reapsrsa/eligibility.html>).

Unemployment Rates & Rural School Districts

Lead/Partner LEA	Rural School District?	Unemployment Rate
Sacramento City Unified	No	3.7% 

Underserved Student Populations

Annual Adjusted Statewide Grades 9-12 Dropout Rate

9.0% (for 2018-19, per CDE RFA page 10)

Will the proposed CTE program(s) serve student subgroups that have a dropout rate higher than the state dropout rate?

Yes

Will proposed CTE program(s) serve the following unduplicated pupils?

Yes

Will the proposed CTE program(s) serve K-12 students that are defined as special populations per Perkins V?

Yes

Industry Sectors & Pathways

Targeted Industry Sectors

California Department of Education Industry Sectors

- ✓ Agriculture & Natural Resources (CDE)
- ✓ Arts, Media, & Entertainment (CDE)
- ✓ Building & Construction Trades (CDE)
- ✓ Education, Child Development, & Family Services (CDE)
- ✓ Engineering & Architecture (CDE)
- ✓ Health Science & Medical Technology (CDE)
- ✓ Hospitality, Tourism, & Recreation (CDE)
- ✓ Information & Communication Technologies (CDE)
- ✓ Manufacturing & Product Development (CDE)
- ✓ Marketing, Sales, & Service (CDE)
- ✓ Public Services (CDE)
- ✓ Transportation (CDE)

Crosswalk California Community Colleges

- ✓ Advanced Manufacturing (CCCCO)
- ✓ Advanced Transportation & Logistics (CCCCO)
- ✓ Agriculture, Water & Environmental Technologies (CCCCO)
- ✓ Education & Human Development (CCCCO)
- ✓ Energy, Construction & Utilities (CCCCO)
- ✓ Global Trade (CCCCO)
- ✓ Health (CCCCO)
- ✓ Information & Communication Technologies (ICT)/Digital Media (CCCCO)
- ✓ Life Sciences/Biotech (CCCCO)
- ✓ Public Safety (CCCCO)
- ✓ Retail/Hospitality/Tourism 'Learn and Earn' (CCCCO)
- ✓ Business & Entrepreneurship (CCCCO)

Pathways & Design Purpose

- × Create a New Pathway(s)
- × Expand and/or Scale an Existing Pathway(s)
- ✓ Implement Cross-Sector Work

Pathway(s) Involved

- Agriculture & Natural Resources: Agriscience
- Arts, Media, & Entertainment: Design, Visual & Media Arts
- Arts, Media, & Entertainment: Other Arts, Media & Entertainment
- Education, Child Development, & Family Services: Other Education, Child Development, & Family Services
- Engineering & Architecture: Architectural Design
- Engineering & Architecture: Engineering Design
- Engineering & Architecture: Engineering Technology
- Health Science & Medical Technology: Patient Care
- Hospitality, Tourism, & Recreation: Food Service & Hospitality
- Information & Communication Technologies: Other Information Communication Technology
- Manufacturing & Product Development: Product Innovation & Design
- Marketing, Sales, & Service: Entrepreneurship/Self-Employment
- Public Services: Legal Practices
- Public Services: Public Safety
- Transportation: Systems Diagnostics, Services & Repair

Work Plan

K14 Pathway Quality Strategies

- × Curriculum and Instruction
- × College and Career Exploration
- ✓ Postsecondary Transition and Completion
- × Work-Based Learning

K14 Pathway Quality Strategies: Postsecondary Transition and Completion

Description of work funded by K12 SWP

To provide our students enrolled in a pathway a focused "map" to postsecondary career options. We have identified three areas of need:

1. College readiness incorporated into the pathway courses.

We need to expand our students' college & career knowledge of the opportunities within each pathway. SCUSD currently subscribes to California Colleges (CCGI). Using this tool, our teachers and counselors can incorporate the modules into the curriculum and counselor guidance support. Teachers can work with their counterparts at the community college to create rigorous learning environments for the students by understanding where SCUSD students struggle in college and then create opportunities within their curriculum that scaffolds the learning needed to be successful in the postsecondary environment.

2. Bridge between our pathways to the local community college program.

CTE teachers will work with their community college counterpart to create a clear map for students for seamless matriculation from their program to the community college program. We will identify a program of study that includes dual enrollment courses students can begin while in high school that will lead to successful completion of their postsecondary goals.

3. Matriculation.

Counselors, SCUSD Youth Development staff and our college counselors will work together to provide our students seamless transition from high school to college. "Summer melt" will be eliminated through targeted supports to ensure students start college in the Fall after high school graduation.

List of project activities

1. CTE teachers will ensure all students in their pathway have program tours at the local colleges (community college to UCs).
2. CTE teachers will identify which community college pathway matches their program and create a "roadmap" for students that clearly articulates the courses and experiences needed to complete the program.
3. CTE teachers will work with their community college counterpart to identify at least one transferable course for certifications/degree to be taken in high school.
4. CTE teachers will review current articulation and revise or create new ones as needed.
5. Counselors will create relationships with their counterparts at the local community college to learn the programs into which their site pathways feed.
6. Counselors will effectively support their students' post secondary plans by understanding the matriculation process for the program.
7. Counselors will create a CTE Plan of Support that will be used with all the students in the pathways to ensure pathway completion as well as post secondary placement.
8. SCUSD Youth development staff will create cohorts of students each with a youth leader to support the matriculation process and eliminate "summer melt."

Partner role and responsibilities

SCUSD Youth Development will support high school seniors in the matriculation process. Each Youth Development leader will have a small cohort of graduates that they support during the summer to prevent "summer melt." Community College partners will meet with our teachers to develop a bridge from high school and community college that identifies a course of study that includes articulated courses and dual enrollment in order for our students to begin their postsecondary career while in high school. This will allow the teachers and counselors to build appropriate supports for our students to ensure a successful transition. Community college partners will identify one counselor at their site who will be available to support our students with the matriculation process. Our community partner, Improve Your Tomorrow (IYT), works with our students to support high school completion and successful college transition and completion. By providing mentors, after school classes, and appropriate interventions, IYT will work with a cohort of students from high school pathway to and through college completion of postsecondary goals.

Number of students and/or teachers to be served

This year we will serve 3,257 students and 33 teachers across our 19 pathways (28 programs within the 19 pathways in 10 schools).

Justification for requested funds (Return on Investment)

Sacramento City Unified School District has had a history of strong CTE programs. However, over the past few years, significant changes in leadership and programming have resulted in less focused and strategic programs both at the district and school site level. K12 SWF funding will help us to refocus our work to what our students need most and align with the District's vision that students graduate with the widest array of post secondary options. The opportunity to collaborate with our community college partners in making the process of college transparent will enable our students to be successful in navigating the sometimes

confusing world of college. With pathways bridged, our students will be able to experience relevancy within their school work and their vision of their future career paths.

Leveraged Funds

- ✓ Perkins V (Strengthening Career and Technical Education for the 21st Century Act)
- ✓ CTEIG (California Technical Education Incentive Grant)
- ✗ Agricultural Career Technical Education Incentive Grant
- ✗ CTEFP (Career Technical Education Facilities Program/Prop 51)
- ✓ CPA (California Partnership Academies grants)
- ✗ SSP (Specialized Secondary Programs grant)
- ✓ SWP (Strong Workforce Program)
- ✗ Other

Budget & Match

Grant Funds Summary

Expenditure Type	K12 SWP Grant Funds
1000 - Certificated Salaries	\$172,750
2000 - Classified Salaries	\$0
3000 - Employee Benefits	\$47,775
4000 - Books and Supplies	\$75,000
5000 - Services and Other Expenditures	\$228,500
6000 - Capital Outlay	\$0
7000 - Indirect Costs	\$15,000
Total Grant Funds Budgeted	\$539,025

Financial Match Summary

Expenditure Type	Financial Match
1000 - Certificated Salaries	\$345,500
2000 - Classified Salaries	\$0
3000 - Employee Benefits	\$95,550
4000 - Books and Supplies	\$150,000
5000 - Services and Other Expenditures	\$457,000
6000 - Capital Outlay	\$0
7000 - Indirect Costs	\$30,000
Total Financial Match	\$1,078,050

Sacramento City Unified: Budget

Budget Funds

Expenditure Type	2020-21	2021-22	2022-23	Totals
1000 - Certificated Salaries	\$71,250	\$50,750	\$50,750	\$172,750
2000 - Classified Salaries	\$0	\$0	\$0	\$0
3000 - Employee Benefits	\$20,025	\$13,875	\$13,875	\$47,775
4000 - Books and Supplies	\$25,000	\$25,000	\$25,000	\$75,000
5000 - Services and Other Expenditures	\$79,500	\$74,500	\$74,500	\$228,500
6000 - Capital Outlay	\$0	\$0	\$0	\$0
7000 - Indirect Costs	\$5,000	\$5,000	\$5,000	\$15,000
Total Budget	\$200,775	\$169,125	\$169,125	\$539,025

Sacramento City Unified: Expenditure Descriptions

1000 - Certificated Salaries

This plan is collaborative by design and will require teacher and counselor time to collaborate and produce the outcomes.

1. Roundtable meetings with teachers, Counselors and higher Ed partners: 6 meetings for 1.5 hours. \$20,250
2. Review/revise/write articulation courses: 20 hours. \$26,000
3. Create roadmap for seamless student matriculation from high school CTE program to the identified community college program: 10 hours. \$13,000 (year one only)
4. Create CTE Plan of Support that Counselors can use with each student to identify goals and the support necessary to achieve them: 10 hours. \$7,500 (year one only)
5. Substitute teachers: \$4,500

3000 - Employee Benefits

SCUSD has one of the highest benefit structures in the state - we factor in 30% for benefits. \$20,025

4000 - Books and Supplies

1. Textbooks for students enrolled in dual enrollment courses: initial outlay for each course offered (can use the textbooks over again if the instructor and syllabus remain the same). \$20,000
2. Miscellaneous supplies: to support the teachers, Counselors and students in defining the "pathway to college," \$5,000

5000 - Services and Other Expenditures

1. Service contract with SCUSD Youth Development Department to fund the cohorts of matriculation support for pathway students: \$60,000
2. Field trip buses for 19 college tours. Use district buses @ \$500 each trip. \$9500
3. Printing cost for each pathway "Road Map" pamphlet - 16 pathways. \$10,000 (initial outlay) \$5,000 reprinting


7000 - Indirect Costs

The district assesses 3% on all grants for indirect costs. Estimate \$5,000

Sacramento City Unified: Match**Financial Match Funds**

Expenditure type	Financial Match	Source of Match Funds (100 char max)
1000 - Certificated Salaries	\$345,500	LCFF
2000 - Classified Salaries		
3000 - Employee Benefits	\$95,550	LCFF
4000 - Books and Supplies	\$150,000	Perkins and CPA
5000 - Services and Other Expenditures	\$457,000	LCFF, Perkins and CPA
6000 - Capital Outlay		
7000 - Indirect Costs	\$30,000	Perkins and CPA
Total Financial Match	\$1,078,050	

Supporting Documents

Document Title	Type	Uploaded	Comment
 SCUSD High Quality CTE Program Evaluation.pdf	High-Quality CTE Program Evaluation	10/7/2020, 3:22:43 PM	N/A

Certification

Certifying Authority

Blaine Smith

Chair

smithbl@butte.edu

(530) 895-2894

Approved

12/14/2020 01:35 PM PST



California
Community
Colleges



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NOVA Site Version: [4.28.2](#)

**GRANT AGREEMENT
K-12 STRONG WORKFORCE PROGRAM
EXHIBIT B**

K12 SWP SPECIFIC TERMS AND CONDITIONS

The Grantee shall comply with the terms and conditions: (1) K12 Strong Workforce Program: Grantee Guidelines and Requirements, 2020; (2) K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions, 2020 and (3) Guidelines, Definitions and Allowable Expenditures, which are attached hereto and incorporated by this reference in this Grant Agreement.

Appendix A: Grantee Requirements and Guidelines

K12 Strong Workforce Program: Grantee Guidelines and Requirements, 2020

1. Alignment with Guiding Policy Principles to Support K–14+ Pathways

The California Workforce Pathways Joint Advisory Committee (CWPJAC) developed the Guiding Policy Principles to Support K–14+ Pathways to help prioritize a policy pivot towards purposeful integration of the student experience across systems and into college and career, while addressing industry workforce needs. The CWPJAC recommends incorporating the following Guiding Policy Principles in K12 SWP implementation:

- **Focus on a Student-Centered Delivery of Services** for all K–14+ college and career pathways, which accommodates multiple entry points to facilitate students' needs to build their skills as they progress along a continuum of education and training or advance in a sector-specific occupation or industry.
- **Promote Equity and Access** by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations.
- **Achieve System Alignment** in the economic regions of the state in order to create a comprehensive and well-defined system of articulation of high-quality K–14+ pathway courses (i.e., both in-person and online) and work-based learning opportunities with a specific emphasis on career technical education. Bring greater coherence to programming, common use of terminology, appropriate data collection and sharing, and attainment of student outcomes in a timely way that lead to upward mobility in California's industry sectors.
- **Support the Continuous Improvement and Capacity Building** at all levels and components to ensure smooth transitions in the system and focus efforts

on implementation of state standards, attainment of student outcomes, and a strengthening of California’s regional economies.

2. Leveraging Partnerships and CTE Funding Sources

a. Examples of Leveraging SWP at Partnering Community Colleges

Following are a few examples of how LEAs can leverage a partnering community college’s existing SWP efforts.

- The partnering community college offers dual enrollment and articulated courses as part of K–14 CTE pathways so that high school students can earn early college credit and enter college CTE programs with advanced standing.
- The partnering community college can share course syllabi and collaborate with K–12 to create vertical alignment in CTE pathways.
- The partnering community college counselors and the K–12 counselors collaborate so that students stay on their chosen pathway as they transition from secondary to postsecondary education.
- The partnering community college has an SWP-funded CTE coordinator, who is responsible for outreach and marketing of CTE programs, including promoting the K–14 pathways at secondary schools and ROCPs. The CTE coordinator can host open houses, provide college tours, speak to high school students and their parents, and share marketing collateral with the high school community.
- The partnering community college offers its college students apprenticeships and work-based learning opportunities through its relationships with industry. Additional work-based learning opportunities for high school CTE pathways can be established with the same industry organizations.

b. Working Norms for Intersegmental Partnerships

Providing students with a seamless CTE pathway from K–12 through postsecondary education is a central component of the K12 SWP objectives. To support intersegmental partnerships between K–12 LEAs, institutions of higher education, and Collaborative Partners, the CWPJAC recommends these working norms in building student-centered, high-quality, K–14 college and career pathways:

1. Frequent, open, and intentional communication between educational agencies, workforce agencies, and employers.
2. A mindset shift from insular to coordination of planning and from independent to interdependent implementation of systems to make better use of and maximize scarce public funds.
3. A continual scan for opportunities to leverage, build upon, and/or replicate effective models and practices in order to benefit from the scale of the state.
4. An understanding of the existing eco-system as a basis to build a new culture for our institutions and incentivize behaviors and relationships.
5. Ongoing alliances through sustained funding and mutual agreements in order to “stay the course” despite governance changes.
6. A commitment to the work to create stability and sustainability of the K–14+ college and career pathway system.

c. Leveraging Multiple CTE Funding Sources

LEAs are expected to support their CTE programs and pathways primarily through funds from the Local Control Funding Formula (LCFF), ensuring that the programs and pathways are integral to the LEAs’ programs of study. K12 SWP is intended to assist LEAs in building their capacity to leverage funds from their LCFF and other possible Federal and State CTE funding sources—such as Perkins V and CTEIG—to build strong pathway programs. In doing so, LEAs are demonstrating a commitment to improve CTE opportunities for students through high-quality programs and pathways.

Following is an example of how LEAs can leverage funding sources.

A high school plans to expand its CTE program, and it strategically leverages its different funding sources: Funds from LCFF are budgeted for the hiring of a new CTE teacher; CTEIG funds support professional development and the purchase of new equipment; Perkins V funds support student services for special populations and increased recruitment of such students; while K12 SWP funds support modifying the “a-g” curriculum with an industry focus on career pathways and skills, building connections with its local community college to provide dual enrollment courses, and establishing work-based learning opportunities with local businesses.

3. Program Outcome Measures

The long-term measures of success for the K12 SWP are the students completing high school, transitioning successfully into an aligned postsecondary program, graduating with a degree or credential in a high-demand field, and securing employment successfully. The K12 SWP Metrics are designed to measure student-level outcomes from K–12 to postsecondary education and employment. Only four metrics measure K–12 student-level outcomes, while the remaining metrics apply to postsecondary student-level outcomes and employment outcomes.

The **K12 SWP Metrics** that measure **K–12 student-level outcomes**:

- Completed 2+ CTE courses in high school in the same program of study.
- Completed 2+ CTE courses in high school in the same program of study that include early college credit, work-based learning, or third-party certification.
- Graduated high school.
- Enrolled in a CA Community College within one year of leaving secondary school.

The **K12 SWP Metrics** that measure **postsecondary student-level outcomes**:

- Entered registered apprenticeship after participation in high school pre-apprenticeship program.
- Enrolled in another form of job training (other than CA Community College).
- Completed 9+ CTE units in first year of CA Community College.
- Attained a CA Community College certificate/degree or journey-level status.
- Transferred to a four-year institution after exiting CA Community College.

The **K12 SWP Metrics** that measure **employment student-level outcomes**:

- Employed in a job closely related to field of study after exiting CA Community College.
- Median annual earnings of students after exiting CA Community College.
- Attained a living wage after exiting CA Community College.

4. Reporting Requirements

a. Program Outcome Measures Reporting

As a K12 SWP grant recipient, LEAs may need to collect extra data elements in addition to those required by CDE. The K12 SWP grant recipients (both Lead and K–12 Partner Agencies) must submit the required end-of-the-year files to CDE by November 1, immediately following the fiscal year for which data are being reported.

Grant recipients must also notify their region’s K–14 Technical Assistance Provider that data has been reported by the due date. The K12 Selection Committee, in consultation with the SWP Regional Consortium, may end contracts and grants from grantees that do not provide the required outcomes-based data.

In addition, to ensure that the K12 SWP legislative reporting requirements are met, beginning in 2021–22 all grant recipients, both lead and partnering LEAs, are required to upload end-of-year data files, as applicable and required by K12 SWP.

In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both lead and partnering LEAs, are required to do the following until an MOU is executed between CDE and CCCCCO for information sharing on K–12 data:

1. Sign an MOU with Cal-PASS Plus to facilitate the sharing of data with the Cal-PASS Plus data system (if not already done so);
2. Maintain a current MOU with Cal-PASS Plus throughout the life of the awarded grant; and
3. Beginning in 2021–22, upload end-of-year data files, as applicable and required by K12 SWP, into the Cal-PASS Plus system annually by November 1.

b. Progress and Fiscal Reporting

To ensure the successful implementation of the K12 SWP, grant recipients are required to submit ten (10) Quarterly Expenditure and Progress Reports and one (1) end-of-project Final Report to their SWP Regional Consortium. The required reports demonstrate that grant recipients have met the dollar-for-dollar match requirement (specified in Education Code, Section 88828) and are providing program deliverables using the K12 SWP funds pursuant to Education Code, Section 88827. The Lead

Agency of the K12 SWP grant is responsible for ensuring that Lead and K–12 Partner Agencies on the grant submit all required progress and fiscal data. Failure to submit required reports or evidence that deliverables have been met could result in the loss and/or remittance of all awarded funds.

The following reports are to be submitted by the due dates indicated. Extensions of reporting deadlines may be made with the approval of the Regional Consortium.

Table 8. K12 SWP Progress and Fiscal Report Due Dates

Date	Report
April 30, 2021	Year 1, Third Quarter (Jan-Mar) Expenditure and Progress Report
July 30, 2021	Year 1, Fourth Quarter (April-June) Expenditure and Progress Report
October 29, 2021	Year 2, First Quarter (July-Sept) Expenditure and Progress Report
January 28, 2022	Year 2, Second Quarter (Oct-Dec) Expenditure and Progress Report
April 29, 2022	Year 2, Third Quarter (Jan-Mar) Expenditure and Progress Report
July 29, 2022	Year 2, Fourth Quarter (April-June) Expenditure and Progress Report
October 29, 2022	Year 3, First Quarter (July-Sept) Expenditure and Progress Report
January 27, 2023	Year 3, Second Quarter (Oct-Dec) Expenditure and Progress Report
April 28, 2023	Year 3, Third Quarter (Jan-Mar) Expenditure and Progress Report
July 28, 2023	Year 3, Fourth Quarter (April-June) Expenditure and Progress Report
August 31, 2023	Final Report

Appendix B: Program-Specific Legal Terms, and Conditions

K12 Strong Workforce Program: Program-Specific Legal Terms and Conditions, 2020

1. Cost and Payments

In consideration of satisfactory performance of the services described in the Grantee's application, the applicable Strong Workforce Program Career Technical Education Regional Consortium (hereinafter Regional Consortium) agrees to pay the Grantee a total amount not to exceed the "Grant Funds" amount stated on the fully executed Grant Agreement. Payment should be made as follows:

Beginning in 2021, an advance payment of 70% of the total amount of this Grant Agreement will be paid, upon receipt of an invoice, after the Grant Agreement is fully executed.

Grantee may request progress payment(s) up to 20% of the total amount of this Grant Agreement upon submission of an invoice and accompanying documentation as required by the Regional Consortium and completion of all reports due at the time the invoice is submitted. Payment of the final 10% will be made upon receipt of an invoice and accompanying documentation as required by the Regional Consortium, and review and approval by the Regional Consortium of expenditure/progress reports and the final report.

2. Work to Be Performed

The Grantee shall complete the tasks described in the Grantee's application and funds shall be expended in compliance with the requirements for the funding source and Grant Agreement with the Regional Consortium.

3. Modification/Budget Changes

Grantee may request modifications to the work to be performed. All such requests must be submitted in writing to the Regional Consortium prior to the modification being made. The Regional Consortium may require that a Grant Amendment be processed, if the Regional Consortium determines that the change would materially affect the project outcomes or the term of this Grant Agreement.

Grantee may make changes to any budget category amounts up to 10% of the total award amount per line item without the approval of the Regional Consortia so long as budget categories are not added or deleted, the total dollar amount of the Grant Agreement is not affected, and the outcomes of the Grant Agreement will not be materially affected. Grantee may add or delete budget categories subject to the prior approval of the Regional Consortium.

Grant amendments are required for budget changes when there are changes in the total dollar amount of the Grant Agreement and/or the outcome of the Grant Agreement is materially affected. The process for requesting and approving grant amendments are determined by the Regional Consortium. Budget changes or amendments are subject to applicable program limitations and require approval of the Regional Consortium. No extensions to the performance period will be granted.

Grantees are required to fully expend their grants by the end of the expenditure period. If a grantee projects that they will be unable to do so, they should contact the Regional Consortium and arrange to have their grant reduced to a level which the grantee is confident can be fully spent within the expenditure period. If a Regional Consortium has reason to question whether a grantee can fully expend their grant within the expenditure period, it may request that the grantee provide evidence that it will be able to do so. When grant funds are unexpended, the unspent funds will go to the next round of K12 SWP funding for the region in which it was awarded.

4. Assurances, Certificates, Terms, and Conditions

Assurances, certifications, terms, and conditions are requirements of applicants and grantees as a condition of receiving funds.

The certified K12 SWP application is a commitment to comply with the assurances, certifications, and terms and conditions associated with the grant as described in the K12 SWP Request for Applications and K12 SWP legislation (Education Code, Sections 88820-88833).

As a condition of receiving funds, funded applicants shall do the following:

- Enter into a grant agreement with the applicable Strong Workforce Program Regional Consortium that may include terms and conditions provided by CCCCCO and the applicable Regional Consortium.
- Certify that all identified partners are aware of this grant application and agree to its submission.
- Be responsible for the performance of any services provided through funds awarded under this grant by partners, consultants, or other organizations.
- Certify to the K–12 Selection Committee that grant funds received and the matching funds contributed by each local educational agency shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.
- Make expenditure data on career technical education programs available for purposes of determining if the grant recipients have met the matching funds requirements specified in subdivision (c) of Section 88828, and for monitoring the use of funds provided pursuant to Section 88827.
- Every year, the awarded grantees must:
 - Provide student-level data necessary to evaluate K12 SWP as required by Legislation;
 - Submit required end-of-year data files; and
 - Notify K–14 Technical Assistance Provider that data has been reported.

Appendix C: Guidelines, Definitions, and Allowable Expenditures

Guidelines, Definitions, and Allowable Expenditures

Determining if a Cost is Allowable

All allowable costs must meet three primary criteria: (1) Substantiate that the cost was necessary and reasonable for proper and effective administration of the allocations; (2) The cost must be allocable to the funding source activities; and (3) The cost must not be a general expense required to carry out the fiscal agent's overall responsibilities (not supplanting). However, even if the costs meet the prior three criteria, the costs must be approved within the statement of work/budget of the individual fiscal agent; otherwise, they are not allowable within that year without changes to the statement of work/budget. In addition, the Regional Consortium has the discretion to impose special conditions beyond the funding source that would also determine allowability of cost.

While the proposed cost is allowable under the funding source, is it also *reasonable*?

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances pre-vailing at the time the decision was made to incur the cost.

Systems that can guide this definition are necessary for the performance of the grant; following sound business practices (procurement processes, follow state and local laws, follow the terms of the grant); use of fair market prices; acting with prudence under the circumstances; and having no significant deviation from established prices.

What are the guidelines of *allocable*?

Allocable is defined by the dictionary as capable of being allocated or assigned. A cost is considered allocable to a particular funding source/program to the extent it actually benefits the objectives of that program. You can only charge in proportion to the value received by the funding source/program. An example would be that a Project Director works 80% on the funded program (only 80% of the salary and benefits can be charged in the grant application). Beyond this definition, allocable also means that the cost must be related to the statement of work/budget that have been approved by the Consortium.

What is *supplanting*?

Strong Workforce K12 funds must supplement and not supplant state or local funds. Funding may not result in a decrease in state or local funding that would have been available to conduct the activity had these funds not been received. Strong Workforce K12 funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without Strong Workforce K12 dollars. You must be able to demonstrate that Strong Workforce K12 funds are added to the amount of state and local funds that would, in absence of Strong Workforce K12 funds, be made available for uses specified in your plan. Allocation recipients and sub-recipients must use grant funds to provide extra goods, services, materials, staff coordination positions, etc. that would not otherwise be purchased with state, local, or other non-Strong Workforce K12 funds.

Allowable General Costs

There are permissible activities within K12 Strong Workforce Program funds. In addition, there are criteria for what can be funded while doing those activities. The following table is a synopsis of rules to determining allowability of costs.

Allowable	Allowable with Prior Approval	Unallowable
-	-	Advertising and Public Relations
-	-	Alcoholic Beverages

Allowable	Allowable with Prior Approval	Unallowable
-	-	Alumni Activities
-	-	Audit Costs
-	-	Bad Debts
-	-	Commencement and Convocation Costs
-	Communication Costs (telephone, telegrams, postage, messenger)	-
Compensation for Personnel Services (salary, wages, fringe benefits)	-	-
-	-	Contingencies
-	-	Contributions or Donations Given or Paid Out (cash, property, services)
-	-	Entertainment Costs ¹
Equipment ² (low value assets with a value greater than \$250 - \$4,999)	-	Equipment ²
-	-	Fines and Penalties ³
-	-	Fundraising and Investment Costs
-	-	Gifts of Public Funds are never allowed (memorabilia, honoraria, gifts, souvenirs, etc.) ⁴
-	-	Goods & Services for Personal Use
-	-	Improvements ⁵
Indirect or Administrative Expenditures (<i>rate approved by the Chancellor's Office</i>)	-	-
-	-	Lobbying

Allowable	Allowable with Prior Approval	Unallowable
-	-	Losses on Other Sponsored Agreements or Contracts
Materials & Supply Costs (only those actually used for performance of sponsored agreement)	-	-
Meetings and Conferences ⁶	-	-
-	Memberships ⁷	-
Professional and Consultant Services	-	-
-	-	Proposal Costs
Publication and Printing Costs (printing and publication costs related only to funded project activities)	-	-
Maintenance & Repair Costs ⁸ (keeping in efficient operating condition)	-	Maintenance & Repair Costs ⁸ (construction, remodeling, increasing value)
-	-	Student Expenses, Activities or Direct Services
-	-	Selling and Marketing ⁹
Travel ¹⁰	Out-of-State Travel ¹⁰	Out-of-Country Travel ¹⁰

¹ **Entertainment Costs:** Costs of entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable.

² **Equipment:** For the purposes of the K-12 SWP, equipment includes low value assets of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost that equals or exceeds the lesser of the capitalization level established by the institution for financial statement purpose. Equipment with a value higher \$5,000 must obtain prior approval before purchase from the Regional Consortia. Any equipment requested within the K12 SWP grant will be closely scrutinized to determine purchases meet the intent of the funding and show long-term sustainability.

General Purpose Equipment – General purpose equipment furnishings, modular offices, telephone, networks, information technology equipment systems, air conditioning equipment,

reproduction and printing equipment, motor vehicles, etc. are unallowable unless the awarding agency approves them in advance.

³ Fines and Penalties: Costs resulting from violations of, or failure of the institution to comply with, Federal, State, and local or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the sponsored agreement, or instructions in writing from the authorized official of the sponsoring agency authorizing in advance such payments.

⁴ Gifts of Public Funds: If it looks like a gift, it is. You are not allowed to purchase pencils, pens, mouse pads, t-shirts, etc. and give them out (under the marketing banner). This would still be considered a gift of public funds. Awards and honorarium would also be considered a gift of public funds and not allowed.

⁵ Improvements: Improvements for land, buildings, or equipment that materially increases their value or useful life are unallowable as a direct cost.

⁶ Meetings and Conferences: Costs of meetings and conferences, the primary purpose of which is the dissemination of technical information, are allowable. This includes costs of meals, transportation, rental of facilities, and other items incidental to such meetings or conferences. Be aware not to cross over into entertainment costs. Must obtain prior approval from the Regional Consortium.

NOTE: Food is only allowed at meetings that require a working breakfast, lunch, or dinner and disseminate technical information to participants. The meeting must have an agenda that shows a working meal; must have a sign-in sheet for participants; and cannot go over the fiscal agent's per diem guidelines for food purchases.

⁷ Memberships: Only institutional memberships are allowed (not individual memberships). If the K12 SWP applicant requests any (institutional) membership costs, the application must justify why the statement of work cannot be accomplished without paying for such membership(s). Grantee must demonstrate how they will sustain the membership beyond the term of the grant. Business, technical, and professional organization or periodical memberships are allowed. Civic or community, or country club or social or dining club memberships are not allowed.

⁸ Maintenance and Repairs: Activities such as construction and remodeling, which increase the value of an asset or appreciably extend its useful life, are not allowed unless authorized by the funding source. Maintenance of equipment that neither adds to the permanent value of the property nor appreciably prolongs its intended life, but keeps it in an efficient operating condition, is allowable.

⁹ Selling and Marketing: Cost of selling and marketing any products or services of the institution are unallowable.

¹⁰ Travel: Only travel necessary for the project is allowed. Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business for the grant. Such costs will be based on the fiscal agent's per diem rates. These costs shall be considered reasonable and allowable only to the extent such costs do not exceed charges normally allowed by the institution in its regular operations as the result of the institution's written travel policy.

OUT-OF-STATE TRAVEL: Out-of-state travel will be closely scrutinized and must be disclosed in the Budget summary. After the application is fully executed, any further out-of-state travel requires prior approval of the Regional Consortia by submitting the necessary (as determined by the Regional Consortia) documentation for approval. The Regional Consortium reserve the right to limit out-of-state travel.

OUT-OF-COUNTRY TRAVEL: Out-of-country travel will not be allowable via this funding source.

Cost must be necessary, reasonable, allocable, and not supplanting, and any additional cost restrictions listed in the RFA would supersede allowable costs within this summary.

State of California, Department of Food and Agriculture
AGREEMENT
GAU-03 (Rev.4/2021)

**GRANT AGREEMENT
SIGNATURE PAGE**


AGREEMENT NUMBER
20-1177-000-SG

- This Agreement is entered into between the State Agency and the Recipient named below:
STATE AGENCY'S NAME
CALIFORNIA DEPARTMENT OF FOOD AND AGRICULTURE (CDFA)
RECIPIENT'S NAME
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
- The Agreement Term is: June 1, 2021 through March 31, 2023
- The maximum amount of this Agreement is: \$376,500.00
- The parties agree to comply with the terms and conditions of the following exhibits and attachments which are by this reference made a part of the Agreement:

Exhibit A: Prime Award Information Recipient and Project Information	2 Page(s)
Exhibit B: General Terms and Conditions	5 Page(s)
Exhibit C: Payment and Budget Provisions	2 Page(s)
Attachments: Scope of Work and Budget	

**IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto.
RECIPIENT**


RECIPIENT'S NAME (*Organization's Name*)
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

BY (<i>Authorized Signature</i>) DocuSigned by:  Rose Ramos CC6FE7C204D7402...	DATE SIGNED 05/20/2021
---	---------------------------

PRINTED NAME AND TITLE OF PERSON SIGNING
ROSE RAMOS, CHIEF BUSINESS OFFICER
ADDRESS
5735 47th Avenue, Sacramento, California 95824-4528

STATE OF CALIFORNIA

AGENCY NAME
CALIFORNIA DEPARTMENT OF FOOD AND AGRICULTURE (CDFA)

BY (<i>Authorized Signature</i>)  Crystal Myers Digitally signed by Crystal Myers Date: 2021.05.28 11:35:44 -07'00'	DATE SIGNED
---	-------------

PRINTED NAME AND TITLE OF PERSON SIGNING
CRYSTAL MYERS, BRANCH CHIEF, OFFICE OF GRANTS ADMINISTRATION
ADDRESS
1220 N STREET, ROOM 120
SACRAMENTO, CA 95814

EXHIBIT A**RECIPIENT AND PROJECT INFORMATION**

1. CDFA hereby awards an Agreement to the Recipient for the project described herein:
 Project will promote nutrition education, sustainable food production and procurement, and high-quality student engagement through experiential learning. Improves the health and wellbeing of California schoolchildren through integrated nutrition education and healthy food access.

Project Title: Sacramento City Unified School District's Farm to School Innovation Grant Project

2. The Managers for this Agreement are:

FOR CDFA:		FOR RECIPIENT:	
Name:	Nicholas Anicich	Name:	Diana Flores
Division/ Branch:	Inspection Services / Office of Farm to Fork	Organization:	Sacramento City Unified School District
Address:	2800 Gateway Oaks Drive	Address:	3101 Redding Ave
City/State/Zip:	Sacramento, CA 95833	City/State/Zip:	Sacramento, CA 95820
Phone:	916-917-6736	Phone:	916-395-5600 x460011
Email Address:	nicholas.anicich@cdfa.ca.gov	Email Address:	diana-flores@scusd.edu

3. The Grant Administrative Contacts for this Agreement are:

FOR CDFA:		FOR RECIPIENT:	
Name:	Amy Garfinkel	Name:	Robert Aldama
Division/Branch:	Inspection Services / Office of Farm to Fork	Organization:	Sacramento City Unified School District
Address:	2800 Gateway Oaks Drive	Address:	3101 Redding Ave
City/State/Zip:	Sacramento, CA 95833	City/State/Zip:	Sacramento, CA 95820
Phone:	916-261-1318	Phone:	916-395-5600 x460027
Email Address:	amy.garfinkel@cdfa.ca.gov	Email Address:	robert-aldama@scusd.edu

FISCAL CONTACT FOR RECIPIENT (if different from above):
Name:
Organization:
Address:
City/State/Zip:
Phone:
Email Address:

4. RECIPIENT: Please check appropriate box below:

Research and Development (R&D) means all research activities, both basic and applied, and all development activities that are performed by non-Federal entities. The term research also includes activities involving the training of individuals in research techniques where such activities utilize the same facilities as other R&D activities and where such activities are not included in the instruction function.

This award does does not support R&D.

5. For a detailed description of activities to be performed and duties, see Scope of Work and Budget.

EXHIBIT B**GENERAL TERMS AND CONDITIONS****1. Approval**

This Agreement is of no force or effect until signed by both parties. The Recipient may not invoice for activities performed prior to the commencement date or completed after the termination date of this Agreement.

2. Agreement Execution

Unless otherwise prohibited by state law, regulation, or Department or Recipient policy, the parties agree that an electronic copy of a signed Agreement, or an electronically signed Agreement, has the same force and legal effect as an Agreement executed with an original ink signature. The term "electronic copy of a signed Agreement" refers to a transmission by facsimile, electronic mail, or other electronic means of a copy of an original signed Agreement in a portable document format. The term "electronically signed Agreement" means an Agreement that is executed by applying an electronic signature using technology approved by all parties.

3. Assignment

This Agreement is not assignable by the Recipient, either in whole or in part, without the prior consent of the CDFA Agreement Manager or designee in the form of a formal written amendment.

4. Governing Law

This Agreement is governed by and will be interpreted in accordance with all applicable state and federal laws.

5. State and Federal Law

It is the responsibility of the Recipient to know and understand which state, federal, and local laws, regulations, and ordinances are applicable to this Agreement and the Project, as described in Exhibit A. The Recipient shall be responsible for observing and complying with all applicable state and federal laws and regulations. Failure to comply may constitute a material breach.

6. Recipient Commitments

The Recipient accepts and agrees to comply with all terms, provisions, conditions and commitments of the Agreement, including all incorporated documents, and to fulfill all assurances, declarations, representations, and statements made by the Recipient in the application, documents, amendments, and communications in support of its request for funding.

7. Performance and Assurances

The Recipient agrees to faithfully and expeditiously perform or cause to be performed all Project work as described in the Scope of Work, and to apply grant funds awarded in this Agreement only to allowable Project costs.

8. Mutual Liability

Parties shall, to the extent allowed by law, each be individually liable for any and all claims, losses, causes of action, judgments, damages, and expenses to the extent directly caused by their officers, agents, or employees.

9. Unenforceable Provision

In the event that any provision of this Agreement is unenforceable or held to be unenforceable, the parties agree that all other provisions of this Agreement shall remain operative and binding.

10. Contractors/Consultants

The Recipient assumes full responsibility for its obligation to pay its Contractors/Consultants. The Recipient is responsible to ensure that any/all contractors/consultants it engages to carry out activities under this Agreement shall have the proper licenses/certificates required in their respective disciplines. The Recipient's use of contractors/consultants shall not affect the Recipient's responsibilities under this Agreement.

11. Non-Discrimination Clause

The Recipient agrees that during the performance of this Agreement, it will not discriminate, harass, or allow harassment or discrimination against any employee or applicant for employment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status. The Recipient agrees to require the same of all contractors and consultants retained to carry out the activities under this Agreement.

The Recipient agrees that during the performance of this Agreement, the evaluation and treatment of its employees and applicants for employment are free from discrimination and harassment. The Recipient will comply with the provisions of the Fair Employment and Housing Act (Government Code section 12990 *et seq.*) and the applicable regulations promulgated there under (California Code of Regulations, Title 2, section 7285 *et seq.*). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part hereof as if set forth in full. The Recipient will give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining unit or other Agreement. The Recipient must include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under this Agreement.

The Recipient agrees to require the same of all contractors and consultants retained to carry out activities under this Agreement.

12. Excise Tax

The State of California is exempt from federal excise taxes and no payment will be made for any taxes levied on employees' wages. The CDFA will pay for any applicable State of California or local sales or use taxes on the services rendered or equipment or parts supplied pursuant to this Agreement. California may pay any applicable sales and use tax imposed by another State.

13. Disputes

The Recipient must continue with the responsibilities under this Agreement during any dispute. In the event of a dispute, the Recipient must file a "Notice of Dispute" with the CDFA Agreement Manager, identified in Exhibit A, or designee within ten (10) calendar days of discovery of the problem. The Notice of Dispute must contain the Agreement number. Within ten (10) calendar days of receipt of the Notice of Dispute, the CDFA Agreement Manager or designee must meet with the Recipient for the purpose of resolving the dispute. In the event of a dispute, the language contained within this Agreement prevails.

14. Termination for Convenience

This Agreement may be terminated by either party upon written notice. Notice of termination must be delivered to the other party at least thirty (30) calendar days prior to the intended date of termination. Notice of termination does not nullify obligations already incurred prior to the date of termination. In the event of Termination for Convenience of this Agreement by CDFA, CDFA must pay all responsible costs and non-cancellable obligations incurred by the Recipient as of the date of termination.

15. Termination for Cause

Either party may terminate this Agreement for cause in the event of a material breach of this Agreement, provided that the non-breaching party provides written notice of the material breach and ten (10) calendar days to cure the breach. If the breach is not cured to the satisfaction of the non-breaching party within ten (10) calendar days of receipt of notice, this Agreement shall automatically terminate and the CDFA shall reimburse the Recipient for all documented costs incurred up to the date of the notice of termination, including all non-cancellable obligations.

16. Acceptable Failure to Perform

The Recipient shall not be liable for any failure to perform as required by this Agreement, to the extent such failure to perform is caused by any of the following: labor disturbances or disputes of any kind, accidents, or the inability to obtain any required government approval to proceed, civil disorders, acts of aggression, acts of God, energy or other conservation measures, failure of utilities, mechanical breakdowns, materials shortages, disease, pandemics, or similar occurrences.

17. Breach

Reimbursement under this Agreement may be suspended, terminated, or both, and the Recipient may be subject to debarment if CDFA determines that the Recipient has breached the terms of this Agreement. A determination of breach may be appealed in writing to the CDFA. The appeal must be post marked within ten (10) calendar days of the date the Recipient received notification and addressed to the CDFA Legal Office of Hearing and Appeals or emailed to CDFA.LegalOffice@cdfa.ca.gov.

California Department of Food and Agriculture
Legal Office of Hearing and Appeals
1220 N Street
Sacramento, CA 95814

18. Non-Material Breach

The Recipient may be in material breach under this Agreement if it fails to comply with any term of this Agreement. In the event of a material breach, CDFA shall provide in writing a Notice of Breach to the Recipient within ten (10) calendar days upon discovery of breach. The Recipient shall have ten (10) calendar days from receipt of the notice to cure the breach. If the Recipient fails to cure the breach within the time prescribed by this Agreement, CDFA may do any of the following:

- A. Suspend payments;
- B. Demand repayment of all funding;
- C. Terminate the Agreement; or
- D. Take any other action deemed necessary to recover costs.

If CDFA determines that the Recipient is not in material breach but that the Project is not being implemented in accordance with the provisions of this Agreement, or that the Recipient has failed in any other respect to comply with the provisions of this Agreement, and the Recipient has failed to remedy any such failure in a reasonable and timely manner, CDFA may withhold all or any portion of the grant funding and take any other action that CDFA deems necessary to protect its interests.

Where a portion of the grant funding has been disbursed to the Recipient and CDFA notifies the Recipient of its decision not to release funds that have been withheld pursuant to paragraph 17, the portion that has been disbursed shall thereafter be repaid immediately. CDFA may consider the Recipient's refusal to repay the requested disbursed amount a material breach.

If CDFA notifies the Recipient of its decision to withhold the entire funding amount from the Recipient pursuant to this paragraph, this Agreement shall terminate upon receipt of such notice by the Recipient and CDFA shall no longer be required to provide funds under this Agreement and the Agreement shall no longer be binding on either party.

In the event CDFA finds it necessary to enforce this provision of this Agreement in the manner provided by law, the Recipient agrees to pay all costs incurred by CDFA including, but not limited to, reasonable attorneys' fees, legal expenses, and costs.

19. Publicity and Acknowledgement

The Recipient agrees that it will acknowledge CDFA's support whenever projects funded, in whole or in part, by this Agreement are publicized in any news media, brochures, publications, audiovisuals, presentations or other types of promotional material and in accordance with the Grant Procedures Manual if incorporated by reference and attachment to the Agreement. The Recipients may not use the CDFA logo.

20. News Releases/Public Conferences

The Recipient agrees to notify the CDFA in writing at least two (2) business days before any news releases or public conferences are initiated by the Recipient or its Contractors/Consultants regarding the project described in the Attachments, Scope of Work and Budget and any project results.

21. Scope of Work and Budget Changes

Changes to the Scope of Work, Budget, or the Project term, must be requested in writing to CDFA Grant Administrative Contact no less than thirty (30) days prior to the requested implementation date. Any changes to the Scope of Work and Budget are subject to CDFA approval and, at its discretion, CDFA may choose to accept or deny any changes. If accepted and after negotiations are concluded, the agreed upon changes will be made and become part of this Agreement. CDFA will respond in writing within ten (10) business days as to whether the proposed changes are accepted.

22. Reporting Requirements

The Recipient agrees to comply with all reporting requirements specified in Scope of Work and/or Grant Procedures Manual if incorporated by reference to this Agreement as an attachment.

23. Equipment

Purchase of equipment not included in the approved Budget requires prior approval. The Recipient must comply with applicable state requirements regarding the use, maintenance, disposition, and reporting of equipment as contained in CCR, Title 3, Division 1, Chapter 5, sections 303, 311, 324.1 and 324.2.

24. Closeout

The Agreement will be closed out after the completion of the Project or project term, receipt and approval of the final invoice and final report, and resolution of any performance or compliance issues.

25. Confidential and Public Records

The Recipient and CDFA understand that each party may come into possession of information and/or data which may be deemed confidential or proprietary by the person or organization furnishing the information or data. Such information or data may be subject to disclosure under the California Public Records Act or the Public Contract Code. CDFA has the sole authority to determine whether the information is releasable. Each party agrees to maintain such information as confidential and notify the other party of any requests for release of the information.

26. Amendments

Changes to funding amount or Agreement term require an amendment and must be requested in writing to the CDFA Agreement Manager or designee no later than sixty (60) calendar days prior to the requested implementation date. Amendments are subject to CDFA approval, and, at its discretion, may choose to accept or deny these changes. No amendments are possible if the Agreement is expired.

EXHIBIT C

PAYMENT AND BUDGET PROVISIONS

1. Invoicing and Payment

- A. For activities satisfactorily rendered and performed according to the attached Scope of Work and Budget, and upon receipt and approval of the invoices, CDFA agrees to reimburse the Recipient for actual allowable expenditures incurred in accordance with the rates specified herein, which is attached hereto and made a part of this Agreement.
- B. Invoices must include the Agreement Number, performance period, type of activities performed in accordance with this Agreement, and when applicable, a breakdown of the costs of parts and materials, labor charges, and any other relevant information required to ensure proper invoices are submitted for payment.
- C. Unless stated in the Scope of Work quarterly invoices must be submitted to the CDFA Administrative Contact, within thirty (30) calendar days after the end of each quarter in which activities under this Agreement were performed.
- D. Unless stated in the Scope of Work a final invoice will be submitted for payment no more than thirty (30) calendar days following the expiration date of this Agreement, or after project is complete, whichever comes first. The final invoice must be clearly marked "Final Invoice" thus indicating that all payment obligations of the CDFA under this Agreement have ceased and that no further payments are due or outstanding.

2. Allowable Expenses and Fiscal Documentation

- A. The Recipient must maintain adequate documentation for expenditures of this Agreement to permit the determination of the allowability of expenditures reimbursed by CDFA under this Agreement. If CDFA cannot determine if expenditures are allowable under the terms of this Agreement because records are nonexistent or inadequate according to Generally Accepted Accounting Principles, CDFA may disallow the expenditures.
- B. Mileage reimbursement for using a privately-owned vehicle will be at the standard mileage rate established by the United States (U.S.) Internal Revenue Service (IRS) and in effect at the time of travel. The standard mileage rate in effect at the time of travel can be found on [IRS's website](#) regardless of funding source/type.
- C. If domestic travel is a reimbursable expense, receipts must be maintained to support the claimed expenditures. The maximum rates allowable for travel within California are those established by the California Department of Human Resources ([CalHR](#)). The maximum rates allowable for domestic travel outside of California are those established by the United States General Services Administration ([GSA](#)).
- D. If foreign travel is a reimbursable expense, receipts must be maintained to support the claimed expenditures. The maximum rates allowable are those established in a per diem supplement to Section 925, Department of State Standardized Regulations.
- E. The Recipient will maintain and have available, upon request by CDFA, all financial records and documentation pertaining to this Agreement. These records and documentation will be kept for three (3) years after completion of the Agreement period or until final resolution of any performance/compliance review concerns or litigation claims.

3. Prompt Payment Clause

Payment will be made in accordance with, and within the time specified in, California Government Code Title 1, Division 3.6, Part 3, Chapter 4.5, commencing with Section 927 - The California Prompt Payment Act.

4. Budget Contingency Clause

If funding for any fiscal year is reduced or deleted for purposes of this program, the CDFA has the option to either cancel this Agreement with no liability occurring to the CDFA or offer to amend the Agreement to reflect the reduced amount.



ATTACHMENT A: SCOPE OF WORK

Granting Agency: California Department of Food and Agriculture, Office of Farm to Fork (CDFA-F2F)

Grant Program: 2021 California Farm to School Incubator Grant Program

Funding Track: Track 1 – The California Farm to School Innovation Grant

Grantee Name: **Sacramento City Unified School District**

Award Amount: **\$376,500**

- A. Project Title:** Sacramento City Unified School District's Farm to School Innovation Grant Project
- B. Project Description:** Sacramento City Unified School District will procure seasonal produce from Root 64 Farm and Six O'Clock Farm for the Food Literacy Center to incorporate into its weekly classes and afterschool programming at nine Title I elementary schools across the district, during which students will learn to identify and cook with the produce. Each month, Nutrition Services will also work to locally procure these same seasonal produce items in larger volumes to serve to students districtwide in school meals. Additionally, the Food Literacy Center's Garden Educator will teach a series of garden lessons to elementary students at the program site about seasonality and how to grow their own fruits and vegetables, which they will then recognize in the school cafeteria.
- C. Project Purpose/Need:** Sacramento City Unified School District (SCUSD) educates a diverse population of over 43,000 students on 75 campuses. The District's students reflect the rich diversity that is the hallmark of Sacramento. Over 70 percent of students are identified as socioeconomically disadvantaged and participate in the Free/Reduced Lunch Program. Areas of Sacramento served by SCUSD have been designated as both federal Promise and Opportunity Zones. Only four percent of kids eat the recommended servings of vegetables daily and current data shows that 40 percent of Sacramento kids are obese. The prevalence of obesity is rising faster among African American and Hispanic children from lower income families. According to recent Community Health Needs Assessment, South Sacramento's seven zip codes are listed among 15 in Sacramento County experiencing high rates of health disparities – they are more likely to suffer from chronic disease and poor health outcomes. Portions of four of these neighborhoods were identified by USDA as food deserts (urban areas that lack easy access to healthy, affordable foods). Even in California's Central Valley where farms are abundant, many urban residents have no connection to local farms or produce. These students, as well as many others in

SCUSD, also lack access to outdoor learning environments and have limited exposure to seeing and learning how food grows. Connecting students to food, health, and the environment can transform their lives, their health, and the health of communities.

D. Project Goals: The goals of this project are to...

1. Increase SCUSD's capacity to procure produce and other items from local farms and growers.
2. At Food Literacy program sites, increase student knowledge of how local vegetables are grown by 80 percent and increase the number of students exposed to fresh local vegetables by 80 percent.
3. Sustain and grow the District's Farm to School program to create a full circle connection for students in which they can grow their food, consume the same produce in the cafeteria, and learn to cook or prepare this food during the same month. It will also build a powerful partnership that will link school garden learning with cafeteria procurement and nutrition education. This layered approach will create full circle connections for the students around at least one local produce item each month.

E. Project Objectives:

1. Food Literacy Center will teach a monthly curriculum with weekly recipes in Food Literacy program site schools.
 - i. The curriculum focuses on cultural relevance and the kid-friendly recipes are low-cost, use minimal cooking equipment, and reflect a range of cuisines.
 - ii. Food Literacy's weekly 45-minute classes are delivered over eight weeks and focus on cooking and nutrition, where kids learn to identify and cook with produce, empowering them to improve their diets with readily accessible healthy food.
2. SCUSD will procure seasonal produce for the weekly classes from Root 64 and Six O'Clock Farms.
3. In afterschool programs once a week at each of the sites, Food Literacy Center will teach approximately 400 students about the value of locally grown fruits and vegetables, how to read nutrition labels, cooking skills, and environmental impacts of their food choices.
4. Each month, Nutrition Services will also work to locally procure these same items in larger volumes for students throughout the district.
5. Food Literacy Center's Garden Educator will develop a planting plan at the Food Literacy program site that will replicate available, local produce where students can grow, harvest and taste produce, connecting it to the environment in which it is grown.
 - i. 300 students a year from Leataata Floyd will receive 8-week garden lessons from a Garden Instructor, learning firsthand about seasonality and how to grow their own fruits and vegetables.

F. Project Implementation Timeline:

Timeline (Month/Year)	Activities	Performed by
3 rd quarter 2021	Planning, prepping and scheduling 2021-2022 academic year; move into Broccoli Headquarters; procure supplies, materials and equipment for the farm; develop garden areas; work with small local farm partners and adjust curriculum recipes. Distribute recipe kits.	Nutrition Services, Food Literacy Center
4th quarter 2021	Provide 200 Students at two schools with 8-week after school food literacy classes. If distance learning is still in progress: distribute 500 recipe kits to elementary students using local, in-season ingredients with recipes; develop garden areas	Nutrition Services, Food Literacy Center
1st and 2nd quarter 2022	Provide 200 students at two schools with 8-week after school food literacy classes; provide 300 students at Leataata Floyd with 8-weeks of garden lessons; procure local produce from small farm partners weekly to introduce to students as produce tastings and weekly recipes; develop garden areas.	Nutrition Services, Food Literacy Center
3rd quarter 2022	Planning, prepping and scheduling 2022-2023 academic year; procure supplies, materials and equipment for the farm; work with small local farm partners and adjust curriculum recipes; develop garden areas. Summer school.	Nutrition Services, Food Literacy Center
4th quarter 2022	Provide 200 students at two elementary schools with 8-week after school food literacy classes; Provide 150 students at Leataata Floyd with 8-weeks of garden lessons; procure local produce from small farms partners weekly to introduce to students as produce tastings and weekly recipes; develop garden areas.	Nutrition Services, Food Literacy Center
1st quarter 2023	Provide 200 Students at two schools with 8-week after school food literacy classes; Provide 150 students at Leataata Floyd with 8-weeks of garden lessons; procure local produce from small farms partners weekly to introduce to students as produce tastings and weekly recipes; develop garden areas.	Nutrition Services, Food Literacy Center

G. Project Evaluation Plan:

- 1. Record Program Activities in Quarterly Progress Reports:** Grant recipients are required to record program activities and complete quarterly progress reports in WizeHive to share updates on their project. CDFA will streamline reporting by incorporating standard reporting measures for all projects. CDFA will communicate

these measures before grants begin so that grantees know what to track during project implementation. In the quarterly progress reports, grantees are encouraged to share additional evaluation information in the form of independently conducted evaluations (see grantee's proposed independent evaluation below), pictures, resources, etc.

- 2. Share Qualitative Data in Final Interview:** Grant recipients are required to participate in a final interview to discuss the experiences of project participants and collaborators. In the interview, grantees can share additional evaluation information in the form of independently conducted evaluations (see grantee's proposed independent evaluation below), pictures, resources, etc.
- 3. Participate in External Program Evaluation:** As needed, grant recipients will participate in external evaluation activities for their project. A CDFA representative or external designee will work with grant recipients to address questions and gather necessary evaluation data.

Grantee's Proposed Independent Evaluation:

SCUSD anticipates that this Farm to School program will bring multiple benefits and can be evaluated using a phased approach, including process and impact outcome evaluation measures involving:

1. Increases in the number of local growers/vendors and other items procured locally by SCUSD and offered at all SCUSD school sites.
2. Students showing a positive change in their attitude toward healthy food and increased consumption.
 - i. Instructors administer pre-and post-program surveys to track and compare data for knowledge gained and positive attitude changes in students. 80 percent of students will taste a new fruit or vegetable in each class, and 70 percent of students will go home and ask for the produce they tasted in class, demonstrating repeated behavior change.
 - ii. Activities like "Produce of the Day" tastings help students become enthusiastic about eating local healthy foods and improve their knowledge of the produce accessible to them in our region. Instructors track these records weekly through attendance rosters, visual counts, and visual surveys.

An external evaluator will use the Farm to School Evaluation Toolkit as a guide, customizing it to SCUSD's program goals and activities. The evaluator will work closely with SCUSD and Food Literacy staff to track needed metrics.

H. Budget: See Attachment B: Budget

- I. Invoicing & Reporting:** This is a reimbursement grant program. The grantee will fund the project and submit monthly or quarterly invoices to CDFA-F2F. CDFA-F2F will reimburse allowable project costs upon approving each invoice. The grant agreement must be completed and signed by CDFA-F2F before project activities begin.

Once project activities begin, the grantee will submit invoices and reports to CDFA-F2F through the WiseHive grant portal and follow the timeline established in the CA Farm to School Incubator Grant Invoicing & Reporting Timeline.

Grant recipients are responsible for keeping all procurement records, invoices, and other related information on hand for auditing purposes. All procurement reimbursement must be used to purchase new and whole or minimally processed California grown or produced foods.

- 1) **Monthly or Quarterly Invoices:** Download the CDFA invoice template in WizeHive, complete, and upload/submit each month or quarter (depending on project details) by the deadlines noted in the grant portal. Please include the dates when spending occurred and documentation to substantiate costs. This invoice will detail California food procurement to be reimbursed for actual allowable costs incurred, as well as all other allowable costs to be reimbursed (e.g., labor, kitchen infrastructure, educational integration, etc.).
- 2) **Quarterly Progress Reports:** Respond to the quarterly progress reporting questions in WizeHive by the end of the third, sixth, ninth, twelfth, etc. months of your grant term. Progress reports will summarize farm to school program integration progress, challenges, and successes.
- 3) **Final Interview:** Participate in a final interview after the grant term concludes to discuss successes, challenges, and other related information.
- 4) **Annual Reports:** Through WizeHive, report data to CDFA annually regarding California food procurement practices for the duration of the grant and the following year after the end of the project term.

ATTACHMENT B: BUDGET
TRACK 1: FARM TO SCHOOL INCUBATOR GRANT PROJECT BUDGET
 Sacramento City Unified School District
\$376,500.00

	Food Procurement (max. 70%)	Notes	FY 20/21	FY 21/22	FY 22/23	Total	Percent
A	A1	Food from Local California Farmers	\$ -	\$ 25,000.00	\$ 25,000.00	\$ 50,000.00	13.28%
A2					<i>Total Food Procurement</i>	\$ 50,000.00	13.28%
B		Educational Integration (min. 30%)					
B1		Food Literacy Center Staff	\$ -	\$ 116,326.80	\$ 96,973.20	\$ 213,300.00	56.65%
B2		Staff Benefits	\$ -	\$ 12,925.20	\$ 10,774.80	\$ 23,700.00	6.29%
B3		Evaluation Specialist	\$ -	\$ 4,500.00	\$ 5,000.00	\$ 9,500.00	2.52%
B4		Farm & Landscape Consulting	\$ -	\$ 5,000.00	\$ 5,000.00	\$ 10,000.00	2.66%
B5		Cooking & Farm Supplies & Equipment	\$ -	\$ 35,000.00	\$ 35,000.00	\$ 70,000.00	18.59%
B6					<i>Total Educational Integration</i>	\$ 326,500.00	86.72%
C		TOTAL EXPENSES					
C1			\$ -	\$ 198,752.00	\$ 177,748.00	TOTAL \$ 376,500.00	

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
MASTER CONTRACT
GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL/AGENCY SERVICES
2020-2021**

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into on July 1, 2020, between the Sacramento City Unified School District (hereinafter referred to as the local educational agency “LEA” or “District”) and School Steps, Inc. (nonpublic, nonsectarian school or agency, hereinafter referred to as “CONTRACTOR”) for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this Master Contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as “ISA”), and a Nonpublic Services Student Enrollment form. CONTRACTOR shall work with LEA to complete and return these forms to LEA prior to initiating any services for any student.

Unless otherwise agreed in writing, the ISA and the Nonpublic Services Student Enrollment form shall acknowledge CONTRACTOR’S obligation to provide all services specified in the student’s Individualized Education Plan (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of an LEA student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR. As available and appropriate, LEA shall make available access to any electronic IEP system and/or electronic database for ISA development, including invoicing.

Unless placement is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed agreement between LEA and parent, or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by an LEA student’s parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification or licensure specified by CDE Certification and as defined in California Education Code section 56366 *et seq.* and within the professional scope of practice of each provider’s license, certification and/or credential. A current copy of CONTRACTOR’S nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to California Education Code section 56366.2 must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on the applicable CDE certification and in Paragraph 24 of the Master Contract.

In addition to meeting the certification requirements of the state of California, a CONTRACTOR that operates a program outside of this state shall be certified and all staff providing services to pupils shall be certified and/or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this state, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR'S certification, failure to notify LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and shall also be good cause for the suspension or termination of this Master Contract by LEA. Any suspension or revocation of CDE certification shall also be good cause for the immediate suspension or termination of this Master Contract by LEA, at LEA's discretion.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable Federal, state, and local statutes, laws, ordinances, rules, policies, and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless CONTRACTOR and LEA specifically agree, in writing, that, taking into consideration all of the surrounding facts and circumstances, a policy or policies, or a portion of a policy, does/do not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Paragraph 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR'S failure to comply with applicable LEA policies (e.g., those policies relating to the provision of special education and/or related services, facilities for individuals with exceptional needs, LEA student enrollment and transfer, LEA student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract, and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2020 to June 30, 2021 unless otherwise stated. (Cal. Code Regs., tit. 5, § 3062(a).) Neither the CONTRACTOR nor LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2020. (Cal. Code Regs., tit. 5, § 3062(d).) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR'S ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes LEA Procedures and Individual Services Agreement requirements which are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties. Notwithstanding the foregoing, LEA may modify LEA Procedures from time to time without the consent of CONTRACTOR.

CONTRACTOR shall provide LEA with all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation, and CDE certification. LEA may require additional information as applicable. If the application packet is not completed and returned to LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (Ed. Code §§ 56366(c)(1)-(2).) In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an Individual Services Agreement ("ISA") developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of LEA pursuant to California Education Code section 56366(a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students.

Any and all changes to an LEA student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the LEA student's IEP. At any time during the term of this Master Contract, an LEA student's parent, CONTRACTOR, or LEA may request a review of an LEA student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and LEA agree otherwise in the ISA. (Ed. Code § 56366(a)(5); Cal. Code Regs., tit. 5, § 3062(e).) In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to an LEA student as a result of lack of provision of services while the student was served by the nonpublic school or agency.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirements of state and Federal law unless the parent and LEA voluntarily agree otherwise, or an interim alternative educational setting is deemed lawful and appropriate by OAH consistent with applicable state and federal law, including Title 20 U.S.C. Section

1415(k)(3)(B)(ii)(II). CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood that a representative of the Special Education Local Plan Area (“SELPA”) of which LEA is a member is an authorized LEA representative in collaboration with LEA. LEA maintains sole responsibility for the Master Contract, unless otherwise specified in the Master Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or Pupil Personnel Services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. In accordance with Title 5 of the California Code of Regulations section 3001(r), the term "qualified" means that a person holds a certificate, permit, or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met Federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including but not limited to the requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, California Code of Regulations, title 5, sections 3064 and 3065 and California Education Code section 56366.1(n)(1)), or, in the absence of such requirements, the state-education-agency–approved or recognized requirements, and adheres to the standards of professional practice established in Federal and state law or regulation, including the standards contained in the California Business and Professions Code and the scope of practice as defined by the licensing or credentialing body.

Nothing in this definition shall be construed as restricting the activities or services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Cal. Code Regs., tit. 5, § 3001(r).)

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. This includes, but is not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a

license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(1).

- f. “Parent” means:
- i. a biological or adoptive parent, unless the biological or adoptive parent does not have legal authority to make educational decisions for the child;
 - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child;
 - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare;
 - iv. a surrogate parent; or
 - v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Title 34 of the Code of Federal Regulations sections 300.30(a)(2) or (b)(2).

Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with LEA for the provision of special education or designated instruction and services for a child. (Ed. Code § 56028.)

- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code section 46307, in which an LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term “Master Contract” also means “Agreement” and may be referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and Federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, “records” shall include, but not be limited to pupil records as defined by California Education Code section 49061(b) including

electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; chart notes, Medi-Cal logs, daily service logs and notes and other documents used to record the provision of related services (including supervision); daily service logs and notes used to record the provision of services provided by instructional assistants, behavior intervention aides, bus aides and supervisors; current transcripts, grade or progress reports, behavioral data, IEP/IFSPs, signature pages, and reports; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held; business licenses held; documents evidencing other staff qualifications including social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; all budgetary information, including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited, statements of income and expenses; general journals; cash receipts and disbursement books, general ledgers and supporting documents and other documents evidencing financial expenditures; Federal/state payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR'S employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefore. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from an LEA student's record. Such log needs not to record access to an LEA student's records by: (a) an LEA student's parent; (b) an individual to whom written consent has been executed by an LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records and comply with parents' requests for copies of student records, as required by state and Federal laws and regulations. LEA shall have access to and receive copies of any and all documents required to be maintained by CONTRACTOR within five (5) business days of a request. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within ten (10) business days to LEA.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Master Contract shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR'S successors and assignees. CONTRACTOR shall notify LEA, in writing, of any change of ownership or corporate control within ten (10) business days of such change.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in the County where LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by LEA to conform to administrative and statutory guidelines issued by any state, Federal or local governmental agency. LEA shall provide CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or an Individual Services Agreement may be terminated for cause. Cause shall include but not be limited to non-maintenance of current nonpublic school certification, failure of either LEA or the CONTRACTOR to maintain the standards required under the Master Contract and/or Individual Services Agreement, or other material breach of this Master Contract by CONTRACTOR or LEA. For purposes of Non Public School placement, the cause shall not be the availability of a public class initiated during the period of the Master Contract unless the parent agrees to the transfer of the student to a public school program at an IEP team meeting. To terminate the Master Contract, either party shall give twenty (20) days prior written notice to the other party (Ed. Code § 56366(a)(4)). Notwithstanding the foregoing, this Master Contract may be terminated immediately, without twenty days prior notice and at the LEA's discretion, if LEA determines that there are significant health or safety concerns or there has been a suspension or revocation of CONTRACTOR's certification. If this Master Contract is terminated with twenty days' notice, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract on the date of termination. If the Master Contract is terminated immediately, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract within five (5) business days. ISAs are void upon termination of this Master Contract, except as provided in Paragraphs 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause, without terminating the Master Contract in its entirety. To terminate the ISA, either party shall also give twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I – INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

- \$2,000,000 per occurrence
- \$ 500,000 fire damage
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. injury
- \$3,000,000 general aggregate
- \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual

molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit. If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- C. **Workers' Compensation and Employers Liability Insurance** in accordance with provisions of California Labor Code sections 3200 et seq., adequate to protect CONTRACTOR from claims that may arise from its operations pursuant to the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and Federal laws.

Part A – Statutory Limits

Part B – \$1,000,000/\$1,000,000/\$1,000,000 Employers Liability

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) Insurance**, including sexual molestation and abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence

\$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education as named additional insureds and shall be endorsed on all policies. Certificate of Insurance, additional insured endorsement and declaration of insurance coverages shall be provided to LEA. All premiums on all insurance policies shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be disclosed to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services contracted for under this Agreement, the CONTRACTOR's insurance coverage shall be primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II – INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A
RESIDENTIAL TREATMENT FACILITY (“RTC”)

When CONTRACTOR is a nonpublic school affiliated with a residential treatment center (“NPS/RTC”), the following insurance policies are required:

- A. **Commercial General Liability Insurance** including both bodily injury and property damage, with limits of at least \$3,000,000 per Occurrence and \$6,000,000 in General Aggregate. The policy shall be endorsed to name the LEA and the Board of Education as named additional insureds and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC’s insurance primary despite any conflicting provisions in the RTC’s policy. Coverage shall be maintained with no self-insured retention above \$100,000 without the prior written approval of the LEA.
- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime** coverage shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse** coverage, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA shall have the right, in its sole discretion, to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless

against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the state of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, partnership or principal-agent relationship between LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the Parties or any affiliates of the Parties, or between LEA and any individual assigned by CONTRACTOR to perform any services for LEA.

If LEA is held to be a partner, joint venturer, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall not enter into any subcontracting relationship without first obtaining final written approval of LEA. Should CONTRACTOR wish to subcontract for special education and/or related services pursuant to this Master Contract, it must provide written notification to LEA before any subcontracting arrangement is made. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR'S original request and CONTRACTOR shall not subcontract for said services.

Should LEA approve in concept of CONTRACTOR subcontracting for services, CONTRACTOR shall submit the proposed subcontract to LEA for approval. CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts to the fullest extent possible. Furthermore, when developing subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain indemnification and insurance requirements which comply with the provisions of Paragraphs 15 and 16 of this Master Contract, for the duration of the term of each subcontract. If a proposed subcontract is approved by LEA, each subcontractor must furnish LEA with original endorsements and certificates of insurance effecting coverage required by Paragraph 15 of this Master Contract. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. Unless otherwise agreed to by LEA, the endorsements are to be on forms provided by the LEA. All endorsements are to be received and approved by LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insureds.

As an alternative to the LEA's forms, a subcontractor's insurer may provide, with prior LEA approval, complete, certified copies of all required insurance policies, including endorsements effecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, designation of NPS or NPA, and the location of the

school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Paragraph 45 (Clearance Requirements) and Paragraph 46 (Staff Qualifications) of this Master Contract. No subcontract shall be considered final without LEA approval.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall avoid and disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR'S facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for an LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to an LEA student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e. before or after an LEA student is enrolled in CONTRACTOR'S school/agency) or whether an assessment of an LEA student is performed or a report is prepared in the normal course of the services provided to an LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, LEA may, in its discretion, not fund services through the evaluator whose IEE LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from LEA through due process proceedings. Such action shall constitute sufficient good cause for termination of this Master Contract.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity, gender expression, physical or mental disability, genetic information, medical condition, military or veteran status, or any other classification protected by Federal or state law, or the perception of one of more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics. (Gov. Code § 12940 *et seq.*)

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION ("FAPE")

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with an LEA student's IEP and as specified in the ISA.

If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept an LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If an LEA student's services are provided by a third party (i.e. a related services provider) CONTRACTOR shall notify LEA, in writing, if the provision of services ceases.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in an LEA student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in an LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in an LEA student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall ensure that facilities are adequate to provide all LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge an LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) written notification to an LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by LEA of the written notification and a written acknowledgment signed by an LEA student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for an LEA student to receive a free appropriate public education shall not interfere with the LEA student's receipt of special education and/or related services as specified in the LEA student's IEP and ISA unless LEA and CONTRACTOR agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.* and shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR'S general program of instruction shall: (a) utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in an LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education ("SBE") - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards-aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency ("LEA"), that contracts with the nonpublic school; (b) college preparation courses; (c) extracurricular activities such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and Federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. When appropriate, CONTRACTOR shall utilize the designated curriculum guidelines for students with moderate to severe disabilities who participate in the State's alternative assessment. These students shall have access to the core content, activities, and instructional materials delineated within these curriculum guidelines. CONTRACTOR'S general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of LEA's graduation requirements.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR'S general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines/certifications and any state licensing requirements and shall be provided as specified in an LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention Services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a contractor that is a licensed children's institution ("LCI"), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver has a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI contractors shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian, or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. Contractors providing Behavior Intervention Services must have a trained behaviorist or trained equivalent on staff who is qualified and responsible for the design, planning, and implementation of behavioral interventions as the law requires. (Cal. Code Regs., tit. 5, § 3051.23; Ed. Code § 56366.10(e).) It is understood that Behavior Intervention Services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level attending LEA schools and shall be specified in an LEA student's ISA developed in accordance with the LEA student's IEP.

For students in grades kindergarten through 12, inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and pass time shall be the same as the California Education Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade levels unless otherwise specified in an LEA student's IEP and ISA.

When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in an LEA student's ISA developed in accordance with the LEA student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased

by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both Parties. This provision does not apply to a nonpublic agency.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 *et seq.*

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to LEA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of LEA. Nothing in this Master Contract shall be interpreted to require LEA to accept any requests for calendar changes. In the event LEA adjusts the number of school days for the regular school year and/or extended school year, the approved number of days shall become the total billable days for the nonpublic school or agency. In such a case, an amended calendar shall be provided by CONTRACTOR for LEA approval.

Unless otherwise specified by an LEA student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe only the same legal holidays as LEA. As of the execution of this Master Contract, these holidays are: Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to LEA-developed/approved calendar; or as specified in an LEA student's IEP and ISA. Unless otherwise specified in an LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only

those days that an LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on LEA calendar unless CONTRACTOR and LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any nonpublic agency service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR. In the event of school closures due to emergency, payment will follow the procedures in accordance with Paragraph 62.

26. DATA REPORTING

CONTRACTOR agrees to provide to LEA, all data (including billing information) related to students who are served by the CONTRACTOR. CONTRACTOR agrees to provide all data related to or referenced in any and all sections of this Master Contract if requested by LEA. CONTRACTOR agrees to provide all requested information in the format required by LEA. It is understood that all nonpublic schools and nonpublic agencies shall utilize the Special Education Information System ("SEIS") or comparable program/system approved by LEA/SELPA for all IEP development, documenting services, and progress reporting. Additional progress reporting may be required by LEA. LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access so that this information may be compiled.

Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915. (Ed. Code § 49006.)

LEA shall provide CONTRACTOR with approved forms and/or format for such data including but not limited to invoicing, attendance reports and progress reports. LEA may approve use of CONTRACTOR-provided forms at its discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options (and/or dual enrollment options if available and appropriate) for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services and goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist LEA in implementing the IEP team's recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress (“CAASPP”), Desired Results Developmental Profile (“DRDP”), California Alternative Assessment (“CAA”), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, and the English Language Proficiency Assessments for California (“ELPAC”), as appropriate to the student and mandated by LEA pursuant to LEA and state and Federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to California Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR’S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend LEA mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, standardized testing, and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with all requirements of California Education Code sections 49005 *et seq.*, 56521.1, and 56521.2 regarding positive behavior interventions and supports. Failure to do so shall constitute sufficient good cause for termination of this Master Contract. CONTRACTOR shall ensure that CONTRACTOR utilizes a multi-tier system of support (“MTSS”) to address student needs. CONTRACTOR shall also ensure that all staff are trained on the use of positive behavior interventions and supports consistent with this Master Contract.

LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with Federal and state law and implementing regulations. If the individualized education program (“IEP”) team determines that a student’s behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated Federal regulations. This could mean that instead of developing a Behavior Intervention Plan (“BIP”), the IEP team may conclude it is sufficient to address the student’s behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy consistent with California Education Code section 56521.1 regarding emergency interventions and Behavioral Emergency Reports (“BERs”). Further, CONTRACTOR shall affirmatively inform each of its employees about the policy, provide each employee a copy thereof, and provide training to all employees regarding the policy. CONTRACTOR shall also ensure that all of its staff members are trained at least annually in crisis intervention, emergency procedures, and evidence-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR’s pupil population. Training includes certification with an approved SELPA crisis intervention program. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the schoolday, and annually to all staff who have any contact or interaction with pupils during the schoolday.

(Ed. Code 56366.10(f).) CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain accurate behavior management training records documenting all training completed by all of CONTRACTOR's employees. Evidence of all trainings shall be submitted to the LEA at least annually at the beginning of the school year, within five (5) business days of completion of training for any new hire, or upon request.

Pursuant to California Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the LEA student or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of an emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency, as suitable to the situation. CONTRACTOR shall ensure that all staff are trained on the use of emergency interventions. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within five (5) days of completion of training for any new hire. Consistent with Paragraph 44 of this Master Contract, LEA may observe and/or audit CONTRACTOR's implementation of BIPs, staff use of behavior interventions, including emergency interventions, at any time, and without prior notice.

To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and LEA shall be notified within one school day, if an emergency intervention is used or serious property damage occurs. The residential care provider shall also be notified, if appropriate. CONTRACTOR shall complete a behavior emergency report ("BER") when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to student, self, or others. A BER is also required if (a) a non-violent physical intervention was used to protect the safety of student, self, or others; or (b) a physical intervention has not been used, but an injury or serious property damage has occurred. Use of Personal Safety Techniques (which may or may not have been used) does not determine whether a BER is required. CONTRACTOR shall immediately complete and maintain in the file of an LEA student, a BER which shall include all of the following: (1) The name and age of the individual with exceptional needs; (2) The setting and location of the incident; (3) The name of the staff or other persons involved; (4) A description of the incident and the emergency intervention used, and whether the LEA student is currently engaged in any systematic behavioral intervention plan; and (5) Details of any injuries sustained by an LEA student or others, including staff, as a result of the incident. The BER shall immediately be forwarded to LEA for administrative action. CONTRACTOR shall also notify the LEA and parents within twenty-four (24) hours via telephone.

Consistent with the requirements of California Education Code section 56521.1(g), if a BER is written regarding an LEA student who does not have a behavior intervention plan, the designated responsible administrator shall, within two days, coordinate with the LEA to schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. If assessment is not proposed and/or if the IEP team determines that an interim plan is determined not to be necessary, the IEP team shall document the reasons for not conducting a functional behavioral assessment, not developing an interim plan, or both.

Consistent with the requirements of California Education Code section 56521.1(h), if a BER is written regarding an LEA student who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, the student shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan. CONTRACTOR shall immediately notify LEA via telephone of any severe or increasingly frequent behavior problem, any emergency intervention in response to a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, that may require an IEP team meeting.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following: (1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock; (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual; (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention; (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (7) An intervention that precludes adequate supervision of the individual; (8) An intervention that deprives the individual of one or more of his or her senses. In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated Federal regulations.

CONTRACTOR must review and revise all restraint practices when they have an adverse effect on a student or are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above. LEA may require a review of restraint practices at any time, including but not limited to, in response to an emergency intervention report via telephone, in response to observations or audit by LEA staff, in response to a parent's concern, or in response to BERs forwarded to LEA for administrative action.

BEHAVIOR INTERVENTION REPORTING: Twice annually, CONTRACTOR shall certify that (a) CONTRACTOR has reviewed the BERs for each student in conjunction with that student's IEP and BIP; (b) Staff are trained to implement each student's BIP, including approved or prohibited restraint techniques for each student; (c) emergency interventions have only been used when there is a clear or present danger; and (d) BERs have been properly completed and forwarded to LEA as required by this Master Contract.

Failure to comply with any of the requirements of Paragraph 30: Positive Behavior Interventions and Supports shall constitute sufficient good cause for immediate termination of this Master Contract.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and Federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915. (Ed. Code § 49006.)

When CONTRACTOR seeks to remove an LEA student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall submit a written discipline report within 24 hours to LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: The LEA student's name, grade, race, ethnicity, and gender; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action.

A copy of the LEA student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension. CONTRACTOR shall notify and invite LEA representatives to the IEP team meeting where the manifestation determination will be made.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of California Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school and/or by the nonpublic agency; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (Ed. Code §§ 56366(a)(2)(B)(i), (ii); 56345(b)(4).)

If an LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a parent, the CONTRACTOR or LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to the parent(s), the CONTRACTOR and LEA. CONTRACTOR shall provide to LEA, at no cost and prior to an annual or triennial IEP team meeting, documentation which shows progress on goals and any and all assessments and written assessment reports (including testing protocols) created by CONTRACTOR and any of its agents or subcontractors, upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the Special Education Information System ("SEIS") or other comparable program/system as approved by LEA solely at LEA's discretion, for all IEP planning and progress reporting. LEA shall provide training to nonpublic school and nonpublic agency staff, as necessary, to ensure access to SEIS or the comparable program/system designated and approved for use by LEA. The nonpublic school and/or nonpublic agency shall maintain confidentiality of all IEP data on SEIS or on the LEA-approved comparable program/system, and shall protect the password requirements of the system. When a student disenrolls from the nonpublic school or stops receiving services from the nonpublic agency, such CONTRACTOR shall discontinue use of SEIS and/or LEA-approved comparable program/system for that student.

Changes in any LEA student's educational program, including instruction, services, or instructional setting provided under this Master Contract may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purpose of considering a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an interim alternative educational setting is deemed lawful and appropriate by LEA or OAH consistent with applicable law. (20 U.S.C. § 1415(k)(4)(A).)

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with all LEA surrogate parent assignments. Surrogate parents shall serve as the child's parent and have all the rights relative to an LEA student's education that a parent has under the IDEA pursuant to 20 U.S.C. §§ 1414-1482 and 34 C.F.R. §§ 300.1-300.756. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a nonpublic school by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR will make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for Civil Rights, or any other state and/or Federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR'S program and/or the implementation of a particular student's IEP/ISA.

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (2) Nondiscrimination Policy pursuant to Title 5 of the California Code of Regulations section 4960(a); (3) Sexual Harassment Policy pursuant to California Education Code section 231.5; (4) Title IX Student Grievance Procedures pursuant to Title 34 of the Code of Federal Regulations sections 106.8 and 106.9; (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"), 45 C.F.R. § 164.520; and (6) Notification and Complaint Procedures for Disability Access, pursuant to 42 U.S.C. §§ 12101 *et seq.* CONTRACTOR shall include verification of these procedures to LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of those complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents, with a concurrent copy sent to LEA, at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR'S place of business.

CONTRACTOR shall also provide LEA representatives access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, chart notes, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support and/or intervention plans. LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR

agrees to maintain the information for at least five (5) years and also shall provide this data supporting progress within 5 business days of request. Additional time may be granted as needed by LEA.

CONTRACTOR shall complete academic or other assessment of an LEA student ten (10) days prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP team meeting as required by state and Federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of reports, projected goals and/or any other relevant documents to be reviewed by the IEP team to the District no later than five (5) business days prior to an annual or triennial IEP team meeting. CONTRACTOR shall maintain all supporting documentation including but not limited to test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All other assessments resulting from an assessment plan shall be provided by LEA unless LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Such assessment costs may be added to the ISA and/or approved separately by LEA at LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge an LEA student's parent(s) or LEA for the development or provision of progress reports, report cards, and/or any assessments, including evaluations to obtain present levels of performance, interviews, or attendance at any meetings, including but not limited to IEP meetings. It is understood that all billable hours are limited to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon an LEA student transfer, for LEA students in grades nine (9) through twelve (12) inclusive. CONTRACTOR shall submit all transcripts on LEA-approved forms to an LEA student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to LEA, the names of LEA students and their schools of residence for whom transcripts have been submitted as specified by LEA. All transcripts shall be maintained by CONTRACTOR and furnished to LEA upon request, consistent with the parameters of Paragraphs 9 and 26 of this Master Contract.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of an LEA student's change of residence. Within five (5) school days after CONTRACTOR becomes aware of an LEA student's change of residence, CONTRACTOR shall notify LEA, in writing, of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of an LEA student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered after the LEA student's change of residence.

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone, with a follow-up written notification within five (5) business days to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when an LEA student is withdrawn without prior notice from school and/or services. CONTRACTOR shall confirm such telephone call on LEA approved forms and submit to LEA and the Department of Education, if required, within five (5) business days of the withdrawal, including a student's change in residence to a residence outside of LEA service boundaries, and the student's discharge against professional advice from a Nonpublic School/Residential Treatment Center ("NPS/RTC"). CONTRACTOR shall assist LEA to verify potential dropouts three (3) times per year.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and an LEA student's living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTORS operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and provide travel information to parent(s) as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

In addition to the requirements set forth in Paragraph 50, if CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with California Penal Code section 627.1 *et seq.*, as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

42. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a licensed children's institution ("LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in California Education Code sections 48853, 51225.1, 51225.3, 51228.1, 51228.2, 56366, 56336(a)(2)(C), 56366.1, and 56366.9, California Health and Safety Code section 1501.1(b), and the procedures set forth in the LEA Procedures. A LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and 2) the educational placement and services specified in each student's IEP at the time of enrollment.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. section 1411 *et seq.*

and California Education Code section 56000, *et seq.*; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”), 20 U.S.C. section 1401(29); California Education Code section 56031 and Title 5, California Code of Regulations section 3001 *et seq.*, regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in an LEA student’s IEPs.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the LEA student’s parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

44. MONITORING

When CONTRACTOR is a nonpublic school, the LEA (or SELPA) shall conduct at least one onsite monitoring visit to the NPS during each school year during which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil’s IEP, a review of progress the pupil is making toward the goals set forth in the pupil’s behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA (or SELPA) shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not already have pupils enrolled at the school at the time of placement. (Ed. Code § 56366.1.)

CONTRACTOR shall allow LEA representatives access to its facilities for the purpose of periodic monitoring of each LEA student’s instructional program, and shall be invited to participate in the formal review of each student’s progress. LEA representatives shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR, and review each LEA student’s records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR’S site administrative office. CONTRACTOR shall be invited to participate in the review of each student’s progress.

If CONTRACTOR is also a LCI and/or NPS/RTC, CDE shall annually evaluate whether CONTRACTOR is in compliance with California Education Code section 56366.9 and California Health and Safety Code section 1501.1(b). LEA may also conduct its own onsite review of a NPS using the LEA’s Quality On-Site NPS Review Rubric.

The State Superintendent of Public Instruction (“Superintendent”) shall monitor CONTRACTOR’S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standards-focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall

complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall fully participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and Federal regulations, and Master Contract compliance. If requested by LEA, CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code Section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice ("CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for all of CONTRACTOR'S employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR'S employees and volunteers shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to LEA that none of its employees, volunteers (unless CONTRACT ensures that the volunteers will have no direct contact with students), or subcontractors who will have, or likely may have any direct contact with LEA students, have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service as required by California Penal Code section 11105.2 for all staff shall be provided to LEA upon request.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services are qualified as defined in Paragraph 7(d) of this Master Contract, including but not limited to holding a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service consistent with California Education Code section 56366.1(n)(1) and are qualified pursuant to Title

34 of the Code of Federal Regulations sections 200.56 and 200.58 and Title 5 of the California Code of Regulations, sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and/or services to students with the disabling conditions placed in their program/school through documentation provided to the CDE. (Cal. Code Regs., tit. 5, § 3064(a).)

When CONTRACTOR is a nonpublic school, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to Federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* All paraprofessionals, including, but not limited to instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State and serving an LEA student shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

CONTRACTOR shall ensure that all staff are appropriately trained, consistent with the terms of this Master Contract. CONTRACTOR shall maintain records of all staff trainings, including levels of certification, and provide evidence of such training at least annually at the beginning of the school year, within six (6) days of completion of training of any new hire, and upon request.

47. CALSTRS RETIREMENT REPORTING

CONTRACTOR shall identify to the LEA any employee (or the CONTRACTOR, if the CONTRACTOR is an individual) expected to perform services under this Agreement who is then-receiving California State Teachers' Retirement System ("CalSTRS") benefits, and who may perform creditable service for the LEA as defined in Education Code 22119.5. Identification to the LEA shall include the individual's full legal name and STRS and social security identification numbers. Before any services by the individual are provided, the CONTRACTOR shall provide to the LEA a signed written confirmation from the individual that he/she is aware of the separation-from-service requirement and earnings limitations imposed by Education Code Sections 22714, 24114, 24116, 24214, 24214.5, and 24215. CONTRACTOR shall thereafter provide on a monthly basis to the LEA the actual amounts paid to the individual for services rendered under this Agreement, with the LEA responsible for reporting the individual's earnings to CalSTRS as required by law or regulation.

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within thirty (30) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period during which such person is providing services under this Master Contract. Failure to notify LEA of changes in licenses, certifications or suspensions shall be good cause for termination of this Master Contract by LEA.

Failure to notify LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and shall also suffice as good cause for the suspension or termination of this Master Contract by LEA.

49. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR'S classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage on LEA substitute teacher log. Substitute teachers shall remain with their assigned class during all instructional time. LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided.

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in Paragraph 7 of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for his/her student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and an authorized LEA representative.

50. STAFF PROFESSIONAL CONDUCT WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or nonpublic agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code

of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by CONTRACTOR providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. Such policies and procedures shall be made available to CONTRACTOR upon CONTRACTOR'S request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program. Failure to comply with this and all LEA requirements in this regard shall be sufficient cause to terminate this Master Contract.

For services provided in a pupil's home as specified in the IEP, CONTRACTOR must ensure that at least one parent of the child or a LEA-approved responsible adult with written and signed authority to make decisions in an emergency is present during the provision of services. The names of any responsible adult other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The responsible adult cannot also be an employee associated with the NPS/NPA service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to LEA. It is understood that unless otherwise agreed to by LEA, a public school credentialed teacher is responsible for the instructional program and all nonpublic agency related service providers shall work collaboratively with the teacher who shall remain in charge of supervising the instructional program.

HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable Federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et seq.*, and 49406, and California Health and Safety Code section 121545 regarding the examination of CONTRACTOR'S employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA student.

CONTRACTOR shall comply with OSHA Bloodborne Pathogens Standards, Title 29 of the Code of Federal Regulations section 1910.1030 *et seq.* and Cal/OSHA's Bloodborne Pathogens Standards, Title 8 of the California Code of Regulations section 5193, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training for all employees regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA students in facilities that comply with all applicable Federal, state, and local laws, regulations, and ordinances related, but not limited to disability access, fire, health, sanitation, and building standards and safety, fire warning systems, zoning permits and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 of the California Code of Regulations section 550. During the duration of this Agreement, if CONTRACTOR is subject to fines, penalties and findings of non-compliance, CONTRACTOR shall assume any and all responsibilities for payment of such financial obligations. CONTRACTOR shall also be fully responsible for any structural changes and/or modifications to CONTRACTOR'S facilities as required to comply with applicable Federal, state, and local laws, regulations, and ordinances. Failure to notify LEA or CDE of any changes in, major modification or relocation of

facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by LEA.

In signing this Agreement, CONTRACTOR certifies that its facilities either comply with Federal and state and local laws regarding disability access, or possesses and has available upon demand, a self-evaluation and/or transition plan in accordance with said laws.

53. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves an LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist an LEA student with the administration of such medication after the LEA student's parent(s) provide(s) to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify an LEA student's name, the type of medication, the date, time, and amount of each administration, and the name of CONTRACTOR'S employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with an LEA student's physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

In the event there is an LEA student who is on a prescription medication regimen, the CONTRACTOR is to: (a) first obtain a copy of the appropriate medication authorization form available from the LEA student's primary regional or site nurse; or (b) in the event the student does not take prescription medication during the school day, but would only take such medication while in the care, custody and control of the CONTRACTOR, prior to the commencement of services to the LEA student, CONTRACTOR is to obtain a signed copy of the appropriate medication authorization form from the District. Both the District and CONTRACTOR shall retain a copy of the Authorization.

54. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall electronically submit, within 24 hours, any accident or incident report to LEA. CONTRACTOR shall properly submit accident or incident reports as required by the District.

55. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 *et seq.* and California Education Code section 44691. To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to LEA.

CONTRACTOR is to read and become familiar with the District's Mandated Child Abuse and Neglect Reporting Policies (BP 5141.4 and AR 5141.4.). In the event there is a suspicion of abuse conducted by anyone (students, staff, contractor or others) on or off campus, CONTRACTOR is to file the appropriate report to the Sacramento County Sheriff. CONTRACTOR is also to confidentially notify the Legal Compliance Department ("Legal Compliance") of the report. CONTRACTOR is to cooperate with any investigation conducted by the District in connection with such report.

56. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitute sexual harassment and that is prohibited by the CONTRACTOR'S policy, as well as Federal and state law. The policy should include procedures to make complaints without fear of retaliation and procedures for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to California Government Code section 12950.1, including that each NPS/NPA with five or more employees must provide by January 1, 2021 at least 2 hours of training regarding sexual harassment to all supervisory employees and at least one hour of training to all nonsupervisory employees. All employees must complete sexual harassment training every two years. Any new supervisory employee must complete sexual harassment training within six (6) months of starting as a supervisory employee. The training shall include information and practical guidance regarding federal and state statutory provisions concerning the prohibition against, prevention of and correction of sexual harassment, and remedies available to victims of sexual harassment in employment as well as including practical examples to instruct supervisors in prevention of harassment, discrimination, and retaliation. The training should be presented by someone with training or expertise in prevention of harassment, discrimination, and retaliation.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers and all independent contractor(s) and/or subcontractor(s) authorized pursuant to this Master Contract, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370 et. seq. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to LEA. The written statement shall be submitted as specified by LEA.

FINANCIAL

58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall ensure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing, including requirements of electronic billing, as specified by LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in an LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and in compliance with LEA Procedures, and will be governed by all applicable Federal and state laws. If the CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that the nonpublic school's enrollment procedures include verification of immunizations (including adolescent pertussis booster vaccination (Tdap) for all students entering the seventh grade.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this Master Contract and for a period of five (5) years thereafter.

CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and, in addition, on a LEA form with signatures in the manner prescribed by LEA. Contractor will submit invoices using the format provided by LEA. At the request of LEA, invoices may require the following information: Name of an LEA student for whom service was provided; the type of service provided; (if payment for assessment is approved by LEA pursuant to Section 36 of this Master Contract, the invoice must describe whether the assessment was prepared for an initial, annual, amended, or triennial IEP); month of service; specific dates (date, month, year and times) of services coordinated pursuant to LEA-approved calendar unless otherwise specified in the IEP or agreed to by LEA; name of staff who provided the service and that individual's licensing and credentials; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of the nonpublic school/nonpublic agency administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this Master Contract; and verification that progress reports have been provided consistent with the ISA (consistent with IEP benchmark dates, unless otherwise specified on the ISA); and name or initials of each student for when the service was provided. In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this Master Contract. At the discretion of LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this Master Contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5. CONTRACTOR shall correct deficiencies and submit re-billing invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any re-billing for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of LEA, then no limit is set provided that LEA and CONTRACTOR have communicated such concerns in writing during the twelve-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services from CONTRACTOR; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice as required by Education Code section 56366.5(a); (e) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed,

trained, or otherwise qualified; (f) LEA has not received, prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR'S educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA within five (5) days of such confirmation; (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to an LEA student; or (i) CONTRACTOR fails to provide the required liability/insurance documentation as outlined in Paragraph 15 of this Master Contract. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by LEA until completion of a review or audit, if deemed necessary by LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, trained, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to an LEA student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR'S written request showing good cause, LEA shall extend CONTRACTOR'S time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR'S notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after LEA's response to CONTRACTOR'S notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c)(2).

60. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students.

61. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Paragraph 7 of this Master Contract and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in an LEA student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, LEA shall be notified if a student has been out of school for more than five (5) consecutive days. CONTRACTOR agrees to coordinate with LEA to determine whether the student absences are due to a health problem and whether any change to services or supports is needed at that time. (5 CCR §3051.17(c).)

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of an LEA student's unexcused absence, CONTRACTOR shall notify LEA of such absence as specified in LEA Procedures.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for ADA reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in Paragraph 7 of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of an LEA student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

62. LEA AND/OR CONTRACTOR CLOSURE

The following shall apply in the event of a LEA or CONTRACTOR closure due to an emergency, public health order, Executive Order, or other extraordinary conditions, including fire, flood, earthquake, war, or epidemic/pandemic, consistent with guidelines followed by LEAs under Education Code Section 41422:

- a. If CONTRACTOR remains open during any of the above-circumstances and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- a. NPS School Closure - If the CONTRACTOR NPS is closed due to any of the above-circumstances and the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with a signed ISA, as though the student were continuing in their regular attendance, until alternative placement can be found.
- b. LEA and NPS School Closure - If both CONTRACTOR and LEA are closed due to any of the above-circumstances, on days the LEA is funded, CONTRACTOR shall receive payment consistent with a signed ISA, until alternative placement can be found. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure.
- c. In the event of CONTRACTOR closure due to an emergency, public health order, Executive Order, or other extraordinary conditions, including fire, flood, earthquake, war, or epidemic/pandemic, LEA reserves the right to withhold payment for services not rendered pursuant to an LEA student's ISA, consistent with Paragraph 59.

CONTRACTOR also agrees to, in the case of unexpected school closures, provide reasonable evidence that all appropriate NPS/NPA staff remain employed so as to continue providing instruction and academic related support to students via distance learning modalities (to include use of virtual platforms for students and teachers to interact). In this scenario the CONTRACTOR also will ensure students have reliable internet accessibility as well as the physical technology (i.e. Chromebooks, Ipads, hot-spots etc) required to access and participate. In this scenario the CONTRACTOR will provide a mutually agreeable attendance/service log tracking mechanism so as to ensure clear understanding of attendance, service delivery and related billing.

When a school closure contemplated by this paragraph is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need, if any, for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

63. INSPECTION AND AUDIT

CONTRACTOR shall maintain and LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement. Access for inspection and audit may include unannounced inspections by LEA.

CONTRACTOR shall provide LEA access to all records, including but not limited to those documents identified in Paragraph 9 of this Master Contract. CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR'S offices (to be specified by LEA), at all reasonable times and without charge. Copies of all records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR'S offices for purposes of interviewing CONTRACTOR'S employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to LEA, unless LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a Federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR'S over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR'S over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a Federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

64. RATE SCHEDULE

The attached Rate Schedules (Exhibits A and B) limit the number of LEA students that may be enrolled and the maximum dollar amount of the contract. They may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code sections 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this Master Contract, shall be as stated in Exhibits A and B.

When CONTRACTOR is a nonpublic school associated with a Residential Treatment Center ("NPS/RTC"), Educationally Related Mental Health Services ("ERMHS") are provided in an integrated, intensive, educationally related therapeutic residential setting which includes social emotional/behavior support through individual counseling, group counseling, family consultation and support, as appropriate. It is a collaborative model which includes educational professionals and related service providers, where all supports and services are integrated in the NPS/RTC program. Costs for ERMHS are all inclusive and combined with the daily rate as ERMHS+RB ("ERMHS + Room and Board"). ERMHS plus Room and Board payments are based on positive attendance (payable for up to a maximum of 365 days) only, with up to a maximum of 10 days payment per student, per contract year, when a bed is unoccupied, for home visits of a therapeutic nature.

Any Nonpublic School ("NPS") or residential facility requesting a change in rate for any services provided during a subsequent Master Contract year must make a request in writing to the Sacramento County SELPA Directors, with a copy sent to LEA Director or designee, by January 15th of each calendar year. Increases will only be considered for approval for entities that have received a positive review on the Quality On-Site NPS Review Rubric.

(11) Nursing Services
Other

_____	_____
_____	_____
_____	_____

*Parent transportation reimbursement rates are to be determined by LEA.
**By credentialed Special Education Teacher.

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES
(Education Code Sections 56365 *et seq.*)

This agreement is effective on _____ or the date student begins attending a nonpublic school if after the date identified, and terminates at 5:00 P.M. on June 30, 2021, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency(LEA)				Nonpublic School			
Address				Address			
City, State Zip				City, State, Zip			
LEA Case Manager				Phone		Fax	
				e-Mail			
Student Last Name		Student First Name		Program Contact Name			
D.O.B.		I.D. #		Phone		Fax	
Grade		Level		Sex		() M () F	
Parent/ Guardian Last Name		Parent/ Guardian First Name		Education Schedule – Regular School Year			
				Number of Days		Number of Weeks	
Address		City, State, Zip		Education Schedule – Extended School Year			
				Number of Days		Number of Weeks	
Home Phone		Business		Contract Begins		Ends	
Master Contract Approved by the Governing Board on							

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

<u>SERVICES</u>	<u>PROVIDER</u>				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	<u>LEA</u>	<u>NPS</u>	<u>NPA</u>	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION									
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

B. RELATED SERVICES (cont'd)	Provider				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						TOTAL COST			\$

ESTIMATED MAXIMUM RELATED SERVICES COST \$ _____

SPECIALIZED EQUIPMENT/SUPPLIES _____ \$ _____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES \$ _____

4. Other Provisions/Attachments: _____

5. Progress Reporting Requirements: _____ Quarterly _____ Monthly _____ Other (Specify _____)

MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

The Parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

(Name of Nonpublic School)

(Name of LEA)

(Signature)

(Date)

(Signature)

(Date)

(Name and Title)

(Name of Superintendent or Authorized Designee)

EXHIBIT B: RATES – NON-PUBLIC AGENCY ONLY – 2020-2021 CONTRACT YEAR

CONTRACTOR: School Steps, Inc.

Rate Schedule. This rate schedule limits the number of LEA students who may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students who can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

DESCRIPTION	RATES
LANGUAGE AND SPEECH THERAPY	
PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	
DIRECT THERAPY 1:1 or small group	
CONSULTATION: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s)	
OTHER SERVICES: (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting on SEIS; sizing and adjustment of equipment; attendance at IEP meetings	
OCCUPATIONAL THERAPY	
PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	
DIRECT THERAPY 1:1 or small group	
CONSULTATION: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s)	
OTHER SERVICES: (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting on SEIS; sizing and adjustment of equipment; attendance at IEP meetings	
PHYSICAL THERAPY	
PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	
CONSULTATION: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s)	
OTHER SERVICES: (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting on SEIS; sizing and adjustment of equipment; attendance at IEP meetings	
BEHAVIOR INTERVENTION SERVICES	
PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on the work day for this discipline. Rate will be pro-rated if NPA staff works less than the identified work day: <i>Check the applicable work day:</i> <input type="checkbox"/> Full Work Day <input type="checkbox"/> Half Work Day	
DIRECT STUDENT AIDE 1:1 or small group, implementing behavior plan, data collection.	
CONSULTATION: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s).	
SUPERVISING CONSULTANT: student observation as it relates to program development and/or data collection; IEP team member training; collaboration with IEP team member(s).	
OTHER SERVICES: (requires prior approval of LEA per Section 36 of the Master Contract) formal assessment and report writing; written annual progress report; benchmark reporting; attendance at IEP meetings.	
OTHER	
PER DIEM – NPA provides all services at assigned school site for a flat per diem rate based on a full work day for this discipline. Rate will be pro-rated if NPA staff works less than a full work day.	
School Psychology	\$100.00 Per Hour

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC AGENCY SERVICES (Education Code Sections 56365 et seq.)

This agreement is effective on _____ or the date student begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2021, unless sooner terminated as provided in the Master Contract and by applicable law.

SELPA INFORMATION	
Special Education	Program Contact: Geovanni Linares
Sacramento City Unified School District	Program Contact Phone: (916) 643-9174
5735 47 th Avenue	Program Contact Fax: (916) 399-2019
Sacramento, CA 95824	Program Contact E-mail: Geovanni-linares@scusd.edu

NPA INFORMATION	
Nonpublic Agency:	Program Contact:
Address:	Program Contact Phone:
City/State/Zip	Program Contact Fax:
	Program Contact E-mail:

STUDENT INFORMATION			
Student Last:		Student First:	
DOB:	Grade:	Sex: () F () M	Student ID#:
Student Track:		Progress Reporting Requirements: (At least 4 per Section 36)	
# of Days Reg School Yr:	# of Days Ext School Yr:	() IEP Benchmark Dates () Other: _____	
Parent/Guardian Last:		Parent/Guardian First:	
Parent/Guardian Phone #1: ()-		Parent/Guardian Phone #2: ()-	
School Site:		SpEd Case Manager:	
Address:		SpEd Case Manager Phone: (916)-	
City/Zip:		SpEd Case Manager Fax: (916)-	
School Site Phone: (916)-		SpEd Case Manager E-mail: @scusd.edu	

CONTRACT INFORMATION		
ISA Begins:	ISA Ends:	Master Contract Approved by Governing Board on:

SERVICE INFORMATION									
	Direct Therapy Sessions/Duration per IEP Year		Consultation Sessions/Duration per IEP Year		Other Services per IEP Year		TOTAL Duration	COST Per Hour	Estimated Max Total for ISA Period
	Reg School YR	ESY	Reg School YR	ESY	Reg School YR	ESY			
Language and Speech Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Occupational Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Physical Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		

Behavior Intervention Services	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Other:	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		

The Parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

(Name of Nonpublic Agency)

(Name of LEA)

(Signature)

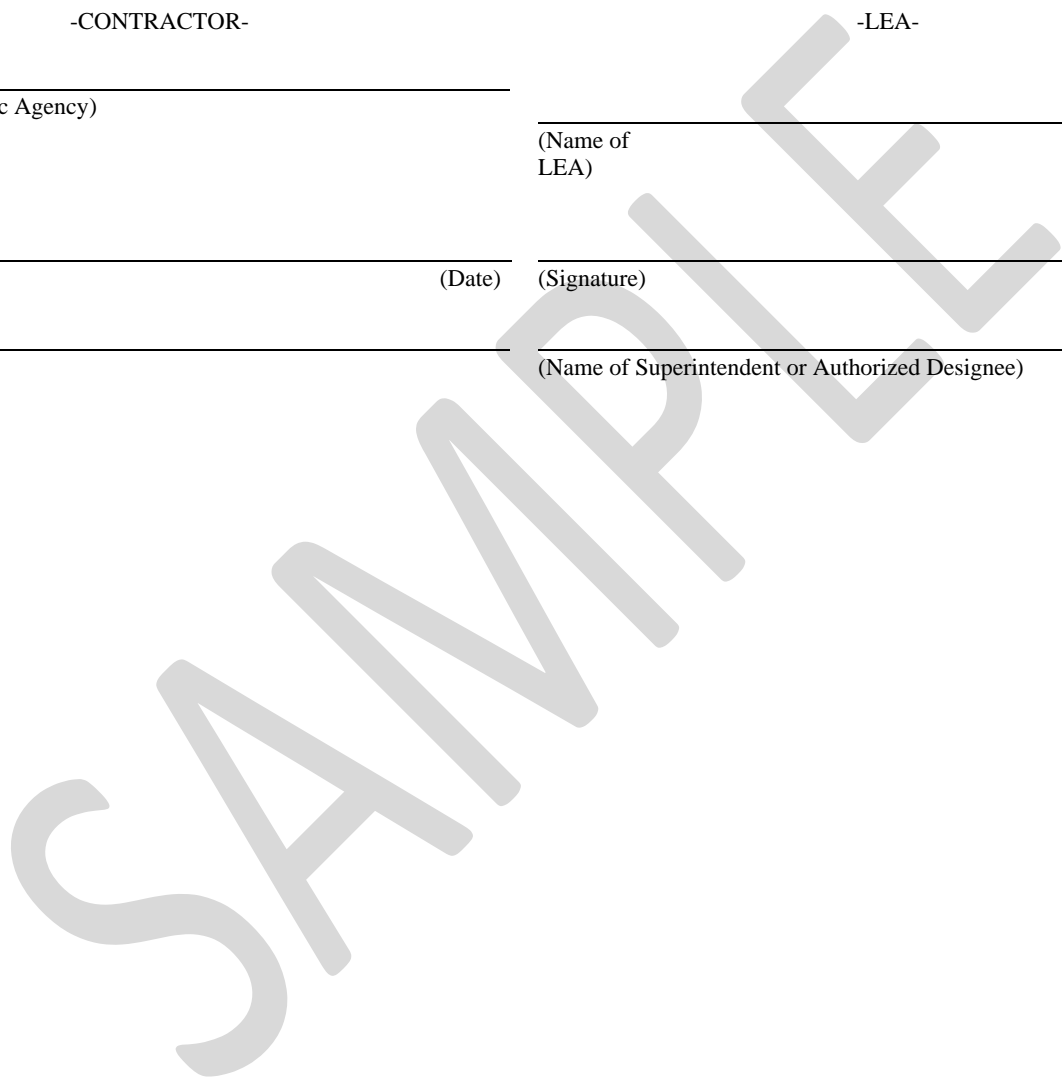
(Date)

(Signature)

(Date)

(Name and Title)

(Name of Superintendent or Authorized Designee)



SERVICES AGREEMENT

Amendment No. 2

Date: May 24, 2021

Agreement between the Sacramento City Unified School District, hereinafter referred to as "District" and Eaton Interpreting Services, hereinafter referred to as "Contractor," dated September 3, 2020 is amended as follows:

ARTICLE 2. TERM.

The term of the agreement is extended to July 31, 2021.

ARTICLE 3. PAYMENT.

District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement as follows:

Fee Rate: \$65.00 per hour of services as may be requested by District. District shall not pay travel and other expenses. Total fee shall not exceed Two Hundred Fifty-Three Thousand Dollars (\$253,000) which represents an increase of \$168,000 to the Agreement.

All other terms and conditions of the Agreement remain unchanged.

Executed at Sacramento, California, on the day and year first above written.

**SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT**

VISION 2000

By: _____
Rose Ramos
Chief Business Officer

By: _____
Hazel Mahone
President

Date

Date



SERVICES AGREEMENT

Date: September 3, 2020 **Place:** Sacramento, California

Parties: Sacramento City Unified School District, a political subdivision of the State of California, (hereinafter referred to as the "District"); and Vision 20000 (hereinafter referred to as "Contractor").

Recitals:

A. The District is a public school district in the County of Sacramento, State of California, and has its administrative offices located at the Serna Center, 5735 47th Avenue, Sacramento, CA 95824.

B. The District desires to engage the services of the Contractor and to have said Contractor render services on the terms and conditions provided in this Agreement.

C. California Government Code Section 53060 authorizes a public school district to contract with and employ any persons to furnish to the District, services and advice in financial, economic, accounting, engineering, legal, or administrative matters if such persons are specially trained, experienced and competent to perform the required services, provided such contract is approved or ratified by the governing board of the school district. Said section further authorizes the District to pay from any available funds such compensation to such persons as it deems proper for the services rendered, as set forth in the contract.

D. The Contractor is specially trained, experienced and competent to perform the services required by the District, and such services are needed on a limited basis.

In consideration of the mutual promises contained herein, the parties agree as follows:

ARTICLE 1. SERVICES.

The Contractor hereby agrees to provide to the District the services as described below ("Services"):

Develop, administer, maintain and sustain the tutoring/intervention program under ESSA/ESEA to eligible private school students during the 2020-21 school year. The primary purpose of the Vision 2000 Programming is to enhance academic skills and provide services to eligible students in private and non-profit schools that are equitable to those provided district-wide.

Contractor will work collaboratively with the District to develop, support, coordinate, and implement the Vision 2000 Student Support Program. This collaboration is designed to assist academically low performing, eligible students who live in District Title I funded school attendance areas with literacy and numeracy development services designed to support increased academic achievement and provide opportunities for parents to actively participate in their children's education.

Roles and responsibilities:

- i. Contractor shall adhere to scope of the services outlined in this agreement.



- ii. Contractor shall employ, compensate, supervise and provide training as necessary to all personnel required including teachers, tutors, academic coaches, counselors, and social workers.
- iii. Contractor supervision will include at least 2 monthly site visits (or online visits, during the COVID-19 pandemic) with each tutor where evaluative data can be collected and strategies to maximize efficacy can be shared.
- iv. Contractor shall provide and coordinate space and location of all sponsored professional development, meetings, and trainings. Contractor shall coordinate the convening of all necessary parties to facilitate program planning and modifications.
- v. Contractor agrees that all services will be non-sectarian, non-religious and non-ideological in nature and will only be provided in private schools that maintain non-profit status and have provided all student data to the District.
- vi. Contractor will be responsible for either collecting student standardized assessment data that verifies low performance status or administer a standardized pre-assessment to all students who participate in the program. Contractor will also collect or administer post tutoring assessments. Pre and post assessment data for each served student will be made available to the district upon request.
- vii. Contractor will only bill for those services for students who are identified by the district as eligible to participate in the program.

ARTICLE 2. TERM.

This Agreement shall commence on September 3, 2020, and continue through June 30, 2021, unless sooner terminated, as set forth in Article 10 of this Agreement, provided all services under this Agreement are performed in a manner that satisfies both the needs and reasonable expectations of the District. The determination of a satisfactory performance shall be in the sole judgment and discretion of the District in light of applicable industry standards, if applicable. The term may be extended by mutual consent of the parties on the same terms and conditions by a mutually executed addendum.

ARTICLE 3. PAYMENT.

District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement as follows:

Fee Rate: \$65.00 per hour of services as may be requested by District. Additionally, District will compensate Contractor at the rate of 3% for administrative costs. District shall not pay travel and other expenses. Total fee shall not exceed Forty-Five Thousand Dollars (\$45,000).

Payment shall be made within 30 days upon submission of monthly invoices (with hours delineated by school site), which will include all required documentary backup including Student Sign-In/Attendance Verification Sheets, to the attention of Lisa Torres, State & Federal Programs, Sacramento City Unified School District, 5735 47th Avenue, Sacramento, California 95824.

ARTICLE 4. EQUIPMENT AND FACILITIES.

District will provide Contractor with access to all needed records and materials during normal business hours upon reasonable notice. However, District shall not be responsible for nor will it be required to provide personnel to accomplish the duties and obligations of Contractor under



this Agreement. Contractor will provide all other necessary equipment and facilities to render the services pursuant to this Agreement.

ARTICLE 5. WORKS FOR HIRE/COPYRIGHT/TRADEMARK/PATENT

The Contractor understands and agrees that all matters specifically produced under this Agreement that contain no intellectual property or other protected works owned by Contractor shall be works for hire and shall become the sole property of the District and cannot be used without the District's express written permission. The District shall have the right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. The Contractor consents to the use of the Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose in any medium.

As to those matters specifically produced under this Agreement that are composed of intellectual property or other protected works, Contractor must clearly identify to the District those protected elements included in the completed work. The remainder of the intellectual property of such completed works shall be deemed the sole property of the District. The completed works that include both elements of Contractor's protected works and the District's protected works, shall be subject to a mutual non-exclusive license agreement that permits either party to utilize the completed work in a manner consistent with this Agreement including the sale, use, performance and distribution of the matters, for any purpose in any medium.

ARTICLE 6. INDEPENDENT CONTRACTOR.

Contractor's relationship to the District under this Agreement shall be one of an independent contractor. The Contractor and all of their employees shall not be employees or agents of the District and are not entitled to participate in any District pension plans, retirement, health and welfare programs, or any similar programs or benefits, as a result of this Agreement.

The Contractor and their employees or agents rendering services under this agreement shall not be employees of the District for federal or state tax purposes, or for any other purpose. The Contractor acknowledges and agrees that it is the sole responsibility of the Contractor to report as income its compensation from the District and to make the requisite tax filings and payments to the appropriate federal, state, and/or local tax authorities. No part of the Contractor's compensation shall be subject to withholding by the District for the payment of social security, unemployment, or disability insurance, or any other similar state or federal tax obligation.

The Contractor agrees to defend, indemnify and hold the District harmless from any and all claims, losses, liabilities, or damages arising from any contention by a third party that an employer-employee relationship exists by reason of this Agreement.

The District assumes no liability for workers' compensation or liability for loss, damage or injury to persons or property during or relating to the performance of services under this Agreement.

ARTICLE 7. FINGERPRINTING REQUIREMENTS.

Contractor agrees that any employee it provides to the District shall be subject to the fingerprinting and TB requirements set forth in the California Education Code. Pursuant to Education Code §45125.1, Contractor shall certify in writing to the District that neither the employer nor any of its employees who are required to have their fingerprints submitted to the



Department of Justice (DOJ), and who may come in contact with pupils, have been convicted of a felony as defined in §45122.1.

Contractor will provide a complete list to the District of all employees cleared by the DOJ who will provide services under this Agreement (or MOU). Contractor shall obtain subsequent arrest service from DOJ for ongoing notification regarding an individual whose fingerprints were submitted pursuant to §45125.1. Upon receipt of such a subsequent arrest notification from DOJ, Contractor shall, within 24 hours, notify the District of such a subsequent arrest notification. If an employee is disqualified from working for the District pursuant to the requirements of the California Education Code, Contractor agrees to provide a replacement employee within 15 days of receiving notification that the previous employee has been disqualified. Failure to adhere to the terms of this provision is grounds for termination of the Agreement.

ARTICLE 8. MUTUAL INDEMNIFICATION.

Each of the Parties shall defend, indemnify and hold harmless the other Party, its officers, agents and employees from any and all claims, liabilities and costs, for any damages, sickness, death, or injury to person(s) or property, including payment of reasonable attorney's fees, and including without limitation all consequential damages, from any cause whatsoever, arising directly or indirectly from or connected with the operations or services performed under this Agreement, caused in whole or in part by the negligent or intentional acts or omissions of the Parties or its agents, employees or subcontractors.

It is the intention of the Parties, where fault is determined to have been contributory, principles of comparative fault will be followed and each Party shall bear the proportionate cost of any damage attributable to fault of that Party. It is further understood and agreed that such indemnification will survive the termination of this Agreement.

ARTICLE 9. INSURANCE.

Prior to commencement of services and during the life of this Agreement, Contractor shall provide the District with a certificate of insurance reflecting its comprehensive general liability insurance coverage in a sum not less than \$1,000,000 per occurrence naming District as an additional insured. Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory. If insurance is not kept in force during the entire term of the Agreement, District may procure the necessary insurance and pay the premium therefore, and the premium shall be paid by the Contractor to the District.

ARTICLE 10. TERMINATION.

The District may terminate this Agreement without cause upon giving the Contractor thirty days written notice. Notice shall be deemed given when received by Contractor, or no later than three days after the day of mailing, whichever is sooner.

The District may terminate this Agreement with cause upon written notice of intention to terminate for cause. A Termination for Cause shall include: (a) material violation of this Agreement by the Contractor; (b) any act by the Contractor exposing the District to liability to others for personal injury or property damage; or (c) the Contractor confirms its insolvency or is adjudged a bankrupt; Contractor makes a general assignment for the benefit of creditors, or a receiver is appointed on account of the Contractor's insolvency.



Ten (10) calendar days after service of such notice, the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, or this Agreement shall cease and terminate. In the event of such termination, the District may secure the required services from another contractor. If the cost to the District exceeds the cost of providing the service pursuant to this Agreement, the excess cost shall be charged to and collected from the Contractor. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to the District. Written notice by the District shall be deemed given when received by the other party or no later than three days after the day of mailing, whichever is sooner.

ARTICLE 11. ASSIGNMENT.

This Agreement is for personal services to be performed by the Contractor. Neither this Agreement nor any duties or obligations to be performed under this Agreement shall be assigned without the prior written consent of the District, which shall not be unreasonably withheld. In the event of an assignment to which the District has consented, the assignee or his/her or its legal representative shall agree in writing with the District to personally assume, perform, and be bound by the covenants, obligations, and agreements contained in this Agreement.

ARTICLE 12. NOTICES.

Any notices, requests, demand or other communication required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if served personally on the party to whom notice is to be given, or on the third day after mailing if mailed to the party to whom notice is to be given, by first class mail, registered or certified, postage prepaid, or on the day after dispatching by Federal Express or another overnight delivery service, and properly addressed as follows:

District:	Contractor:
Sacramento City Unified School District	Vision 2000
PO Box 246870	2816 Robinson Creek Ln
Sacramento CA 95824-6870	Elk Grove, CA 95758
Attn: Jessica Sulli, Contracts	Attn: Hazel Mahone, President

ARTICLE 13. ENTIRE AGREEMENT.

This Agreement contains the entire agreement between the parties and supersedes all prior understanding between them with respect to the subject matter of this Agreement. There are no promises, terms, conditions or obligations, oral or written, between or among the parties relating to the subject matter of this Agreement that are not fully expressed in this Agreement. This Agreement may not be modified, changed, supplemented or terminated, nor may any obligations under this Agreement be waived, except by written instrument signed by the party to be otherwise expressly permitted in this Agreement.

ARTICLE 14. CONFLICT OF INTEREST.

The Contractor shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Contractor shall not hire any officer or employee of the District to perform any service covered by this Agreement. If the work is to be performed in connection with a Federal contract or grant, Contractor shall not hire any employee of the United States government to perform any service covered by this Agreement.

Contractor affirms to the best of their knowledge, there exists no actual or potential conflict of interest between Contractor's family, business or financial interest and the services provided

Sacramento City
UNIFIED SCHOOL DISTRICT

ARTICLE 15. NONDISCRIMINATION.

It is the policy of the District that in connection with all services performed under contract, there will be no discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, handicap, religious creed, sex, age or marital status. Contractor agrees to comply with applicable federal and California laws including, but not limited to, the California Fair Employment and Housing Act.

ARTICLE 16. SEVERABILITY.

Should any term or provision of this Agreement be determined to be illegal or in conflict with any law of the State of California, the validity of the remaining portions or provisions shall not be affected thereby. Each term or provision of this Agreement shall be valid and be enforced as written to the full extent permitted by law.

ARTICLE 17. RULES AND REGULATIONS.

All rules and regulations of the District's Board of Education and all federal, state and local laws, ordinance and regulations are to be strictly observed by the Contractor pursuant to this Agreement. Any rule, regulation or law required to be contained in this Agreement shall be deemed to be incorporated herein.

ARTICLE 18. APPLICABLE LAW/VENUE.

This Agreement shall be governed by and construed in accordance with the laws of the State of California. If any action is instituted to enforce or interpret this Agreement, venue shall only be in the appropriate state or federal court having venue over matters arising in Sacramento County, California, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by the District.

ARTICLE 19. RATIFICATION BY BOARD OF EDUCATION.

This Agreement is not enforceable and is invalid unless and until it is approved and/or ratified by the governing board of the Sacramento City Unified School District, as evidenced by a motion of said board duly passed and adopted.

Executed at Sacramento, California, on the day and year first above written.

**SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT**

VISION 2000

DocuSigned by:
Rose Ramos
CC6FE7C204D7402...
By: _____
Rose Ramos
Chief Business Officer

By: *Hazel Mahone*
Hazel Mahone
President

9/23/2020

Date

9/3/2020

Date



SERVICES AGREEMENT

Amendment No. 1

Date: April 1, 2021

Agreement between the Sacramento City Unified School District, hereinafter referred to as "District" and Vision 2000, hereinafter referred to as "Contractor," dated September 3, 2020 is amended as follows:

ARTICLE 3. PAYMENT.

District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement as follows:

Fee Rate: \$65.00 per hour of services as may be requested by District. District shall not pay travel and other expenses. Total fee shall not exceed Eighty-Five Thousand Dollars (\$85,000) which represents an increase of \$40,000 to the Agreement.

Payment shall be made within 30 days upon submission of monthly invoices (with hours delineated by school site), which will include all required documentary backup including Student Sign-In/Attendance Verification Sheets, to the attention of Lisa Torres, State & Federal Programs, Sacramento City Unified School District, 5735 47th Avenue, Sacramento, California 95824.

All other terms and conditions of the Agreement remain unchanged.

Executed at Sacramento, California, on the day and year first above written.

**SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT**

DocuSigned by:
Rose Ramos
By: CC6FE7C204D7402...

Rose Ramos
Chief Business Officer

05/03/2021

Date

VISION 2000

By: *Hazel W Mahone*

Hazel Mahone
President

4/29/21

Date



Client Order

Q-123728

6531 Irvine Center Drive Suite 100
 Irvine, California 92618
 (949) 656-3133
<https://www.illuminateeducation.com/>

Prepared Date:	6/1/2021	Customer:	Sacramento City Unified School District
Valid Through:	6/30/2021	Address:	5735 47th Ave Sacramento, California 95824-4528
Prepared By:	Stephanie Albracht	Contact:	Ed Eldridge
Start Date:	7/1/2021	Phone:	916.643.7400
End Date:	6/30/2024		
Quote Term:	36		

Year 1

Dates: 7/1/2021 - 6/30/2022

QTY	PRODUCT	DESCRIPTION	UNIT	TOTAL
38,009	DnA Software License Bundle	Assessment Software Licenses	\$4.64	\$176,361.76
	»» DnA, Software License	Per Student Licenses - Illuminate Data and Assessment™	Included	
42,232	Inspect Plus	Access to Key Data Systems' KDS Inspect Plus	\$1.75	\$73,906.00
50	Post-Build BI Report Building Consultation	One hour of post-build BI Report Building consultation	\$165.00	\$8,250.00
Year 1 Subtotal:				\$258,517.76
Year 1 Grand Total:				\$258,517.76

Year 2

Dates: 7/1/2022 - 6/30/2023

QTY	PRODUCT	DESCRIPTION	UNIT	TOTAL
40,120	DnA Software License Bundle	Assessment Software Licenses	\$4.78	\$191,773.60
	»» DnA, Software License	Per Student Licenses - Illuminate Data and Assessment™	Included	
42,232	Inspect Plus	Access to Key Data Systems' KDS Inspect Plus	\$2.00	\$84,464.00
50	Post-Build BI Report Building Consultation	One hour of post-build BI Report Building consultation	\$165.00	\$8,250.00
Year 2 Subtotal:				\$284,487.60
Year 2 Grand Total:				\$284,487.60

Year 3

Dates: 7/1/2023 - 6/30/2024

QTY	PRODUCT	DESCRIPTION	UNIT	TOTAL
42,232	DnA Software License Bundle	Assessment Software Licenses	\$4.92	\$207,781.44
	»» DnA, Software License	Per Student Licenses - Illuminate Data and Assessment™	Included	
42,232	Inspect Plus	Access to Key Data Systems' KDS Inspect Plus	\$2.25	\$95,022.00
50	Post-Build BI Report Building Consultation	One hour of post-build BI Report Building consultation	\$165.00	\$8,250.00
Year 3 Subtotal:				\$311,053.44
Year 3 Grand Total:				\$311,053.44

On-Going Illuminate subscription license and/or support fees are invoiced at then current rates & enrollment per terms of the Master Subscription Licenses & Services Agreement, which may be subject to an annual increase after the first year for non-multi-year contracts and/or enrollment increases (i.e., as your student count increases or decreases, the quantity will be adjusted in accordance with the terms of the Agreement).

Any applicable state sales tax that has been added to this Client Order is an estimated amount for Client's convenience that is subject to verification and modification based on current state required tax at the time of invoicing. Subscription Start and Expiration Dates shall be as set forth above, which may be delayed based upon the date that Illuminate receives your purchase order or signed Client Order.

In the event that this Client Order includes promotional pricing, said promotional pricing is only valid for the select term(s), product(s), and/or service(s) as shown in this Client Order. The promotional pricing may also be limited in availability to you through the date on this Client Order that is shown as the "Valid Through" period.

All invoices shall be paid within thirty (30) days of the date of invoice.

All purchase orders must contain the exact Client Order number stated within.

To accept and finalize this Client Order, please remit a purchase order to:

**Orders@IlluminateEd.net
or
6531 Irvine Center Drive #100
Irvine, CA 92618**



Master Subscription Licenses & Services Agreement

This Master Subscription Licenses & Services Agreement (“Agreement”) is hereby entered into as of the earlier of the date of the last signature hereto or receipt of purchase order and/or enforcement of any and all product and/or service orders (the “Effective Date”) between the purchasing agency (“Client”) and Illuminate Education, Inc., a California corporation having its principal place of business at 6531 Irvine Center Drive, Irvine, CA 92618, and wholly-owned subsidiaries, including, but not limited to Adrylan Communications, LLC, eduCLIMBER, LLC, eSchoolData, LLC, FastBridge Learning, LLC, IO Education, LLC, Sanford Systems, Inc. dba Key Data Systems, SchoolCity, Inc., and The Learning Egg, LLC (collectively “Illuminate”) (Client and Illuminate are referenced herein as each a “Party” and collectively the “Parties”).

Definitions.

- (a). “**Client Order**” means the Illuminate document attached hereto (or subsequently produced invoice), which lists the Licensed Products, current pricing, Service(s), Software, Subscription Period, Third Party Software, and/or applicable financial terms related to this Agreement, and is hereby incorporated into this Agreement.
- (b). “**Client Personnel**” means Client’s internal employees, who shall be bound by confidentiality restrictions at least as restrictive as this Agreement provides, explicitly excluding contractors and/or vendors that are not granted access herein.
- (c). “**Documentation**” means technical materials provided by Illuminate to Client in hard copy or electronic form describing the use and operation of the Software, which does not include any sales and/or marketing materials that Illuminate may provide Client to describe functionality intended for sales and/or marketing purposes.
- (d). “**Embedded Applications**” means software licensed to Illuminate by third parties that is provided to Client as part of the Licensed Products or Services.
- (e). “**Licensed Products**” means all software (including Embedded Applications, which is software licensed by Illuminate and provided to Client as part of the terms of this Agreement), subsequent versions provided during an active Subscription Period and/or in relation to Support Services, assessment content owned or licensed by Illuminate, and all related Documentation licensed to Client pursuant to this Agreement, now or in the future.
- (f). “**Professional Service(s)**” means any consulting, training, implementation, or technical services provided by Illuminate to Client under the Client Order.
- (g). “**Services**” means the service(s) described in the applicable Client Order attached hereto or an executed statement of work (“SOW”), associated with the Software and the Documentation, including any applicable software hosting or Professional Services, as defined herein, and/or provided by Illuminate to Client.
- (h). “**Software**” means the Illuminate software programs described in the applicable Client Order.
- (i). “**Subscription Period**” means the period commencing upon the start date set forth in the applicable Client Order and continuing until terminated in accordance with Section 15 (“**Termination**”).
- (j). “**Third Party Software**” means any software product designated as Third Party Software by Illuminate, and any related documentation supplied to Client, which is licensed directly between Client and a third party. Third Party Software is different than Embedded Applications in that Illuminate licenses the Embedded Applications to Client as part of Licensed Product (but in some cases, such Embedded Applications may

be subject to additional license terms as identified herein). Illuminate is not a licensor of Third Party Software.

1. Subscribing to the Service(s). Client will subscribe to the Licensed Products and/or Services by: (i) providing a purchase order that displays the unique identifier contained within the Client Order attached hereto or another Client Order, or in Illuminate’s discretion sufficiently references said Client Order; (ii) having an authorized Client representative execute a Client Order with this Agreement and receiving a countersigned copy by an authorized Illuminate representative; and, if applicable for custom services, (iii) executing a written SOW for such customized Licensed Products and/or Services with Illuminate. The Parties explicitly agree that, regardless of the confirmation of subscription method discussed herein that is utilized by Client, any additional and/or varying terms included in the Client’s purchase order are hereby deemed null and void, including terms that attempt to override this specific provision. Unless the Parties specify otherwise in writing, each SOW will be incorporated into this Agreement. Each Client Order and/or SOW will specify the Licensed Products and/or Services and specific terms and conditions applicable to that order. In the event of any conflict between this Agreement and a SOW, the mutually agreed upon and executed SOW shall control, except this Agreement shall govern all terms relating to intellectual property rights, confidential information, warranty, indemnity, and liability. Subject to the terms and conditions of this Agreement, Illuminate will provide the Licensed Products and/or Services described in the applicable Client Order. Unless expressly designated as replacing a specific Client Order and/or SOW, subsequent Client Orders and SOWs will be considered in addition to currently effective Client Orders and SOWs and shall be governed by this Agreement.

2. License.

(a). **License Grant.** Subject to the terms and conditions of this Agreement, including Illuminate’s Privacy Policy, which is incorporated fully herein by reference, Illuminate grants to Client a limited, revocable, non-exclusive, non-transferable, non-sublicensable license during the Subscription Period, to access the Licensed Products and/or Services through the User IDs and to operate the features of the Licensed Products and/or Services according to the Documentation under normal circumstances. Client is only granted licensed access to any customized software and/or content delivered in accordance with a valid Client Order and/or SOW during the Term of said Client Order. Termination of the Client Order or underlying Licensed Product will terminate access to customized content. No source code or technical-level documentation to the Licensed Products and/or Services is licensed under this Agreement.

(b). **User IDs.** Illuminate will issue Client’s system administrator access to Client’s designated user(s) that will have the ability to issue a singular User ID and password to each student, teacher, and staff member for access to and to utilize the Licensed Products and/or

Service(s) specified in the applicable Client Order and/or SOW. Client shall limit the total number of issued User IDs and passwords to the student count noted for each Licensed Product and/or Service on the Client Order; provided that said student count does not limit the total number of teacher and staff User IDs and passwords that Client may issue. Each User ID may be used to access the Services during only one (1) concurrent login session. Client shall not allow Client Personnel and/or students to share User IDs with any third parties, which require prior written approval for access by Illuminate. Client is responsible for all activity occurring under its User IDs and control of said User IDs, including the corresponding password credentials. Client is responsible for all use of the Licensed Products and/or Services by Client Personnel, students Client grants access to, for maintaining the confidentiality of all User IDs, and promptly notifying Illuminate of any actual or suspected unauthorized use of the Licensed Products and/or Services. Illuminate reserves the right to suspend or terminate any Client user that Illuminate determines may have been used for an unauthorized purpose.

(c). **Limitations.** Client acknowledges that the Licensed Products, including all derivative works thereof and source code and libraries thereto, are and shall remain the sole and exclusive property of Illuminate, except for license rights that Illuminate has to said Licensed Products. Client will not and will not permit any Client Personnel or other party to: (i) permit any party to access or use the Licensed Products and/or Services, Software, or Documentation, other than Client Personnel explicitly authorized by Illuminate; (ii) modify, adapt, alter or translate the Software or Documentation, except as expressly allowed hereunder; (iii) sublicense, lease, rent, loan, distribute, or otherwise transfer the Licensed Products and/or Services, Software, or Documentation to any third party; (iv) reverse engineer, decompile, disassemble, or otherwise derive or determine or attempt to derive or determine the source code (or algorithms, structure or organization) of the Software; (v) use or copy the Software or Documentation except as expressly allowed hereunder; (vi) disclose or transmit any data contained in the Software to any individual other than Client Personnel. To the extent permitted under the law, Client shall hold Illuminate harmless from any and all claims relating to Client's misuse of Licensed Products and/or Services rendered by Illuminate to Client, including Illuminate's intellectual property.

(d). **Client Responsibility.** Client shall perform the responsibilities necessary to establish Client's use of the Licensed Products and/or Services, including (i) providing Client Personnel lists to setup User IDs, (ii) properly maintaining all associated equipment, software and environmental conditions in accordance with applicable industry standards and/or specifications Illuminate may provide Client, and (iii) designating Client Personnel to participate in training.

3. Acceptable Use Policy. Client acknowledges and agrees that Illuminate does not monitor or police the content of communications or data of Client or its users transmitted through the Licensed Products and/or Services, and that Illuminate shall not be responsible for the content of any such communications or transmissions. In using the Software, Licensed Products, and/or Services, Client agrees to the following: (i) Client shall not incorporate into or otherwise transmit through the Software, Licensed Products, and/or Services any content that violates or infringes the rights of others, including without limitation any material that: (A) may be abusive, indecent, threatening, obscene, harassing, violent, defamatory, libelous, fraudulent, or otherwise objectionable; (B) encourages or otherwise promotes conduct that would constitute a criminal offense or give rise to civil liability; (C) impersonates any person or entity or that otherwise misrepresents Client's affiliation with a person or entity; (D) contains malicious code; is in violation of the

CAN-SPAM Act or any other applicable laws pertaining to unsolicited email, SMS, text messaging or other electronic communications, or the transmission of emails to an individual or entity with which Client has no preexisting relationship; (E) includes the private information of another without express permission, including but not limited to contact information, social security numbers, credit card numbers or other information which a reasonable individual would consider private in nature, (F) violates any privacy, intellectual property or proprietary right of another; (G) is pornographic or sexual in nature; expressly targets children under the age of 13; or (H) is unlawful or otherwise objectionable, in Illuminate's sole opinion; and (ii) Client shall ensure that Client's use of the Software and/or Services is at all times compliant with all applicable local, state, federal and international law, regulations and conventions, including without limitation, those related to data privacy, international communications, and the exportation of data of any kind, regulations of the U.S. Securities and Exchange Commission and/or any rules of a securities exchange in the U.S. or elsewhere.

4. Reservation of Rights.

(a). **Illuminate.** Illuminate expressly reserves all rights in the Licensed Products, Services, Software, Documentation, and all other materials provided by Illuminate hereunder not specifically granted to Client. It is acknowledged that all right, title and interest in the Licensed Products, Services, Software, Documentation, and all other materials provided by Illuminate hereunder, including, but not limited to any update, adaptation, translation, customization or derivative work thereof, and all intellectual property rights therein will remain with Illuminate (or third party suppliers, if applicable) and that the Licensed Products, Services, Software, Documentation, and all other materials provided by Illuminate hereunder are licensed on a subscription basis and not transferred to Client apart from the temporary license(s) discussed herein.

(b). **Client.** Client expressly reserves all rights in any data that Client (or Client Personnel/student users) loads or enters into the Licensed Products and/or Services and all results from processing such data, including compilations, and derivative works thereof (the "Client Data"), except that Client grants Illuminate a non-exclusive, royalty-free license to use, reproduce, and create derivative works of the Client Data in operating the Licensed Products and/or Service features for Client's benefit as is explicitly permitted under the law. Additionally, Illuminate may use and distribute the Client Data for any lawful purpose, provided that such Client Data will be aggregated and/or de-identified (e.g., the development of Illuminate's products and/or services, as authorized under F.E.R.P.A. and applicable state laws). All such aggregated data shall be the property of Illuminate. Client represents and warrants that Client has all rights under applicable law to provide and input in the Licensed Products and/or Services the Client Data, including any personally identifiable information or other sensitive information of any of the students and or other persons included therein.

5. Client Support. During the Subscription Period for the applicable Services, Illuminate will provide the following standard customer support:

(a). **Web & Phone Support.** Client's designated representative(s) shall have access to Illuminate's technical support via website/email and telephone and may use the website/email to submit service requests. Illuminate will use reasonable efforts to respond in a timely manner under the given circumstances.

(b). **Client's Responsibilities.** To receive support, Client shall: (i) report errors or suspected errors for which support is needed, and supply Illuminate with sufficient information and data to reproduce the error; (ii) procure, install, operate and maintain hardware, operating systems

and other software that are compatible with the most current supported version of Software; (iii) establish adequate operational back-up provisions in the event of malfunctions or errors; (iv) maintain an operating environment free of any modifications or other programming that might interfere with the functioning of Software; (v) maintain hardware and system software consistent with Illuminate's minimum requirements; and (vi) timely install all fixes and new versions supplied by Illuminate in the proper sequence, and have the most current version of Software installed (if applicable). Client acknowledges that fixes and new versions may be made available electronically, and that, in some cases, Illuminate may maintain email distribution lists that are used to notify Clients of the availability of fixes and new versions and to provide other information to Clients that are eligible for support. Client shall be responsible for including the appropriate Client Personnel on any such email distribution lists of Illuminate so that Client receives such notifications and other information.

(c). **Service Upgrades and Scheduled Downtime.** Client shall receive, through the Licensed Products and/or Services, generally available versions and releases for the Software, as designated by Illuminate in its sole discretion and that Illuminate generally offers to its other clients in Illuminate's sole discretion, and at no additional charge (beyond current support and subscription fees). Illuminate may from time to time schedule downtime for maintenance and upgrades. Illuminate may provide Client notice of any scheduled downtime, including any scheduled user disruption, if the circumstances permit such notice. Illuminate will strive to perform updates during non-peak hours.

6. Professional Services. In consideration of Client's payment of the applicable and non-refundable fees and expenses set forth in the Client Order or SOW for professional services, Illuminate will provide Client the professional services set forth therein, which may include attendance at designated training sessions provided by Illuminate as set forth herein ("Professional Services"). Training and/or consultation sessions may be conducted, as Illuminate deems appropriate or as explicitly agreed upon in writing on the Client Order or SOW at the time of purchase, at Illuminate's training facility, at Client's location, or by teleconference.

(a). **Use Period.** All Professional Services must be prepaid or paid in the same manner as agreed to with other Licensed Products included on the applicable Client Order and utilized by Client within one (1) year of purchase. Illuminate, in its sole discretion, may extend this period up to a maximum of one (1) additional year to utilize said Professional Services; however, regardless of whether the Professional Services use period described herein is extended, Client's non-utilization of purchased Professional Services will be deemed null and void upon expiration of the applicable use period and shall not entitle Client to any refund or credit.

(b). **Third Party Integration.** Illuminate, in its sole discretion, will assist Client with integration of Licensed Products with Client's third-party applications and/or content that are compatible in nature. Due to the potential access of students' personally identifiable information, Illuminate provides said integration only at the request of Client in writing. Client is solely and entirely responsible for compliance with local, state, and federal laws corresponding with integrations, as well as ensuring authorized access to said applications and/or content. To the extent permitted under the law, Client agrees to indemnify and hold Illuminate harmless for any actions and/or omissions pertaining to the integration.

7. Hosting.

(a). **Availability.** Client acknowledges and agrees that the hosted Licensed Products and/or Services may be inaccessible or inoperable

from time to time due to planned maintenance or to causes that are beyond the control of Illuminate or are not reasonably foreseeable by Illuminate, including, but not limited to: (i) the interruption or failure of telecommunication or digital transmission links; (ii) hostile network attacks; (iii) network congestion; (iv) or other failures (collectively "Downtime"). Illuminate shall use commercially reasonable efforts to minimize any disruption, inaccessibility and/or inoperability of the Licensed Products and/or Services caused by Downtime, whether scheduled or not.

(b). **Security.** Client will not: (i) breach or attempt to breach the security of the hosting environment or any network, servers, data, computers or other hardware relating to or used in connection with the Licensed Products and/or Services, or any third party that is hosting or interfacing with any part of the Licensed Products and/or Services; or (ii) use or distribute through the Licensed Products and/or Services any software, files or other tools or devices designed to interfere with or compromise the privacy, security or use of the Licensed Products and/or Services or the operations or assets of any other customer of Illuminate or any third party. Client will comply with any potential user authentication requirements for use of the Licensed Products and/or Services. Client is solely responsible for monitoring its authorized users' access to and use of the Licensed Products and/or Services. Illuminate has no obligation to verify the identity of any person who gains access to the Licensed Products and/or Services by means of an access ID. Any failure by any authorized user to comply with the Agreement shall be deemed to be a material breach by Client, and Illuminate shall not be liable for any damages incurred by Client or any third party resulting from such breach. Client must immediately take all necessary steps, including providing notice to Illuminate, to affect the termination of an access ID for any authorized user if there is any compromise in the security of that access ID or if unauthorized use is suspected or has occurred in relation to hosted Licensed Products and/or Services. Illuminate's security policies and incident response plans are confidential and proprietary and will not be disclosed to Client or any third party.

(c). **Data.** Client has sole responsibility for the legality, reliability, integrity, accuracy and quality of the data it processes through and submits to the hosting environment. Client is further solely responsible for ensuring that Client's hosted environment (including, by way of example, email servers) accepts encrypted transmissions.

8. Fees and Payment.

(a). **Subscription Fees.** Subscription Fees (set forth in each Client Order and/or SOW) are payable in advance. For multi-year Client Orders, Illuminate will issue an invoice for each payment annually.

(b). **Fees.** All fees and expenses will be invoiced and are payable net thirty (30) days after the invoice date and are non-refundable after being granted access to any products and/or the commencement of internal preparations to provide Professional Services. Such other fees and expenses along with the corresponding fees for Licensed Products and/or Services are collectively "Fees". No refund or credit shall be due to Customer in the event that a Licensed Product or Service is not utilized.

(c). **Renewals; Enrollment Increases.** Prior to any Renewal Term, Client shall provide Illuminate with an updated student count for proper invoicing and to maintain an accurate number of students accessing the Licensed Products and/or Services specified in all applicable Client Orders. Illuminate reserves the right to validate, adjust, and/or invoice for variation of Client's student count based on information provided to state reporting agencies. If an increase in student enrollment occurs, then Client shall remit payment for additional student access to Licensed

Products and/or Services in accordance with Illuminate's supplemental invoice. Such additional fees will be calculated by multiplying the then-current per student fee for Licensed Products and/or Services by Client's additional enrollment. Additionally, in the event a Client Order includes discounted pricing for bundled Licensed Products and/or Services and Client terminates any Licensed Products and/or Services within the bundle, Illuminate reserves the right to invoice Client at then-current pricing for the non-terminated Licensed Products and/or Services. Illuminate may supply new or modified policies or other terms and conditions to Client related to the provision of Licensed Products and/or Services that will govern this Agreement to remain compliant with applicable laws and industry standards.

(d). **Late Payment.** Client may not withhold or "setoff" any amounts due hereunder. Illuminate reserves the right to suspend Services, including access to the Software, and Professional Services (if any) until all undisputed past due amounts are paid in full after giving Client advance written notice and an opportunity to cure as specified in Section 13 ("Notices") and Section 15 ("Termination").

(e). **Certain Taxes.** Fees quoted do not include tax, and Client shall pay all applicable taxes. If client is exempt from federal, state, sales, and use taxes the client will not be charged the same upon providing Illuminate with sufficient evidence of said exemption.

9. Confidential Information.

(a). **Definitions.** For purposes of this section, a Party receiving Confidential Information (as defined below) shall be the "Recipient" and the Party disclosing such information shall be the "Discloser" and "Confidential Information" means all information disclosed by Discloser to Recipient during the course of their business dealings regardless of whether it is marked as "confidential" or "proprietary". Without limiting the foregoing, Client hereby acknowledges that the Licensed Products contain proprietary information, including trade secrets and along with the Services (including any Documentation, Software, and any translations, compilations, partial copies and derivative works thereof) will be considered Confidential Information belonging exclusively to Illuminate (or its designated third party supplier), and Illuminate hereby acknowledges that Client Data will be considered Confidential Information belonging to Client.

(b). **Covenant.** To the extent permitted by law, Recipient hereby agrees that during the Term and at all times thereafter it shall not (i) disclose such Confidential Information of the Discloser to any person or entity, except to its own personnel having a "need to know" (and who themselves are bound by similar nondisclosure restrictions), and to such other recipients as the Discloser may approve in writing; provided that all such recipients shall have first executed a confidentiality agreement in a form acceptable to Discloser; (ii) use Confidential Information of the Discloser except to exercise its license rights or perform its obligations under this Agreement; or (iii) alter or remove from any Confidential Information of the Discloser any proprietary legend. Recipient shall use at least the same degree of care in safeguarding the Confidential Information of the Discloser as it uses in safeguarding its own confidential information of a similar nature, but in no event shall less than due diligence and reasonable care be exercised. Upon the earlier of Discloser's written request or termination or expiration of this Agreement, and regardless of whether a dispute may exist, Recipient shall return or destroy (as instructed by Discloser) all Confidential Information of Discloser in its possession or control and cease all further use thereof. Notwithstanding the foregoing, Recipient may disclose Discloser's Confidential Information to the extent that such disclosure is necessary for the Recipient to enforce its rights under this Agreement or

is required by law or by the order of a court or similar judicial or administrative body, provided that the Recipient promptly notifies the Discloser in writing of such required disclosure and cooperates with the Discloser to seek an appropriate protective order.

(c). **Educational Research (Applicable to Only FAST and PALS Clients).** Subject to the terms and conditions contained herein, including Illuminate's privacy policy and/or a data sharing agreement entered into with Client, Client hereby grants Illuminate the right to share de-identified data that has entirely omitted any and all personally identifiable information with the University of Minnesota (*FAST product customers only*) and/or University of Virginia (*PALS product customers only*) for educational research purposes. Client's use of these products is conditional upon Client's consent of this provision and necessary to the provision of the products to Client.

(d). **Injunctive Relief.** Recipient acknowledges that violation of the provisions of this section would cause irreparable harm to Discloser not adequately compensable by monetary damages. In addition to other relief, it is agreed that injunctive relief shall be available without necessity of posting bond to prevent any actual or threatened violation of such provisions.

10. Disclaimers.

(a). **DISCLAIMER OF OTHER WARRANTIES. SOFTWARE AND SERVICES ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND (UNLESS EXPLICITLY PROVIDED FOR HEREIN), AND ILLUMINATE AND ITS LICENSORS EXPRESSLY DISCLAIM ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND POTENTIAL IMPLEMENTATION DELAYS. ILLUMINATE DOES NOT WARRANT THAT THE FUNCTIONALITY CONTAINED IN THE LICENSED PRODUCT WILL MEET CLIENT'S REQUIREMENTS, OR THAT THE OPERATION OF THE SOFTWARE OR CLOUD HOSTING WILL BE UNINTERRUPTED OR ERROR-FREE, OR THAT DEFECTS IN THE LICENSED PRODUCT WILL BE CORRECTED. FURTHERMORE, ILLUMINATE DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OR THE RESULTS OF THE USE OF THE SOFTWARE OR SERVICES IN TERMS OF CORRECTNESS, ACCURACY, RELIABILITY, SECURITY OR OTHERWISE. CLIENT AGREES THAT THE USE OF SOFTWARE AND SERVICES IS AT CLIENT'S OWN RISK. NO ORAL OR WRITTEN INFORMATION OR ADVICE GIVEN BY ILLUMINATE OR AN ILLUMINATE REPRESENTATIVE SHALL CREATE A WARRANTY OR IN ANY WAY INCREASE THE SCOPE OF ANY WARRANTY. SOME JURISDICTIONS MAY NOT ALLOW THE EXCLUSION OF CERTAIN IMPLIED WARRANTIES, SO THE ABOVE EXCLUSION MAY NOT FULLY APPLY TO CLIENT.**

(b). **Limited Non-Infringement Warranty.** Illuminate warrants that it has the right to license to Client the Software and Services as contemplated by this Agreement. Illuminate represents and warrants that as of the date the Software and Services is first made available hereunder, when properly used in accordance with the Documentation and this Agreement, will not misappropriate or infringe any third party's intellectual property rights recognized under any trade secret law, any U.S. copyright, or U.S. patent issued as of the Effective Date.

(c). **Limited Privacy Warranty.** Illuminate hereby recognizes that the Client Data which Client provides to Illuminate may include personally identifiable information of students. In order for Illuminate to carry out its obligations under this Agreement, it is necessary for Illuminate to use

the Client Data. Illuminate agrees to use the Client Data, some of which may contain personally identifiable information of students, only for the purpose of fulfilling its obligations under this Agreement. Illuminate agrees all usage of Client Data shall be in compliance with the requirements of applicable privacy laws; provided however, Illuminate will bear no responsibility for non-compliance that arises, in whole or in part, from any acts or omissions of Client. Illuminate warrants that it has put in place reasonable and appropriate security, technical, and organizational measures to protect its usage of the Client Data against accidental or unlawful destruction or accidental loss, alterations, and unauthorized use, disclosure, or access. Illuminate also warrants that it shall not disclose to, permit the disclosure to, or provide access to the Client Data to any third parties, except as is necessary for Illuminate to fulfill its obligations under this Agreement and under the law. In the event the Client or any third party believes there has been a material breach of this provision, Illuminate shall have a reasonable amount of time, which will be a minimum of thirty (30) days from the date of receiving written notice to cure any such alleged breach.

11. Limitation of Liabilities. The Parties acknowledge that the following provisions have been negotiated by them and reflect a fair allocation of risk and form an essential basis of the bargain and shall survive and continue in full force and effect despite any failure of consideration or of an exclusive remedy:

ILLUMINATE SHALL NOT BE LIABLE TO CLIENT FOR ANY SPECIAL, EXEMPLARY, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES; OR LOST PROFITS, LOST FUNDING, LOST SAVINGS, OR LOST OR DAMAGED DATA; OR FOR CLAIMS OF A THIRD PARTY; ARISING OUT OF THIS AGREEMENT, SOFTWARE, THIRD PARTY SOFTWARE, SUPPORT, HOSTING, SERVICES, OR OTHER ITEMS PROVIDED, OR THE USE OR INABILITY TO USE ANY OF THE FOREGOING, EVEN IF ILLUMINATE HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR THEY ARE FORESEEABLE. IN ANY EVENT, IN RESPECT OF ANY CLAIM, DEMAND OR ACTION ARISING OUT OF THIS AGREEMENT, CLIENT SHALL BE LIMITED TO RECEIVING ACTUAL AND DIRECT DAMAGES IN A MAXIMUM AGGREGATE AMOUNT EQUAL TO THE CHARGES PAID BY CLIENT TO ILLUMINATE HEREUNDER FOR THE APPLICABLE LICENSED PRODUCT, ITEM OR SERVICE ON WHICH THE CLAIM IS BASED IN THE PREVIOUS TWELVE (12) MONTHS.

12. Indemnification.

(a). Client will defend, indemnify and hold Illuminate, its Affiliates, agents and content providers, and the directors, officers, shareholders, employees, agents and representatives of each of the foregoing, harmless against and from any and all liabilities, claims, suits, losses, damages, costs, fees and expenses (including reasonable attorneys' fees) brought against or incurred by Illuminate that arise from or relate to: (i) any violation by Client and/or its authorized users of the Agreement; (ii) any unauthorized download, modification or usage of Illuminate Materials; (iii) any breach of Client's obligations or warranties under the Agreement; or (vi) the negligence or intentional misconduct of Client, its employees or contractors, agents or the authorized users.

(b). Subject to Section 11 (Limitation of Liabilities), Illuminate will defend, indemnify and hold Client, its officers, directors, employees and

agents harmless from and against any and all liabilities, claims, suits, losses, damages, costs, fees and expenses (including reasonable attorneys' fees) brought against or incurred by Client that solely arise from or solely relate to: (i) a material breach by Illuminate of its obligations or warranties (subject to the disclaimer provided for in Section 10) under the Agreement, or (ii) the negligence or intentional misconduct of Illuminate or any of its employees, contractors and agents.

13. Notices. Notices sent to either Party shall be effective when delivered electronically or physically as follows: (i) In the case of Illuminate, notices shall be sent to the attention of: Illuminate Legal Department at the address listed as Illuminate's principal place of business herein and or to Legal@illuminateed.net, and (ii) In the case of Client to the recipient provided by Client at the commencement of the Services and/or use of Software, or at the address listed on the Client Order. Each Party may change its address for receipt of notice by giving notice of such change to the other Party. Notwithstanding the foregoing notice procedures, the Parties acknowledge that notices regarding the ordinary usage of the Licensed Products and Services may be sent through the usual and customary means that the parties establish for such communications, including electronic communications.

14. Term. Unless earlier terminated pursuant to this Agreement, this Agreement shall be in effect pursuant to the dates set forth in the Client Order and/or SOW ("Initial Term"), and thereafter may be mutually renewed for additional one (1) year periods upon each anniversary of the commencement of the Initial Term (each subsequent period will be known as a "Renewal Term" and together with the Initial Term, the "Term"). The Renewal Term(s) will be invoiced at then-current rates; unless specified otherwise in the attached or a subsequent Client Order. Expiration or termination of one Client Order and/or SOW shall not affect any other Client Order and/or SOW, unless the Term expires or the Agreement as a whole is terminated under Section 15 ("Termination").

15. Termination.

(a). **Termination for Breach.** Illuminate shall have the right to immediately suspend performance under this Agreement in the event that Client is in breach of any of its obligations under this Agreement. In addition, either party shall have the right to terminate this Agreement in whole or in part upon thirty (30) days written notice to the other party, in the event the other party materially breaches this Agreement and fails to correct such breach within such thirty (30) day period; provided that Illuminate shall have the right to terminate this Agreement immediately upon written notice in the event that Client breaches any of its obligations under Section 9. Client further acknowledges that, as breach of the provisions of Section 9 could result in irreparable injury to Illuminate, Illuminate shall have the right to seek equitable relief against any actual or threatened breach thereof, without proving actual damages.

(b). **Termination for Convenience.** For multi-year Client Orders, Client may terminate this Agreement for convenience as of the day before the earlier of the Client's next immediate academic year or next immediate fiscal year ("Term End"); but only if Client notified Illuminate in writing of its desire to so terminate more than sixty (60) days prior to the Term End. If notice is not timely, Client shall not be entitled to any refund, credit or offset for any amounts paid or owed for the period after the Term End.

(c). **Termination or Suspension for Failure to Make Timely Payment.** Illuminate may, at its option, immediately terminate, or suspend its performance of, the Agreement with Client any time Client

is more than ninety (90) days in arrears on its payment obligations to Illuminate. In the event of termination or suspension by Illuminate under this section, Customer's access to the Licensed Products (including all Authorized Users whose right of access to the Licensed Products is derived from Illuminate's contractual relationship with Client) shall be discontinued without further notice. In the event of a suspension of access to the Licensed Products, access may, at the sole discretion of Illuminate, be restored when Client's payment obligations are brought current and Illuminate has received adequate assurances that Client's payment obligations to Illuminate shall remain current for the remainder of the term of the Agreement.

(d). **Termination Due to Non-Appropriation or Change in Funding.** Client may terminate this Agreement due to the non-appropriation of funds by providing at least thirty (30) days written notice prior to the Effective Date anniversary. Client will provide Illuminate documentation evidencing the non-appropriation of funds upon request. Illuminate may terminate the Agreement at the close of the then academic year, if the payments to which Illuminate is entitled under a Client Order or SOW are materially reduced as a result of a change in funding provided to the Client or applicable laws or regulations that impose requirements that are materially different from those previously provided under the Client Order or SOW, and Illuminate is unwilling or unable to make the required changes.

(e). **Survival.** Upon termination or expiration of this Agreement for any reason: (i) all rights and obligations of both Parties (except for Client's payment of all Fees then owing), including all licenses granted hereunder, shall immediately terminate except as provided below; (ii) Illuminate will work with Client regarding the disposition of Client Data, and within thirty (30) days after the effective date of termination, Client shall return or destroy, at Illuminate's sole discretion, all Confidential Information of Illuminate, as set forth in Section 9 ("**Confidential Information**"); (iii) Client shall not utilize or provide access to assessments created during the Term; and (iv) Client is responsible for transferring any data to its own or a third party's hosted environment. The following Sections and Subsections will survive expiration or termination of this Agreement for any reason: Section 4 ("**Reservation of Rights**"), Section 9 ("**Confidential Information**"), Section 10 ("**Disclaimers**"), Section 11 ("**Limitation of Liabilities**"), Section 15(e) ("**Survival**"), and Section 16 ("**General Provisions**"). Prior to termination and during the Term, Client shall have the ability to access and download its data at Client's convenience. Upon termination, as long as Client is not in breach, if requested, Illuminate shall make a final backup of Client data and provide the backup media to Client at Illuminate's then-current rates in a readily usable form in accordance with industry standards.

16. General Provisions.

(a). **Assignment.** Client may not assign this Agreement to any third party without Illuminate's prior written consent. Any assignment in violation of this section shall be void. The terms of this Agreement shall be binding upon permitted assignees.

(b). **Choice of Law.** If the Client is a governmental entity of one of the United States, this Agreement and any action related thereto shall be governed by and construed in accordance with the laws of that State, without regard to conflicts of law principles, and if not, then by and with the laws of the State of California, without regard to conflicts of law principles. In the latter case the Parties agree to be subject to the exclusive jurisdiction, and venue shall reside, in the state and federal courts located in Orange County, California for the purpose of adjudicating any dispute relating to or arising out of this Agreement, and further irrevocably consent to exclusive personal jurisdiction and

venue of state and federal courts located therein. In either case the U.N. Convention on Contracts for the International Sale of Goods shall not apply to this Agreement, and any claim against Illuminate must be brought within one (1) year after it arose, or be barred.

(c). **Compliance with Export Regulations.** Client has or shall obtain in a timely manner all necessary or appropriate licenses, permits or other governmental authorizations or approvals; to the extent permitted under the law, shall indemnify and hold Illuminate harmless from, and bear all expense of, complying with all foreign or domestic laws, regulations or requirements pertaining to the importation, exportation, or use of the technology to be developed or provided herein. Client shall not directly or indirectly export or re-export (including by transmission) any regulated technology to any country to which such activity is restricted by regulation or statute, without the prior written consent, if required, of the administrator of export laws (e.g., in the U.S., the Bureau of Export Administration of the U.S. Department of Commerce).

(d). **Construction.** Except as otherwise provided herein, the Parties rights and remedies under this Agreement are cumulative. The term "including" means "including without limitation."

(e). **Force Majeure.** Except for the obligation to make payments, neither party will be liable for any failure or delay in its performance under this Agreement due to any cause beyond its reasonable control, including acts of war or terrorism, acts of God, earthquake, flood, pandemic, embargo, labor shortage, governmental act or failure of the Internet (not resulting from the actions or inactions of Illuminate); provided that the delayed party (i) gives the other party prompt notice of such cause, (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance, and (iii) not be considered in breach during the duration of the Force Majeure Event. In the event a Force Majeure Event continues for a period of ninety (90) calendar days, Client or Illuminate may elect to terminate the Agreement upon notice to the other Party.

(f). **Severable.** Any provision hereof found by a tribunal of competent jurisdiction to be illegal or unenforceable shall be automatically conformed to the minimum requirements of law and all other provisions shall remain in full force and effect. Without limiting the generality of the foregoing, Client agrees that the section titled Limitation of Liabilities will remain in effect notwithstanding the enforceability of any other provision herein.

(g). **Waiver.** Waiver of any provision hereof in one instance shall not preclude enforcement thereof on future occasions. Nothing herein shall be interpreted as a waiver of Client's governmental immunity for individual employees, if any, as provided for by state law.

(h). **Counterparts; Facsimile Signature.** Illuminate requires Client's execution of select Client Orders and/or SOWs, all of which are incorporated into this Agreement, and may be executed in multiple counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. If any Client Order and/or SOW is executed in counterparts, no signatory hereto shall be bound until both the Parties named below have duly executed or caused to be duly executed a counterpart of said Client Order and/or SOW. A signature received by either Party by facsimile or email is binding upon (the other Party) as an original.

(i). **Client Authorization; Enforceability.** Client represents and warrants that (i) it has obtained all necessary authorizations to enter into this Agreement and all related SOWs, (ii) the person signing and/or consenting on behalf of Client is a duly authorized representative of the Client, and (iii) this Agreement is a duly authorized binding and enforceable obligation of Client.

(j). **No Third-Party Rights.** This Agreement is made for the sole benefit of the parties. Except as otherwise expressly provided, nothing in this Agreement shall create or be deemed to create a relationship among the parties or any of them, and any third party, including a relationship in the nature of a third-party beneficiary or fiduciary.

(k). **Independent Contractors.** Client's relationship to Illuminate is that of an independent contractor, and neither Party is an agent or partner of the other. Client will not have and shall not represent to any third party that it has any authority to act on behalf of Illuminate.

(l). **Entire Agreement.** This Agreement, Illuminate's Privacy Policy,

the attached Client Order, subsequent Client Order(s) (if applicable), Illuminate's SOWs (if applicable), and Client's purchase order (excluding any terms or conditions therein that conflict with a Client Order, SOW or this Agreement) incorporated by reference constitute the entire Agreement between the Parties with respect to the subject matter hereof and supersede all other communications, whether written or oral. Any terms or conditions in Client's purchase order, data agreement or other document do not form a part of this Agreement and are not binding on Illuminate, unless expressly agreed in a writing signed by both Parties. This Agreement may be amended only by a written document signed by both Parties. The headings of sections of this Agreement are for reference purposes only and have no substantive effect.

I hereby affirm that I am authorized to execute this Agreement and commit to the obligations set forth herein, including but not limited to, remit payment for all Licensed Products and/or Services procured.

ILLUMINATE EDUCATION, INC.

CLIENT: _____

By: _____
Authorized Signature

By: _____
Authorized Signature

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1b

Meeting Date: June 10, 2021

Subject: Approve Personnel Transactions, 6/10/21

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Human Resources Services

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Certificated Personnel Transactions Dated June 10, 2021
2. Classified Personnel Transactions Dated June 10, 2021

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: Jorge A Aguilar, Superintendent

Attachment 1: CERTIFICATED 6/10/2021

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
LEAVES							
GILMORE	SUSAN	B	Director III, Adult Education	ADULT EDUCATION/SKILL CTR.	5/6/2021	5/30/2021	LOA EXT 5/6/21-5/31/21
NATALE	SANDRA	A	School Psychologist	SPECIAL EDUCATION DEPARTMENT	5/1/2021	6/24/2021	LOA (PD) 5/1-6/24/21
LO	ANGELA	A	Teacher, High School	WEST CAMPUS	5/6/2021	7/1/2021	LOA (PD) 5/6/21-6/30/21
LEGASPI	PAOLO	0	Teacher, Resource, Special Ed.	HIRAM W. JOHNSON HIGH SCHOOL	5/20/2021	6/30/2021	LOA (UNPD) ADMIN 5/20/21-6/30/21
SEELEY	KELSEY	C	Teacher, Elementary	CAROLINE WENZEL ELEMENTARY	5/14/2021	6/18/2021	LOA (UNPD) 5/14-6/18/21
NICHOLLS	TONIETTA	A	Teacher, Elementary	FATHER K.B. KENNY - K-8	5/13/2021	5/26/2021	LOA EXT (PD) 5/13-5/26/21
NICHOLLS	TONIETTA	A	Teacher, Elementary	FATHER K.B. KENNY - K-8	5/27/2021	6/18/2021	LOA (UNPD) 5/27-6/18/21
SANCHEZ	LEANA	A	Teacher, Middle School	CALIFORNIA MIDDLE SCHOOL	5/1/2021	5/31/2021	LOA EXT (PD) 5/1-31/21
NGUYEN	PHUONG	A	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	5/3/2021	5/9/2021	LOA EXT (PD) 5/3-9/21
INAMA	JACQUELINE	A	Teacher, Elementary	OAK RIDGE ELEMENTARY SCHOOL	5/16/2021	5/16/2021	LOA EXT (PD) 5/16/21
RODRIGUEZ	SYLVIA	A	Teacher, Elementary	CROCKER/RIVERSIDE ELEMENTARY	5/17/2021	6/30/2021	LOA RTN (PD) 5/17/21
SEELEY	KELSEY	C	Teacher, Elementary	CAROLINE WENZEL ELEMENTARY	6/19/2021	6/30/2021	LOA RTN (UNPD) 6/19/21
NGUYEN	PHUONG	A	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	5/10/2021	6/30/2021	LOA RTN EXT (PD) HE 5/10/21
INAMA	JACQUELINE	A	Teacher, Elementary	OAK RIDGE ELEMENTARY SCHOOL	5/17/2021	6/30/2021	LOA RTN EXT (PD) FMLA/CFRA 5/17/21
KILEY	KATHRYN	A	Teacher, Elementary	NEW JOSEPH BONNHEIM	6/2/2021	6/30/2021	LOA (PD) FMLA/CFRA 6/2-30/21
ZINNER	GEORGE	A	Teacher, Spec Ed	SPECIAL EDUCATION DEPARTMENT	4/1/2021	5/28/2021	LOA (PD) FMLA/CFRA 4/1-5/28/21
SEPARATE / RESIGN / RETIRE							
AGUILERA	FRANCISCO	B	Teacher, High School	THE MET	9/4/2020	6/30/2021	SEP/24 MO 6/30/21
ALVARADO	LISSA	B	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
ARAUJO	SPENSER	B	Teacher, Middle School	ALBERT EINSTEIN MIDDLE SCHOOL	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
ARAUJO	SPENSER	B	Teacher, Traveling Music	MUSIC SECTION	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
BALLENGER	JAMES	A	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	7/1/2020	6/30/2021	SEP/24 MO 6/30/21
BARRERA CISNEROS	NANCY	B	Teacher, Elementary Spec Subj	CALEB GREENWOOD ELEMENTARY	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
BARTON	ARIANNA	B	Teacher, Elementary	DAVID LUBIN ELEMENTARY SCHOOL	11/19/2020	6/30/2021	SEP/24 MO 6/30/21
BILLINGS	MARY	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
BLANKENSHIP	LORI	B	Teacher, Elementary	CAMELLIA BASIC ELEMENTARY	2/1/2021	6/30/2021	SEP/24 MO 6/30/21
BOL	ALEXANDER	C	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	6/18/2021	SEP/RESIGN 6/18/21
BRINKLEY	SHANNON	B	Teacher, Elementary	FATHER K.B. KENNY - K-8	10/15/2020	6/30/2021	SEP/24 MO 6/30/21
CASTEEL	AMANDA	B	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	9/28/2020	6/30/2021	SEP/24 MO 6/30/21
CENTENO	JORLINIS	B	Teacher, High School	CAPITAL CITY SCHOOL	2/1/2021	6/30/2021	SEP/24 MO 6/30/21
CHUFAR	BONNIE	A	Teacher, Adult Ed, Hourly	NEW SKILLS & BUSINESS ED. CTR	7/1/2020	6/30/2021	SEP/24 MO 6/30/21
DANKMAN	AARON	B	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	9/1/2020	6/18/2021	SEP/RESIGN 6/18/21
DOAN	HONG-AN	B	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	11/9/2020	6/30/2021	SEP/24 MO 6/30/21
DOLL	LORRAINE	A	Teacher, Adult Ed, Hourly	NEW SKILLS & BUSINESS ED. CTR	7/1/2020	6/30/2021	SEP/24 MO 6/30/21
DOUGLAS	LISA	B	Teacher, Elementary	MATSUYAMA ELEMENTARY SCHOOL	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
FERGUSON	JANE	B	Teacher, Middle School	FERN BACON MIDDLE SCHOOL	10/5/2020	6/30/2021	SEP/24 MO 6/30/21
FERREIRA	AMBER	B	Assistant Principal, Middle Sc	ALBERT EINSTEIN MIDDLE SCHOOL	7/1/2020	5/21/2021	SEP/RESIGN 5/21/21
FRANCO	LINDA	B	Teacher, Elementary	CAMELLIA BASIC ELEMENTARY	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
FRY	MICHAEL	B	Assistant Principal, High Sch	JOHN F. KENNEDY HIGH SCHOOL	7/1/2020	6/25/2021	SEP/RESIGN 6/25/21
GARLAND	ASHLEY	0	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
GILMOUR	KATHERINE	C	Teacher, Spec Ed	CALIFORNIA MIDDLE SCHOOL	7/13/2020	6/17/2021	SEP/RESIGN 6/17/21
GLUCKMANN	EMA	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	6/30/2021	SEP/RETIRE 6/30/21
HASHIMOTO	IRENE	C	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	6/30/2021	SEP/RESIGN 6/30/21
HOFFMANN	DIANA	A	Teacher, Middle School	KIT CARSON INTL ACADEMY	7/1/2020	6/17/2021	SEP/RETIRE 6/17/21
HUGHES	KRISTEN	B	Teacher, Elementary	SEQUOIA ELEMENTARY SCHOOL	11/30/2020	6/30/2021	SEP/24 MO 6/30/21
HUME	HOWARD	B	Teacher, Elementary	JOHN D SLOAT BASIC ELEMENTARY	1/19/2021	6/30/2021	SEP/24 MO 6/30/21
HUYNH	TRACY	0	Teacher, Elementary	WILLIAM LAND ELEMENTARY	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
ISAGUIRRE-BERSOLA	GABRIELLA	0	Teacher, Elementary	OAK RIDGE ELEMENTARY SCHOOL	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
JONES	BRENT	A	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2020	6/30/2021	SEP/RESIGN 6/30/21
LAHEL	JOGA	C	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	6/18/2021	SEP/RESIGN 6/18/21
LIM	JUDY	B	Teacher, Elementary	PARKWAY ELEMENTARY SCHOOL	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
LINDSEY	DELONNA	B	Teacher, Spec Ed	JOHN MORSE THERAPEUTIC	9/1/2020	6/18/2021	SEP/RESIGN 6/18/21

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
MACKEY	KIMBERLY	B	Area Assistant Superintendent	AREA ASSISTANT SUPERINTENDENT	7/1/2020	6/30/2021	SEP/RESIGN 6/30/21
MATTSON	ALYSSA	0	Teacher, K-8	GENEVIEVE DIDION ELEMENTARY	9/14/2020	6/30/2021	SEP/24 MO 6/30/21
MCCLAIN	COLLEEN	B	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
MERAR	LAUREN	B	Teacher, Elementary	WILLIAM LAND ELEMENTARY	7/1/2020	6/30/2021	SEP/24 MO 6/30/21
MONDRAGON	ALEXANDRA	B	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	2/1/2021	6/30/2021	SEP/24 MO 6/30/21
NUNO	YVONNE	0	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
O'NEIL	ANDREW	A	Teacher, High School	CAPITAL CITY SCHOOL	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
PELTZ PLANCHON	TIFFANY	A	Teacher, Elementary Spec Subj	PHOEBE A HEARST BASIC ELEM.	7/1/2020	6/30/2021	SEP/24 MO 6/30/21
PHILLIPS	REBECCA		Teacher, High School	NEW TECH	7/1/2020	6/1/2021	SEP/RESIGN 6/1/21
RAMIREZ	ANAISSA	B	Teacher, Elementary	ABRAHAM LINCOLN ELEMENTARY	7/1/2020	6/30/2021	SEP/24 MO 6/30/21
REILLEY	SIOBHAN	A	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	7/1/2020	6/18/2021	SEP/RESIGN 6/18/21
ROBINSON	DAWN	B	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	10/19/2020	6/30/2021	SEP/24 MO 6/30/21
ROSA	RUTH	C	Teacher, Adult Ed, Hourly	NEW SKILLS & BUSINESS ED. CTR	7/1/2020	6/30/2021	SEP/24 MO 6/30/21
ROZAKIS	ANTONIA	B	Teacher, Elementary	HOLLYWOOD PARK ELEMENTARY	11/17/2020	6/30/2021	SEP/24 MO 6/30/21
SAWUSCH	KIMBERLY	B	Teacher, Elementary	CROCKER/RIVERSIDE ELEMENTARY	7/1/2020	6/30/2021	SEP/24 MO 6/30/21
SCHAAN	ALYSSA	B	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
SCHWAB	CHARLES	C	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2020	6/18/2021	SEP/RESIGN 6/18/21
SCOTT	SUSAN	A	Teacher, Elementary	A. M. WINN - K-8	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
SHANNON	AMBER	C	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	3/1/2021	6/18/2021	SEP/RESIGN 6/18/21
TITE	WESLEY	B	Teacher, High School	ROSEMONT HIGH SCHOOL	3/1/2021	6/30/2021	SEP/24 MO 6/30/21
VO	KHONESAVAN	A	Teacher, Parent/Preschool Ed	CHILD DEVELOPMENT PROGRAMS	9/1/2020	6/30/2021	SEP/24 MO 6/30/21
WAKABAYASHI	KYLE	C	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	8/24/2020	6/30/2021	SEP/24 MO 6/30/21
WELLS	MICHAEL	B	Teacher, K-8	MARTIN L. KING JR ELEMENTARY	11/9/2020	6/30/2021	SEP/24 MO 6/30/21
WOLF	JAIME	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	9/21/2020	6/30/2021	SEP/24 MO 6/30/21
XIONG	KELLY	A	Teacher, Parent/Preschool Ed	CHILD DEVELOPMENT PROGRAMS	7/1/2020	6/30/2021	SEP/24 MO 6/30/21
YANG-SMITH	PAFOUA	A	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	7/1/2020	6/18/2021	SEP/RESIGN 6/18/21

Attachment 2: CLASSIFIED 6/10/2021

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY							
COLLINS	REGINA	B	Adm Asst to Chief Bus Officer	BUSINESS SERVICES	5/10/2021	6/30/2021	EMPLOY PROB1 5/10/21
PAGAN	ANA	B	Clerk II	PETER BURNETT ELEMENTARY	5/3/2021	6/30/2021	EMPLOY PROB 5/3/21
PHAM	KHAI	A	Gang Violence Prev/Intrvntn Sp	SAFE SCHOOLS OFFICE	7/1/2020	6/30/2021	EXT PERM LTA 7/1/20-6/30/21
LEAVES							
AVILES	MIRNA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	4/7/2021	5/9/2021	LOA UNPD PC 4/7/21-5/9/21
AVILES	MIRNA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	5/10/2021	6/30/2021	LOA RTN 5/10/21
ALDAMA	RACHELLE	B	Fd Sv Asst III	NUTRITION SERVICES DEPARTMENT	5/22/2021	6/30/2021	LOA RTN 5/22/21
ESPARZA PLASCENCIA	ANNA	A	Personnel Tech I	HUMAN RESOURCE SERVICES	5/20/2021	6/30/2021	LOA RTN 5/20/21
GARCIA	ROSA	A	School Office Manager I	PACIFIC ELEMENTARY SCHOOL	5/24/2021	6/30/2021	LOA RTN 5/24/21
GEORGE	KIMBERLY	A	Clerk II	SUTTERVILLE ELEMENTARY SCHOOL	7/1/2021	6/30/2022	LOA RTN 7/1/21
GONSALVES	TAMARA	B	Adult Edctn Testing Proctor	A.WARREN McCLASKEY ADULT	5/3/2021	6/15/2021	LOA 5/3/21-6/15/21
LAL	SINDHULA	A	Inst Aid, Spec Ed	LEONARDO da VINCI ELEMENTARY	5/3/2021	5/31/2021	LOA 5/3/21-5/31/21
LAL	SINDHULA	A	Noon Duty	LEONARDO da VINCI ELEMENTARY	5/3/2021	5/31/2021	LOA 5/3/21-5/31/21
SULLI	JESSICA	A	Contract Specialist	PURCHASING SERVICES	10/1/2020	6/30/2021	LOA INTERMIT 4/9-6/17/21
TAN	LIYI	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	7/1/2021	5/31/2022	LOA RTN 7/1/21
WELDON	KAYLA	B	School Office Manager I	THEODORE JUDAH ELEMENTARY	5/14/2021	6/30/2021	LOA 5/14-6/30/21
RE-ASSIGN/STATUS CHANGE							
BLACKSHIRE	CHRISTY	A	Instructional Aide	MATSUYAMA ELEMENTARY SCHOOL	7/1/2021	6/30/2022	STCHG 7/1/21
BLOUNT	ALEXANDRIA	A	School Office Manager I	PARKWAY ELEMENTARY SCHOOL	7/1/2021	10/31/2021	REA 7/1/21
DUMLAO	ROENA	A	School Office Manager II	CALIFORNIA MIDDLE SCHOOL	7/1/2021	6/30/2022	REA 7/1/21
FIGUEROA	BEATRIZ	A	Adult Ed Customer Rel Clk	NEW SKILLS & BUSINESS ED. CTR	7/1/2021	6/30/2022	REA 7/1/21
GARCIA	LORI	A	Pgm Records Tech-P&C	FACILITIES SUPPORT SERVICES	7/1/2021	6/30/2022	STCHG 7/1/21
HER	SAI	A	Teacher Assistant, Bilingual	WOODBINE ELEMENTARY SCHOOL	7/1/2021	6/30/2022	REA 7/1/21
HICKS	SHARON	A	Parent Advisor	WOODBINE ELEMENTARY SCHOOL	7/1/2021	6/30/2022	REA 7/1/21
MAZYCK	KIMBERLY	A	Clerk III	YOUTH DEVELOPMENT	7/1/2021	6/30/2022	REA 7/1/21
MENESES	EVANGELINE	A	Instructional Aide	MATSUYAMA ELEMENTARY SCHOOL	7/1/2021	6/30/2022	STCHG 7/1/21
PHAM	KHAI	A	Gang Violence Prev/Intrvntn Sp	SAFE SCHOOLS OFFICE	7/1/2021	6/30/2022	STCHG 7/1/21
ROBINSON	LORI	A	Pupil Personnel Records Tech	STUDENT SUPPORT AND FAMILY SER	7/1/2021	6/30/2022	REA 7/1/21
STARKS	JUANDA	A	Office Tchncn III	FERN BACON MIDDLE SCHOOL	7/1/2021	6/30/2022	REA 7/1/21
VUE	THONG	A	Instructional Aide	SUTTERVILLE ELEMENTARY SCHOOL	7/1/2021	6/30/2022	REA 7/1/21
SEPARATE / RESIGN / RETIRE							
GARCIA	ROSA	A	School Office Manager I	PACIFIC ELEMENTARY SCHOOL	3/2/2021	5/23/2021	RESCIND SEP/39 MO 5/26/21
GARCIA	ANNA	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	9/1/2020	6/11/2021	SEP/39MO 6/11/21
GOMEZ	EMMA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	12/3/2020	6/17/2021	SEP/39MO 6/17/21
CRUZ-CHAVEZ	PEARLA	A	Clerk III	WEST CAMPUS	2/1/2021	6/30/2021	SEP/39MO 6/30/21
MARSH	TARYN	B	Attendance Tech II	HEALTH PROFESSIONS HIGH SCHOOL	2/9/2021	6/30/2021	SEP/39MO 6/30/21
MORRIS	ISAIAH	B	Campus Supervisor I	AMERICAN LEGION HIGH SCHOOL	3/1/2021	6/30/2021	SEP/39MO 6/30/21
SOTO HERNANDEZ	LESLIE	B	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	1/1/2021	6/30/2021	SEP/39MO 6/30/21
TORRES	ISABEL	A	Clerk II	WEST CAMPUS	7/1/2020	6/30/2021	SEP/39MO 6/30/21
SINGH	JASBINDAR	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	9/1/2020	6/30/2021	SEP/39MO 6/30/21
SANCHEZ	GEMA	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	9/1/2020	6/30/2021	SEP/39MO 6/30/21
CHARD	RACHEL	A	Manager II, Environmental Sust	FACILITIES MAINTENANCE	4/27/2021	5/21/2021	SEP/RESIGN 5/21/21
RAMOS	ELIZABETH	B	Registrar	HEALTH PROFESSIONS HIGH SCHOOL	2/1/2021	5/31/2021	SEP/RESIGN 5/31/21
RAMOS	ELIZABETH	B	School Office Manager III	HEALTH PROFESSIONS HIGH SCHOOL	7/1/2020	5/31/2021	SEP/RESIGN 5/31/21
AYON	JASMINE	A	Noon Duty	CROCKER/RIVERSIDE ELEMENTARY	1/1/2021	5/7/2021	SEP/RESIGN 5/7/21
HALLSTED	SANDRA	A	Clerk II	A. M. WINN - K-8	7/1/2020	6/17/2021	SEP/RESIGN 6/17/21
DE BISE	MARQUAN	A	Inst Aid, Spec Ed	CALIFORNIA MIDDLE SCHOOL	7/1/2020	5/7/2021	SEP/RESIGN 5/7/21
SHARPE	HAYLEY	B	Inst Aid, Spec Ed	LUTHER BURBANK HIGH SCHOOL	12/1/2020	5/7/2021	SEP/RESIGN 5/7/21

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
MAYS	KIMBERLY	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	7/1/2020	4/29/2021	SEP/RESIGN 4/29/21
ELLIOTT	BRIDGETTE	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	7/1/2020	5/28/2021	SEP/RESIGN 5/28/21
ORTEGA	MARTHA	A	Attendance Tech II	KIT CARSON INTL ACADEMY	7/1/2020	6/29/2021	SEP/RETIRE 6/29/21
NAVARRETE	EMMA	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAMS	7/1/2021	7/20/2021	SEP/RETIRE 7/20/21
CONNER	LASHHELL	A	Instructional Aide	A.WARREN McCLASKEY ADULT	7/1/2020	5/7/2021	SEP/RETIRE 5/7/21
HEDGER	LUDA	B	Mgr II MOC	MATRICULATION/ORIENTATION CNTR	7/1/2021	7/5/2021	SEP/RETIRE 7/5/21
ROSALES	JULIANNA	A	Fd Sv Asst III	NUTRITION SERVICES DEPARTMENT	7/1/2021	7/5/2021	SEP/RETIRE 7/5/21
TRANSFER							
ARRENDONDO	CLEMENTINA	A	Clerk II	MATSUYAMA ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
BARRON	JAYLAN	A	IEP Desig Inst Para-Sp Ed	HUBERT H BANCROFT ELEMENTARY	7/1/2021	11/30/2021	TR 7/1/21
BOYER	SARAH	A	IEP Desig Inst Para-Sp Ed	HUBERT H BANCROFT ELEMENTARY	7/1/2021	6/30/2022	TR 7/1/21
CORDERO	ADABELLE	A	IEP Desig Inst Para-Sp Ed	TAHOE ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
DUNKLEY	GREG	A	Custodian	WILLIAM LAND ELEMENTARY	7/1/2021	6/30/2022	TR 7/1/21
GORBENKO	KRISTINA	A	IEP Desig Inst Para-Sp Ed	SUTTERVILLE ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
GORBENKO	LIDIYA	A	IEP Desig Inst Para-Sp Ed	SUTTERVILLE ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
HALSEY	MARTHA	A	IEP Desig Inst Para-Sp Ed	CROCKER/RIVERSIDE ELEMENTARY	7/1/2021	6/30/2022	TR 7/1/21
JONES	CURTIS	A	Custodian	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2021	8/31/2021	TR 7/1/21
JONES	CURTIS	A	Custodian	HIRAM W. JOHNSON HIGH SCHOOL	9/1/2021	6/30/2022	TR 7/1/21
MADRIGAL REA	MIRNA	A	Custodian	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
MARES	BARBIE	A	IEP Desig Inst Para-Sp Ed	PONY EXPRESS ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
MORRIS	MARYBETH	A	IEP Desig Inst Para-Sp Ed	TAHOE ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
SABALA	JULIE	A	IEP Desig Inst Para-Sp Ed	DAVID LUBIN ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
SCHERMAN	DONALD	A	Custodian	PHOEBE A HEARST BASIC ELEM.	7/1/2021	6/30/2022	TR 7/1/21
TSCHANZ	TRACY	A	Instructional Aide	JOHN H. STILL - K-8	7/1/2021	8/31/2021	TR 7/1/21
ZEH	ANNA	A	Instructional Aide	JOHN CABRILLO ELEMENTARY	7/1/2021	6/30/2022	TR 7/1/21



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1c

Meeting Date: June 10, 2021

Subject: Approve 2021-2022 Adult Education Calendar

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Human Resource Services

Recommendation: Approve 2021-2022 Adult Education Calendar

Background/Rationale: The Adult Education Calendar for 2021-2022 provides staff, students, parent and community member the opportunity to plan for the school year.

Financial Considerations: None

LCAP Goal(s): Safe, Emotionally Healthy and Engaged Students

Documents Attached:

1. Sacramento City Unified School District Adult Education Calendar 2021-2022

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: Jorge A Aguilar, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
2021 - 2022 ADULT EDUCATION CALENDARS

177 DAYS CONTRACT A. Warren McClaskey Adult Center and Charles A. Jones Career and Education Center	
177 Day Calendar	<p style="text-align: center;"><i>First Semester: 89 Teaching Days (September 2, 2021 – January 28, 2022)</i></p> <p>First Day of Instruction for Fall SemesterThursday, September 2, 2021</p> <p>Labor Day Holiday Monday, September 6, 2021</p> <p>Veterans Day Holiday..... Thursday, November 11, 2021</p> <p>Thanksgiving Holidays..... Monday, November 22, 2021 – Friday, November 26, 2021</p> <p>Winter HolidaysMonday, December 20, 2021 – Friday, December 31, 2021</p> <p>Martin Luther King Day Monday, January 17, 2022</p> <p>Last Day of Instruction for Fall SemesterFriday, January 28, 2022</p> <p style="text-align: center;"><i>Second Semester: 88 Teaching Days (January 31, 2022 – June 13, 2022)</i></p> <p>First Day of Instruction for Spring Semester Monday, January 31, 2022</p> <p>Lincoln Day Holiday..... Monday, February 14, 2022</p> <p>Presidents’ Day Holiday Monday, February 21, 2022</p> <p>Spring Holidays Monday, April 11, 2022 – Friday, April 15, 2022</p> <p>Memorial Day Holiday Monday, May 30, 2022</p> <p>Last Day of Instruction for Spring Semester Monday, June 13, 2022</p>

Updated 6/3/2021



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1d

Meeting Date: June 10, 2021

Subject: Approve the 2021-2022 Traditional School Attendance Calendar

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Human Resource Services

Recommendation: Approve the 2021-2022 Traditional School Attendance Calendar.

Background/Rationale: The Traditional School Attendance Calendar for 2021-2022 (Calendar) provides students, parent and community member the opportunity to plan for the school year. The Calendar contains student attendance dates, while employee work year calendars continue to be discussed with labor partners.

Financial Considerations: None

LCAP Goal(s): Safe, Emotionally Healthy and Engaged Students

Documents Attached:

1. Sacramento City Unified School District Traditional School Attendance Calendar 2021-2022

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: Jorge A Aguilar, Superintendent



Human Resource Services

Traditional Attendance Calendar

2021-22 School Year

JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Days: 0

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Days: 0

SEPTEMBER						
S	M	T	W	T	F	S
			1	*••2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Days: 20

OCTOBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Days: 21

NOVEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Days: 16

DECEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Days: 13

JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Days: 20

FEBRUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Days: 18

MARCH						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Days: 23

APRIL						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Days: 16

MAY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Days: 21

JUNE						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Days: 12

Legend/Key		
*	Semester Begins and Ends	Semester = 89/ 91 = 180 days
■	Quarter Begins and Ends	Quarter = 46/ 43/ 48/ 43 = 180 days
●	Trimester Begins and Ends	Trimester = 60/ 62 / 58 = 180 days
□	School Month Ends	

Instructional/ Non-Instructional Days	
	180 Instructional Days
	School Holidays / Other Days Not in Session
	New Teacher Orientation Day, One (1) Non-Instructional Day/ Faculty Work Day
	Two (2) Proposed Non-Instructional Days/ Professional Learning Days
	One (1) Non-Instructional Day/ Faculty Work Day

Revised: May 27, 2021

41

67

72
180



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1e

Meeting Date: June 10, 2021

Subject: **Approve Resolution No. 3209: Resolution of Intention to Convey Public Utilities and Public Facilities to the County of Sacramento at Fern Bacon Middle School**

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Facilities Support Services

Recommendation: Approve Resolution No. 3209, which provides notice of a Public Hearing and the adoption of the County of Sacramento Public Utilities and Public Facilities Resolution at its regularly scheduled Board Meeting on June 24, 2021 at 6:00 p.m.

Background/Rationale: The County of Sacramento is seeking a permanent Easement for Public Utilities and Public Facilities to install pedestrian networks by filling the sidewalk gaps from 48th to 49th Ave on Martin Luther King Jr. Blvd and from 48th Ave to Cuny Ave on Wesley Ave. Signage will also be installed to indicate loading/no parking along the school frontage along with street lights.

Pursuant to Education Code 17557, the District must adopt a Resolution of Intention to dedicate or convey any District property prior to the adoption of a Resolution which dedicates or conveys property and provide notice of a Public Hearing.

Financial Considerations: N/A

LCAP Goal(s): Operational Excellence

Documents Attached:

1. Resolution No. 3209

Estimated Time of Presentation: N/A

Submitted by: Rose F. Ramos, Chief Business Officer

Nathaniel Browning, Director of Facilities

Approved by: Jorge A. Aguilar, Superintendent

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION NO. 3209

**RESOLUTION OF INTENTION TO CONVEY PUBLIC UTILITIES AND PUBLIC FACILITIES TO
THE COUNTY OF SACRAMENTO AT FERN BACON MIDDLE SCHOOL**

WHEREAS, the County of Sacramento (“County”) is in the process of improving the pedestrian network located at 4140 Cuny Ave, in the County of Sacramento; and

WHEREAS, The Sacramento City Unified School District (“District”) has jurisdiction of Fern Bacon Middle School (collectively, “facilities”); and

WHEREAS, The County requires a public utilities easement and related facility entitlements and requirements for the facilities (collectively, “public utilities entitlements”); and

WHEREAS, pursuant to the Education Code, the District must adopt this Resolution of Intention, by a two-thirds vote, and establish a time at a subsequent Board meeting to hold a public hearing in order to consider adoption of a resolution, by the same vote, for the actual approval of the public utilities entitlements (the “The County of Sacramento Public Utilities Easement Entitlements Resolution”); and

WHEREAS, the County public utilities entitlements are necessary to support the facilities.

NOW, THEREFORE, BE IT RESOLVED by the Sacramento City Unified School District Board of Education which finds and determines as follows:

1. Adopts the foregoing recitals as true and correct.
2. Pursuant to Education Code 17557, hereby determines that the Board will hold a public hearing and consider the adoption of The County of Sacramento Public Utilities Easement Entitlements Resolution at its regularly scheduled Board meeting on June 24, 2021 at 6:00 p.m., or as soon thereafter as the matter may be heard on the agenda.
3. Authorizes the Superintendent, or his designee, to provide notice of the Board meeting set forth above as required by law.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this ___ day of _____, 20__, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

Christina Pritchett
President of the Board of Education

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education

00592577.DOC



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1f

Meeting Date: June 10, 2021

Subject: Approve Exclusive Negotiating Agreement – Extension, 2718 G Street, Old Marshall

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Facilities Support Services

Recommendation: Approve Exclusive Negotiating Agreement

Background/Rationale: The sixth Exclusive Negotiating Agreement will expire December 31, 2021. This agreement is an extension of the fifth and will extend the agreement for an additional six months. Both parties desire to renew the agreement to allow sufficient time to identify exchange parameters.

Financial Considerations: None at this time.

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Exclusive Negotiating Agreement

Estimated Time of Presentation: N/A

Submitted by: Rose Ramos, Chief Business Officer

Nathaniel Browning, Director of Facilities

Approved by: Jorge A. Aguilar, Superintendent

**EXCLUSIVE NEGOTIATING AGREEMENT
(2718 G STREET, OLD MARSHALL SCHOOL)**

PREAMBLE

This Exclusive Negotiating Agreement (the “Agreement” or “ENA”) is effective on July 1, 2021 (the “Effective Date”) by and between the **Sacramento City Unified School District** (the “District”), **Bardis Homes, Inc.** and **Mogavero Architects** (collectively, “Bardis/Mogavero”) (referred to as the “Parties”).

RECITALS

WHEREAS, Bardis/Mogavero has been selected to acquire and develop the Old Marshall School property located at 2718 G Street, Sacramento, California (“Old Marshall School” or the “Property”) pursuant to its proposal (“Proposal”) dated September 30, 2016 to the District’s Request for Proposals (the “RFP”); and

WHEREAS, Bardis/Mogavero has been engaged in due diligence activities for the development of the Old Marshall School; and

WHEREAS, additional due diligence activities are required before a mutually acceptable agreement can be negotiated for development of Old Marshall.

TERMS AND CONDITIONS

NOW, THEREFORE, the Parties agree as follows:

1. Adoption of Recitals. The foregoing recitals are incorporated herein by this reference.
2. Duration of Exclusive Negotiating Period. The duration of the exclusive negotiating period shall be for a period of six months from the Effective Date through December 31, 2021, unless extended in writing by the Parties.
3. Scope of Exclusive Negotiations. During the ENA period, the Parties agree to negotiate an agreement, subject to ratification by the District, on terms and conditions mutually beneficial and feasible for the Parties in order to achieve the objectives of the successful development of Old Marshall.
4. Costs; Right of Entry Agreement. The District shall not be responsible for any costs incurred by Bardis/Mogavero for development of plans, due diligence testing, or the engagement of any consultants it considers necessary for feasibility or development of the Property, including, but not limited to, development entitlements, loan commitments and CEQA compliance. To facilitate Bardis/Mogavero’s due diligence activities, the Parties will enter into a separate Right of Entry Agreement.

5. Non-Assignability; No Third Party Beneficiaries. The Agreement is non-assignable as it is unique to the Parties. There are no third party beneficiaries.

6. Indemnity. The Parties shall be responsible for their own acts or omissions giving rise to claims of liability or liability and the Party shall be indemnified, defended and held harmless by the Party whose acts or omissions have resulted in claims of liability or liability.

7. Notice. Any notice to be given shall be provided to the following addressees:

For the District:

Rose Ramos
Chief Business Officer, Facility Support Services
Sacramento City Unified School District
425 1st Ave
Sacramento, CA 95818
Phone: (916) 395-3970 Ext. 450005
Email: rose-f-ramos@scusd.edu

For Bardis Homes, Inc.

Katherine Bardis, Co-Founder/Chief Executive Officer
10630 Mather Blvd.
Mather, CA 93655
Phone: (916) 313-3120
Fax: (916) 364-3570
Email: katherine@bardishomes.com

For Mogavero Architects, Inc.

David Mogavero, Principal/Chief Executive Officer
Dominic Mogavero, Development Services
2012 K Street
Sacramento, CA 95811
Phone: (916) 443-1033
Email: dommogavero@mogaveroarchitects.com

Notice may be provided by personal service, regular mail, certified mail, overnight mail with proof of delivery, facsimile with proof of transmission, or by email provided receipt is acknowledged.

8. Entire Agreement; Amendment. This Agreement constitutes the entire understanding between the Parties with respect to the subject matter hereof, superseding all negotiations, prior discussions and preliminary agreements made prior to the date hereof. This Agreement may not be amended except in writing executed by both Parties.

9. Authority; Execution in Counterparts. The persons designated below shall have the power to authorize and designate an agent or representative to sign on behalf of the signatory below by written acknowledgment which shall not be required to be notarized. Signatures may be executed

in counterparts on separate signature pages. Copies of signatures, including facsimile and electronic signatures, shall have the same force and effect as original signatures.

10. Ratification by District. The ENA shall not be effective until ratified by the Board of Education or delegated for approval to the Superintendent or his authorized designee.

EXECUTION

IN WITNESS WHEREOF, the Parties have entered into this Agreement effective as of the last signature date below.

Dated: June __, 2021

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

By _____

Its:

Dated: June 3, 2021

BARDIS HOMES, INC.

By  _____

Katherine Bardis,
Co-Founder/Chief Executive Officer

Dated: June 3, 2021

MOGAVERO ARCHITECTS

By  _____

David Mogavero,
Principal/Chief Executive Officer



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.1

Meeting Date: June 10, 2021

Subject: Business and Financial Information

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Business Services

Recommendation: Receive business and financial information.

Background/Rationale: Enrollment and Attendance Report for Month 8, Ending Friday, April 23, 2021.

Financial Considerations: Reflects standard business information.

LCAP Goal(s): Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Enrollment and Attendance Report for Month 8, Ending Friday, April 23, 2021

Estimated Time of Presentation: N/A

Submitted by: Rose Ramos, Chief Business Officer

Approved by: Jorge A. Aguilar, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 8, ENDING FRIDAY, APRIL 23, 2021
 TRADITIONAL SCHOOLS

ELEMENTARY TRADITIONAL	REGULAR ENROLLMENT			Special Education Grades K-6	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Kdgn	Grades 1-3	Grades 4-6				2020-2021 Actual Attendance	Cum Attd Days /142 2020-2021
A M Winn Elementary K-8 Waldorf	68	127	126	15	336	93.12%	309.01	95.33%
Abraham Lincoln Elementary	59	217	219	1	496	90.08%	455.21	91.37%
Alice Birney Waldorf-Inspired K-8	71	142	174	2	389	98.97%	384.59	98.81%
Bret Harte Elementary	23	62	81	38	204	86.96%	185.61	89.89%
Caleb Greenwood	72	236	221	1	530	97.37%	518.53	96.74%
Camellia Basic Elementary	63	186	176	9	434	97.62%	429.66	98.54%
Capital City School	4	11	18	0	33	88.41%	30.35	94.83%
Caroline Wenzel Elementary	29	99	105	40	273	87.66%	248.38	91.51%
Cesar Chavez Elementary	0	0	359	10	369	91.79%	336.65	91.67%
Crocker/Riverside Elementary	96	263	264	0	623	99.88%	628.65	99.71%
David Lubin Elementary	68	194	195	31	488	93.90%	471.17	95.52%
Earl Warren Elementary	47	173	193	12	425	91.63%	401.05	93.55%
Edward Kemble Elementary	109	393	0	11	513	91.20%	476.33	91.75%
Elder Creek Elementary	95	346	324	0	765	93.58%	728.32	95.35%
Ethel I Baker Elementary	71	263	276	12	622	89.74%	579.73	93.49%
Ethel Phillips Elementary	66	192	172	16	446	91.47%	415.09	92.56%
Father Keith B Kenny Elementary	23	133	141	25	322	91.74%	288.82	92.23%
Genevieve Didion K-8	71	202	192	9	474	98.55%	473.29	98.49%
Golden Empire Elementary	69	219	274	14	576	95.69%	548.50	96.63%
H W Harkness Elementary	46	123	132	9	310	89.93%	285.58	92.33%
Hollywood Park Elementary	45	117	109	32	303	91.08%	272.46	91.57%
Home/Hospital	3	6	9	5	23	100.00%	7.91	100.00%
Hubert H. Bancroft Elementary	71	151	181	20	423	91.66%	400.93	95.05%
Isador Cohen Elementary	25	98	113	29	265	86.35%	234.04	88.46%
James W Marshall Elementary	45	142	138	31	356	93.79%	332.04	92.88%
John Bidwell Elementary	41	108	117	6	272	85.99%	238.16	87.05%
John Cabrillo Elementary	29	113	143	29	314	93.23%	301.11	95.04%
John D Sloat Elementary	36	121	93	17	267	83.96%	227.72	88.05%
John H. Still K-8	60	247	288	14	609	84.29%	528.83	87.20%
John Morse Therapeutic Center	0	0	0	25	25	91.20%	23.59	92.52%
Leataata Floyd Elementary	33	122	143	14	312	75.76%	254.51	79.87%
Leonardo da Vinci K - 8 School	118	280	283	25	706	98.00%	699.61	97.89%
Mark Twain Elementary	24	111	104	22	261	95.80%	243.89	94.14%
Martin Luther King Jr K-8	40	115	108	29	292	92.63%	276.36	93.77%
Matsuyama Elementary	56	220	239	1	516	97.86%	511.42	97.98%
Nicholas Elementary	48	255	259	22	584	89.51%	518.97	90.22%
O W Erlewine Elementary	40	105	103	18	266	91.96%	255.18	93.19%
Oak Ridge Elementary	62	206	218	5	491	87.84%	433.83	88.77%
Pacific Elementary	116	306	290	0	712	85.69%	621.54	87.68%
Parkway Elementary School	64	208	215	32	519	84.36%	463.06	88.48%
Peter Burnett Elementary	48	165	190	24	427	89.60%	379.18	88.78%
Phoebe A Hearst Elementary	94	280	281	1	656	99.12%	654.18	99.42%
Pony Express Elementary	40	160	176	8	384	93.86%	369.75	95.79%
Rosa Parks K-8 School	32	129	140	5	306	87.55%	274.78	87.41%
Sequoia Elementary	48	166	157	10	381	96.37%	357.19	93.91%
Success Academy K-8	0	0	1	0	1	53.33%	0.85	90.00%
Susan B Anthony Elementary	46	132	136	1	315	95.01%	302.16	93.99%
Sutterville Elementary	60	202	187	6	455	96.98%	447.73	97.84%
Tahoe Elementary	64	112	105	48	329	91.04%	302.59	93.19%
Theodore Judah Elementary	73	203	176	18	470	95.51%	457.02	97.10%
Washington Elementary	61	129	113	20	323	88.60%	283.20	87.63%
William Land Elementary	59	163	169	0	391	94.73%	365.70	94.12%
Woodbine Elementary	46	128	105	24	303	84.44%	261.78	87.06%
TOTAL ELEMENTARY SCHOOLS	2,777	8,581	8,731	796	20,885	92.15%	19,495.79	93.29%
Change from prior month					-2	-74		

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 8, ENDING FRIDAY, APRIL 23, 2021
 TRADITIONAL SCHOOLS

MIDDLE SCHOOLS	REGULAR ENROLLMENT			Special Education Grades 7-8	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Grade 7	Grade 8	Total Grades 7-8			2020-2021 Actual Attendance	Cum Attd Days/142 2020-2021	PERCENTAGE 2020-2021
A M Winn Elementary K-8 Waldorf	25	41	66	0	66	91.01%	59.86	92.23%
Albert Einstein MS	319	329	648	38	686	94.74%	667.76	96.12%
Alice Birney Waldorf-Inspired K-8	60	59	119	0	119	99.66%	116.70	98.86%
California MS	414	491	905	12	917	88.86%	846.48	92.07%
Capital City School	15	13	28	0	28	80.25%	18.86	71.51%
Fern Bacon MS	334	339	673	36	709	84.87%	625.18	88.63%
Genevieve Didion K-8	51	51	102	0	102	97.84%	102.57	99.25%
Home/Hospital	8	3	11	3	14	100.00%	4.29	100.00%
John H. Still K-8	109	140	249	19	268	83.26%	239.48	89.40%
John Morse Therapeutic Center	0	0	0	16	16	76.67%	12.13	80.10%
Kit Carson 7-12	181	193	374	23	397	86.01%	362.92	91.77%
Leonardo da Vinci K - 8 School	67	51	118	17	135	97.99%	133.13	98.48%
Martin Luther King Jr K-8	27	29	56	0	56	93.69%	52.57	93.50%
Rosa Parks K-8 School	198	173	371	39	410	80.63%	348.88	83.99%
Sam Brannan MS	145	175	320	42	362	89.67%	338.49	92.78%
School of Engineering and Science	127	125	252	0	252	92.46%	241.89	95.54%
Success Academy K-8	0	1	1	0	1	73.33%	0.73	73.33%
Sutter MS	557	562	1119	22	1141	97.13%	1116.46	97.64%
Will C Wood MS	322	332	654	47	701	92.53%	663.45	94.23%
TOTAL MIDDLE SCHOOLS	2,959	3,107	6,066	314	6,380	90.72%	5,951.85	93.17%

Change from prior month	-3	7
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 8, ENDING FRIDAY, APRIL 23, 2021
 TRADITIONAL SCHOOLS

HIGH SCHOOLS	REGULAR ENROLLMENT					Total Grade 9-12	Special Education Grades 9-12	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
	Continuation	Grade 9	Grade 10	Grade 11	Grade 12				2020-2021 Actual Attendance	Cum Attd Days/142	PERCENTAGE 2020-2021
									2020-2021	2020-2021	2020-2021
American Legion HS	195	0	0	0	0	195	0	195	62.97%	113.05	63.49%
Arthur A. Benjamin Health Prof	0	50	48	43	53	194	13	207	89.89%	190.10	92.72%
C K McClatchy HS	0	586	603	513	496	2198	77	2275	87.47%	1999.18	89.75%
Capital City School	0	20	32	65	109	226	1	227	75.11%	179.95	78.21%
Hiram W Johnson HS	0	509	417	425	305	1656	174	1830	82.32%	1485.86	82.64%
Home/Hospital	0	1	8	4	3	16	14	30	100.00%	11.70	100.00%
John F Kennedy HS	0	542	503	481	455	1981	122	2103	89.90%	1921.91	92.31%
Kit Carson 7-12	0	73	61	35	18	187	0	187	95.91%	185.51	97.14%
Luther Burbank HS	0	392	383	349	384	1508	159	1667	81.53%	1447.88	86.65%
Rosemont HS	0	385	378	267	274	1304	115	1419	87.69%	1279.05	90.97%
School of Engineering and Science	0	95	91	60	54	300	0	300	95.42%	297.66	96.79%
West Campus HS	0	215	194	213	199	821	0	821	97.89%	814.13	98.71%
TOTAL HIGH SCHOOLS	195	2,868	2,718	2,455	2,350	10,586	675	11,261	86.73%	9,925.98	89.16%

Change from prior month	3	-12
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 8, ENDING FRIDAY, APRIL 23, 2021
 TRADITIONAL SCHOOLS

DISTRICT TOTALS	TOTAL MONTH- END ENROLLMENT	PERCENTAGE FOR THE MONTH	AVERAGE CUMULATIVE ACTUAL ATTENDANCE	
		2020-2021 Actual Attendance	Cum Attd Days/142	PERCENTAGE 2020-2021
			2020-2021	
ELEMENTARY	20,885	92.15%	19,496	93.29%
MIDDLE	6,380	90.72%	5,952	93.17%
HIGH SCHOOL	11,261	86.73%	9,926	89.16%
TOTAL ALL DISTRICT SEGMENTS	38,526	90.36%	35,374	92.07%

Total Non-Public Schools as of 5/14/21	304
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Non-Public change from prior month	0
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 8, ENDING FRIDAY, APRIL 23, 2021
 ADULT EDUCATION SCHOOLS

ADULT EDUCATION	ENROLLMENT	HOURS EARNED			2020-2021 CUMULATIVE ADA		
		CONCURRENT	OTHER	TOTAL	CONCURRENT	OTHER	TOTAL
A. Warren McClaskey Adult Center	196	0	5,398.50	5,398.50	0	64.83	64.83
Charles A. Jones Career & Education Center	330	0	16,955.07	16,955.07	0	235.13	235.13
TOTAL ADULT EDUCATION	526		22,353.57	22,353.57		299.96	299.96

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 8, ENDING FRIDAY, APRIL 23, 2021
 GRADE BY GRADE ENROLLMENT

ELEMENTARY SCHOOLS	REGULAR CLASS ENROLLMENT							TOTAL
	Kdgn	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	REGULAR
A M Winn Elementary K-8 Waldorf	68	44	40	43	40	42	44	321
Abraham Lincoln Elementary	59	70	70	77	69	69	81	495
Alice Birney Waldorf-Inspired K-8	71	47	48	47	50	63	61	387
Bret Harte Elementary	23	14	24	24	23	31	27	166
Caleb Greenwood	72	71	93	72	66	62	93	529
Camellia Basic Elementary	63	54	67	65	55	62	59	425
Capital City School	4	3	3	5	5	6	7	33
Caroline Wenzel Elementary	29	31	31	37	46	19	40	233
Cesar Chavez Elementary	0	0	0	0	138	119	102	359
Crocker/Riverside Elementary	96	91	86	86	87	89	88	623
David Lubin Elementary	68	66	61	67	74	68	53	457
Earl Warren Elementary	47	62	62	49	63	71	59	413
Edward Kemble Elementary	109	136	124	133	0	0	0	502
Elder Creek Elementary	95	117	120	109	115	116	93	765
Ethel I Baker Elementary	71	96	81	86	88	106	82	610
Ethel Phillips Elementary	66	66	69	57	56	59	57	430
Father Keith B Kenny Elementary	23	38	48	47	53	48	40	297
Genevieve Didion K-8	71	68	61	73	66	62	64	465
Golden Empire Elementary	69	69	73	77	83	95	96	562
H W Harkness Elementary	46	35	41	47	41	45	46	301
Hollywood Park Elementary	45	30	45	42	29	38	42	271
Home/Hospital	3	1	4	1	5	3	1	18
Hubert H. Bancroft Elementary	71	63	48	40	71	52	58	403
Isador Cohen Elementary	25	24	41	33	39	43	31	236
James W Marshall Elementary	45	47	52	43	41	52	45	325
John Bidwell Elementary	41	39	31	38	29	36	52	266
John Cabrillo Elementary	29	42	33	38	49	50	44	285
John D Sloat Elementary	36	46	29	46	33	28	32	250
John H. Still K-8	60	75	93	79	100	90	98	595
John Morse Therapeutic Center	0	0	0	0	0	0	0	0
Leataata Floyd Elementary	33	38	36	48	45	53	45	298
Leonardo da Vinci K - 8 School	118	95	94	91	94	94	95	681
Mark Twain Elementary	24	34	40	37	39	33	32	239
Martin Luther King Jr K-8	40	48	35	32	45	31	32	263
Matsuyama Elementary	56	70	71	79	75	81	83	515
Nicholas Elementary	48	77	90	88	84	91	84	562
O W Erlewine Elementary	40	33	39	33	30	40	33	248
Oak Ridge Elementary	62	76	72	58	83	78	57	486
Pacific Elementary	116	105	96	105	99	92	99	712
Parkway Elementary School	64	70	69	69	66	65	84	487
Peter Burnett Elementary	48	55	54	56	61	62	67	403
Phoebe A Hearst Elementary	94	93	94	93	96	92	93	655
Pony Express Elementary	40	43	54	63	57	58	61	376
Rosa Parks K-8 School	32	45	37	47	44	51	45	301
Sequoia Elementary	48	50	55	61	58	53	46	371
Success Academy K-8	0	0	0	0	0	1	0	1
Susan B Anthony Elementary	46	42	45	45	38	61	37	314
Sutterville Elementary	60	66	68	68	57	56	74	449
Tahoe Elementary	64	46	32	34	39	35	31	281
Theodore Judah Elementary	73	65	66	72	57	58	61	452
Washington Elementary	61	48	40	41	50	31	32	303
William Land Elementary	59	50	63	50	59	54	56	391
Woodbine Elementary	46	45	49	34	35	37	33	279
TOTAL	2,777	2,839	2,877	2,865	2,925	2,931	2,875	20,089

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 8, ENDING FRIDAY, APRIL 23, 2021
 CUMULATIVE TOTAL ABSENCES

ELEMENTARY	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Elementary K-8 Waldorf	336	2,152	43,880	46,032	95.32%
Abraham Lincoln El	496	6,104	64,640	70,744	91.37%
Alice Birney Waldorf-Inspired K8	389	657	54,612	55,269	98.81%
Bret Harte Elementary	204	2,966	26,357	29,323	89.89%
Caleb Greenwood	530	2,481	73,631	76,112	96.74%
Camellia Basic Elementary	434	904	61,012	61,916	98.54%
Capital City School	33	235	4,310	4,545	94.83%
Caroline Wenzel Elementary	273	3,272	35,270	38,542	91.51%
Cesar Chavez ES	369	4,343	47,804	52,147	91.67%
Crocker/Riverside Elementary	623	263	89,268	89,531	99.71%
David Lubin Elementary	488	3,139	66,906	70,045	95.52%
Earl Warren Elementary	425	3,925	56,949	60,874	93.55%
Edward Kemble Elementary	513	6,084	67,639	73,723	91.75%
Elder Creek Elementary	765	5,042	103,421	108,463	95.35%
Ethel I Baker Elementary	622	5,728	82,322	88,050	93.49%
Ethel Phillips Elementary	446	4,736	58,943	63,679	92.56%
Father Keith B Kenny K-8 School	322	3,454	41,013	44,467	92.23%
Genevieve Didion Elementary	474	1,029	67,207	68,236	98.49%
Golden Empire Elementary	576	2,717	77,887	80,604	96.63%
H W Harkness Elementary	310	3,368	40,552	43,920	92.33%
Hollywood Park Elementary	303	3,564	38,689	42,253	91.57%
Home/Hospital	23	0	1,122	1,122	100.00%
Hubert H. Bancroft Elementary	423	2,963	56,932	59,895	95.05%
Isador Cohen Elementary	265	4,337	33,233	37,570	88.46%
James W Marshall Elementary	356	3,615	47,150	50,765	92.88%
John Bidwell Elementary	272	5,032	33,818	38,850	87.05%
John Cabrillo Elementary	314	2,231	42,758	44,989	95.04%
John D Sloat Elementary	267	4,388	32,336	36,724	88.05%
John H. Still K-8	609	11,101	75,622	86,723	87.20%
John Morse Therapeutic Center	25	271	3,350	3,621	92.52%
Leataata Floyd Elementary	312	9,110	36,141	45,251	79.87%
Leonardo da Vinci K - 8 School	706	2,141	99,344	101,485	97.89%
Mark Twain Elementary	261	2,156	34,632	36,788	94.14%
Martin Luther King Jr Elementary	292	2,607	39,243	41,850	93.77%
Matsuyama Elementary	516	1,501	72,622	74,123	97.97%
Nicholas Elementary	584	7,985	73,693	81,678	90.22%
O W Erlewine Elementary	266	2,648	36,236	38,884	93.19%
Oak Ridge Elementary	491	7,790	61,604	69,394	88.77%
Pacific Elementary	712	12,406	88,259	100,665	87.68%
Parkway Elementary School	519	8,565	65,754	74,319	88.48%
Peter Burnett Elementary	427	6,804	53,844	60,648	88.78%
Phoebe A Hearst Elementary	656	546	92,894	93,440	99.42%
Pony Express Elementary	384	2,306	52,504	54,810	95.79%
Rosa Parks K-8 School	306	5,618	39,019	44,637	87.41%
Sequoia Elementary	381	3,291	50,721	54,012	93.91%
Success Academy K-8	1	10	90	100	90.00%
Susan B Anthony Elementary	315	2,745	42,906	45,651	93.99%
Sutterville Elementary	455	1,402	63,578	64,980	97.84%
Tahoe Elementary	329	3,138	42,968	46,106	93.19%
Theodore Judah Elementary	470	1,935	64,897	66,832	97.10%
Washington Elementary	323	5,678	40,215	45,893	87.63%
William Land Elementary	391	3,244	51,930	55,174	94.12%
Woodbine Elementary	303	5,527	37,172	42,699	87.06%
TOTAL	20,885	199,254	2,768,899	2,968,153	93.29%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 8, ENDING FRIDAY, APRIL 23, 2021
 CUMULATIVE TOTAL ABSENCES

MIDDLE	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
A M Winn Elementary K-8 Waldorf	66	716	8,500	9,216	92.23%
Albert Einstein MS	686	3,830	94,822	98,652	96.12%
Alice Birney Waldorf-Inspired K-8	119	191	16,572	16,763	98.86%
California MS	917	10,357	120,200	130,557	92.07%
Capital City School	28	1,067	2,678	3,745	71.51%
Fern Bacon MS	709	11,384	88,776	100,160	88.63%
Genevieve Didion K-8	102	110	14,565	14,675	99.25%
Home/Hospital	14	0	610	610	100.00%
John H. Still K-8	268	4,031	34,006	38,037	89.40%
John Morse Therapeutic Center	16	428	1,723	2,151	80.10%
Kit Carson 7-12	397	4,620	51,535	56,155	91.77%
Leonardo da Vinci K - 8 School	135	291	18,905	19,196	98.48%
Martin Luther King Jr K-8	56	519	7,465	7,984	93.50%
Rosa Parks K-8 School	410	9,440	49,541	58,981	83.99%
Sam Brannan MS	362	3,739	48,065	51,804	92.78%
School of Engineering and Science	252	1,603	34,349	35,952	95.54%
Success Academy K-8	1	4	11	15	0.00%
Sutter MS	1,141	3,835	158,537	162,372	97.64%
Will C Wood MS	701	5,764	94,210	99,974	94.23%
TOTAL	6,380	61,929	845,070	906,999	93.17%

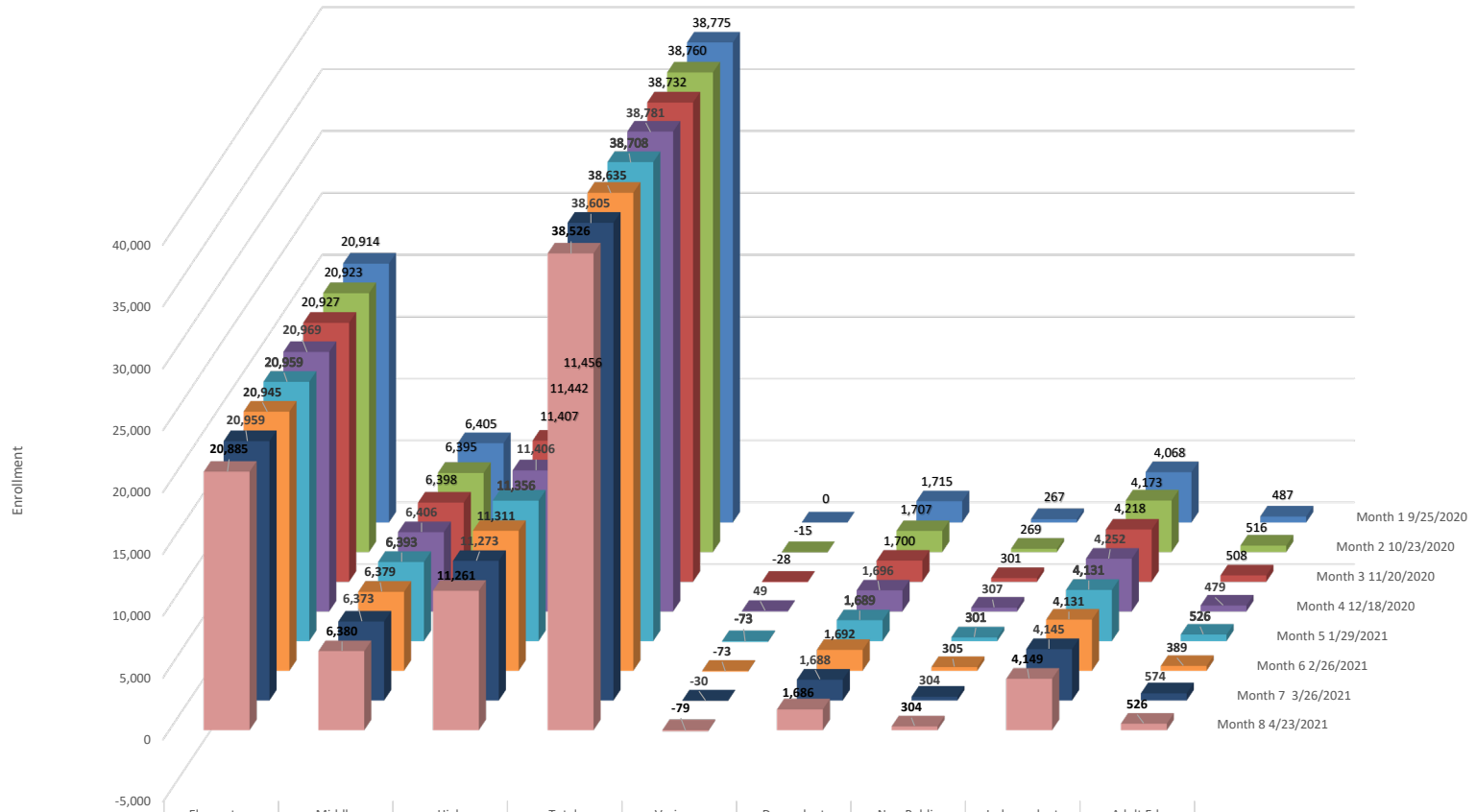
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 8, ENDING FRIDAY, APRIL 23, 2021
 CUMULATIVE TOTAL ABSENCES

HIGH SCHOOL	ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
American Legion HS	195	9,233	16,053	25,286	63.49%
Arthur A. Benjamin Health Prof	207	2,120	26,994	29,114	92.72%
C K McClatchy HS	2,275	32,427	283,883	316,310	89.75%
Capital City School	227	7,118	25,553	32,671	78.21%
Hiram W Johnson HS	1,830	44,336	210,992	255,328	82.64%
Home/Hospital	30	0	1,662	1,662	100.00%
John F Kennedy HS	2,103	22,743	272,911	295,654	92.31%
Kit Carson 7-12	187	775	26,342	27,117	97.14%
Luther Burbank HS	1,667	31,670	205,599	237,269	86.65%
Rosemont HS	1,419	18,038	181,625	199,663	90.97%
School of Engineering and Science	300	1,400	42,268	43,668	96.79%
West Campus HS	821	1,509	115,607	117,116	98.71%
TOTAL	11,261	171,369	1,409,489	1,580,858	89.16%

	TOTAL ENROLLMENT	TOTAL ABSENCES	ACTUAL DAYS OF ATTENDANCE	DAYS ENROLLED	PERCENTAGE OF ATTENDANCE
TOTAL ALL SCHOOLS	38,526	432,552	5,023,458	5,456,010	92.07%

	Students in Non Public Schools	Total Enrollment	ADA	ADA %	% Change
2019-2020 Actual		40,408	38,220	94.58%	
2020-2021 Projected		40,383	38,208	94.61%	
Month 01	267	38,775	35,777	93.08%	
Month 02	269	38,760	35,673	92.72%	-0.36%
Month 03	301	38,732	35,612	92.55%	-0.17%
Month 04	307	38,781	35,540	92.35%	-0.20%
Month 05	301	38,708	35,506	92.26%	-0.09%
Month 06	305	38,635	35,518	92.34%	0.08%
Month 07	304	38,605	35,471	92.27%	-0.07%
Month 08	304	38,526	35,374	92.07%	-0.20%

Monthly Attendance



	Elementary	Middle	High	Total	Variance	Dependent Charter	Non-Public Schools	Independent Charter	Adult Ed.
Month 8 4/23/2021	20,885	6,380	11,261	38,526	-79	1,686	304	4,149	526
Month 7 3/26/2021	20,959	6,373	11,273	38,605	-30	1,688	304	4,145	574
Month 6 2/26/2021	20,945	6,379	11,311	38,635	-73	1,692	305	4,131	389
Month 5 1/29/2021	20,959	6,393	11,356	38,708	-73	1,689	301	4,131	526
Month 4 12/18/2020	20,969	6,406	11,406	38,781	49	1,696	307	4,252	479
Month 3 11/20/2020	20,927	6,398	11,407	38,732	-28	1,700	301	4,218	508
Month 2 10/23/2020	20,923	6,395	11,442	38,760	-15	1,707	269	4,173	516
Month 1 9/25/2020	20,914	6,405	11,456	38,775	0	1,715	267	4,068	487