



Putting
Children
First

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 24, 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

2020/21-43

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/SCUSDcommentJune24>; 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 24. 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 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*

- 3.4 *Government Code 54957 – Public Employee Appointment
 - a) *Principal, Albert Einstein Middle School**

- 3.5 *Government Code 54956.8 – Conference with Real Property Negotiators:
Property: 2718 G Street, Sacramento, CA
Agency Negotiator: Superintendent or designee
Negotiating Parties: SCUSD and Mogavero/Bardis Homes
Under Negotiation: Price and Terms*

- 3.6 *Government Code 54957 – Public Employee Performance Evaluation
 - a) *Superintendent**

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 at 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

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/SCUSDcommentJune24>; 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 24 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.

6:30 p.m. 8.0 COMMUNICATIONS

8.1 Employee Organization Reports:

Information
15 minutes

- SCTA

6:45 p.m. 9.0 SPECIAL PRESENTATION

9.1 Recognition of Outgoing Student Board Member Isa Sheikh
(President Pritchett and Superintendent Aguilar)

Information
5 minute presentation
15 minute discussion

9.2 Resolution No. 3212: Resolution on Use and Expectations of
One-Time Funds for Personnel Costs to Address the COVID-19
Pandemic and Post Pandemic Needs (Leticia Garcia)

Information
10 minute presentation
20 minute discussion

9.3 SELPA Local Plan: Connecting Special Educational Vision,
Program, and Finance (Christine Baeta, Dr. Sadie Hedegard,
and Geovanni Linares)

Information
20 minute presentation
20 minute discussion

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

8:15 p.m. 10.1 Local Control Accountability Plan (LCAP) Adoption (Vincent
Harris and Steven Ramirez-Fong)

Action
25 minute presentation
15 minute discussion
Roll Call Vote

8:55 p.m. 10.2 Adopt Fiscal Year 2021-2022 Proposed Budget for All Funds
and Education Protection Account (Rose Ramos)

Action
40 minute presentation
45 minute discussion
Roll Call Vote

10:20 p.m.	10.3 Approve 2021-2022 School Plans for Student Achievement (Vincent Harris and Dr. Kelley Odipo)	Conference/Action 25 minute presentation 15 minute discussion Roll Call Vote
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11.0 PUBLIC HEARING

11:00 p.m.	11.1 Public Hearing: First Reading of Revised Board Bylaws 9121 (President) and 9322 (Agenda/Meeting Materials) (Raoul Bozio)	First Reading 5 minute presentation 5 minute discussion
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11:10 p.m.	11.2 Public Hearing for Resolution No. 3209: Resolution of Intention to Convey Public Utilities Easement Entitlements to the County of Sacramento at Fern Bacon Middle School (Rose Ramos and Nathaniel Browning)	Action 5 minute presentation 5 minute discussion Roll Call Vote
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11:20 p.m.	11.3 Public Hearing: SCUSD SELPA Local Plan – Governance, Annual Budget Plan, Annual Service Plan (Christine Baeta, Dr. Sadie Hedegard, and Geovanni Linares)	Action 10 minute presentation 10 minute discussion Roll Call Vote
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11:40 p.m.	12.0 CONSENT AGENDA	Action 2 minutes (Roll Call Vote)
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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.

12.1 Items Subject or Not Subject to Closed Session:

12.1a 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)

12.1b Approve Personnel Transactions (Cancy McArn)

12.1c Approve Donations to the District for the Period of May 1-31, 2021 (Rose Ramos)

12.1d Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of May 1-31, 2021 (Rose Ramos)

- 12.1e *Approve Resolution No. 3210: Resolution to Convey Public Utilities and Public Facilities to the County of Sacramento at Fern Bacon Middle School (Rose Ramos and Nathaniel Browning)*
- 12.1f *Approve Resolution No. 3211: Delegating Duty to Accept Bids and Award Construction Contracts (Rose Ramos and Nathaniel Browning)*
- 12.1g *Approve Yearly Extension of the Facility Use Agreement with California Montessori Project, Capitol Collegiate Academy, Sol Aureus College Preparatory Academy, St. Hope Public Schools, and Yav Pem Suab Academy – Preparing for the Future (Jesse Ramos)*
- 12.1h *Approve Board of Education Meeting Calendar for the 2021-2022 School Year (Jorge A. Aguilar)*
- 12.1i *Approve Local Control and Accountability Plan (LCAP) Parent Advisory Committee (PAC) Member Selection (Steven Ramirez Fong)*
- 12.1j *Approve Minutes of the May 6, 2021, Board of Education Meeting (Jorge A. Aguilar)*
- 12.1k *Approve Minutes of the May 20, 2021, Board of Education Meeting (Jorge A. Aguilar)*
- 12.1l *Approve Minutes of the May 25, 2021, Board of Education Special Meeting (Jorge A. Aguilar)*

11:42 p.m. **13.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS** **Receive Information**

- 13.1 *Business and Financial Information:*
 - *Purchase Order for the Period of April 15, 2021, through May 14, 2021 (Rose Ramos)*
- 13.2 *Head Start Reports (Christine Baeta and Jacquie Bonini)*

11:45 p.m. **14.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *August 5, 2021 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *August 19, 2021 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

11:47 p.m. **15.0 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# 9.1

Meeting Date: June 24, 2021

Subject: Recognition of Outgoing Student Board Member Isa Sheikh

- 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: Recognize Student Board Member Isa Sheikh for his dedication to the Sacramento City Unified School District and student body for the 2020-2021 school year.

Background/Rationale: Sacramento City Unified School District chooses one high school student each school year to serve on the Board of Education as Student Board Member. This student represents the student body and provides a student voice for the Board of Education. The Student Board Member to be recognized for serving during the 2020-2021 school year is Isa Sheikh, a graduating Senior from The Met Sacramento High School.

Financial Considerations: N/A

LCAP Goal(s): Safe, Emotionally Healthy and Engaged Students

Documents Attached:

N/A

<p>Estimated Time of Presentation: 5 minutes Submitted by: Board President Christina Pritchett Approved by: Jorge A. Aguilar, Superintendent</p>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.2

Meeting Date: June 24, 2021

Subject: **Resolution No. 3212: Resolution on Use and Expectations of One-Time Funds for Personnel Costs to Address the COVID-19 Pandemic and Post Pandemic Needs**

- 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 committing use of a portion of one-time funds for hiring additional personnel to perform services for the benefit of students to address the District's COVID-19 pandemic and immediate post-pandemic needs.

Background/Rationale: State and federal governments provided a significant amount of one-time funds to school districts, to assist in managing the on-going COVID-19 pandemic and the associated physical, social emotional, and academic learning recovery. Despite the influx of one-time funding from the state and federal governments, the District continues to face a significant structural budget deficit in the unrestricted General Fund. While the Governing Board remains committed to addressing learning disruption and the social and emotional impacts on students caused by the COVID-19 pandemic, it is also committed to maintaining fiscal solvency and working to address the District's structural deficit as acted upon in Resolution 3180 and Board Policy 3100. Through this resolution, the Governing Board will approve the Superintendent hiring additional staff assignments to support the academic, social, and emotional needs of District students in the 2021-2022 and 2022-2023 school years using a portion of these one-time funds recognizing that these funds will not exist in future years and therefore the district may not be able to maintain the positions without additional revenue or further budget cuts.

Financial Considerations: The proposed resolution would commit to using a portion of one-time funds from state and federal governments for additional personnel to address the COVID-19 pandemic and post-pandemic needs.

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

Documents Attached:

1. Resolution No. 3212 to be provided Monday, June 21, 2021

Estimated Time of Presentation: 10 minutes

Submitted by: Leticia Garcia, Board Member, and Rose Ramos,
Chief Business Officer

Approved by: Jorge A. Aguilar, Superintendent

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION NO. 3212

**RESOLUTION TO COMMIT FUNDING FOR ADDITIONAL PERSONNEL TO
ADDRESS THE COVID-19 PANDEMIC AND POST PANDEMIC NEEDS**

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the COVID-19 Pandemic;

WHEREAS, beginning March 16, 2020, the District closed its schools for in-person learning;

WHEREAS, on April 13, 2020 the District began a distance learning instructional model to ensure that students would be able to continue their education during the COVID-19 Pandemic;

WHEREAS, on August 25, 2020, Governor Gavin Newsom announced a schools reopening framework in response to the COVID-19 Pandemic:

WHEREAS, the District commenced the 2020-2021 school year in a distance learning instructional model on September 3, 2020;

WHEREAS, in Spring 2021, the District transitioned from distance learning to an in-person and concurrent instructional model, finishing the year in this latter model;

WHEREAS, both the State of California and United States have made significant progress in mitigating the spread of COVID-19, but continue to address the risk of COVID-19 and related variants;

WHEREAS, on June 15, 2021, Governor Gavin Newsom “reopened” California based on public health indicators easing some of the restrictions that had been in place to mitigate the spread of COVID-19;

WHEREAS, the Governing Board of the Sacramento City Unified School District is prepared to guide the District’s efforts to continue reopening our schools in a constantly changing environment with an emphasis on student and employee safety, while endeavoring to provide a high quality educational program;

WHEREAS, in response to the pandemic, the state and federal governments provided a historically significant amount of one-time funds to school districts;

WHEREAS, the one-time funding has contributed to an estimated \$313 million for the District for the years 2021-2024 to assist in managing the on-going pandemic and the physical, social emotional, and academic learning recovery;

WHEREAS, despite the influx of one-time funding from the state and federal governments, the District continues to face a significant structural budget deficit of \$6.7M, \$18M and \$24.6M in the budget and two subsequent years in the unrestricted General Fund;

WHEREAS, independent entities expect that deficit to grow in future years if corrective action is not taken, because as noted by the [Sacramento County Office of Education \(“SCOE”\)](#), [Fiscal Crisis and Management Assistance Team \(“FCMAT”\)](#), and the [State Auditor](#), the District continues to spend more than it receives in revenue and its costs continue to grow faster than its revenues;

WHEREAS, based on the District’s structural deficit, cash flow insufficiencies, and negative fund balance projections, SCOE disapproved the District’s adopted budget for the 2018-19, 2019-20, and 2020-21 fiscal years;

WHEREAS, on February 4, 2021 the District’s Governing Board [adopted Board Resolution 3180](#) recognizing the existence of and significant threat posed by the District’s ongoing structural deficit and resolving that the District must act to reduce the ongoing unrestricted general fund expenditures in order to balance the multi-year budget and meet the state mandated 2% reserve without a structural deficit;

WHEREAS, on March 4, 2021, the Governing Board [revised District Board Policy 3100—Reserves and Use of One-Time Funds](#)—to require that, beginning with the 2022-2023 budget or after the District’s deficit is eliminated, the Board establish and maintain a general fund reserve for economic uncertainty established at no less than 5% of total general fund expenditures.

WHEREAS, on May 20, 2021, the Governing Board received a detailed [presentation on the District’s annual budget](#) and the impact of the one-time state and federal funds to address the COVID-19 Pandemic and immediate post-Pandemic needs on the District’s budget;

WHEREAS, while the one-time federal and state funds provide temporary relief to the District’s prior financial crisis, they do not fully resolve the structural deficit, *one-time* funds cannot be used to sustain ongoing costs to the District such as the salaries and benefits associated with hiring personnel in continuing positions;

WHEREAS, the Governing Board remains committed to addressing learning disruption and the social and emotional impacts on our students caused by the COVID-19 pandemic while also maintaining fiscal solvency and working to address our District’s structural deficit;

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the Governing Board hereby declares that it is committed to spending a portion of the above-referenced one-time state and federal funds on hiring additional staff members to perform services for the benefit of students to address the District’s COVID-19 Pandemic and immediate post-Pandemic needs;

BE IT FURTHER RESOLVED, the Governing Board recognizes that in using one-time funds to cover the costs of additional positions, the funds will not exist after one, two, or three years due to various factors including the depletion of those one-time funds;

BE IT FURTHER RESOLVED AND ORDERED the Governing Board approves the Superintendent hiring additional staff in assignments with corresponding Full Time Equivalent employees or “FTE” which is used to measure full-time work hours using one-time funds;

BE IT FURTHER RESOLVED AND ORDERED, that the Governing Board commits a portion of the one-time funds to pay for the additional FTE to support the academic, social, and emotional needs of our students in the 2021-2022, 2022-2023, and 2023-2024 school years;

BE IT FURTHER RESOLVED, that the Governing Board recognizes that absent further reductions in expenditures or additional funding to the District, the District will not be able to sustain the cost of the additional positions hired pursuant to this resolution once the restricted funds are depleted and will release and/or lay off positions consistent with all required state timelines for release and/or layoff of certificated and classified employees;

BE IT FURTHER RESOLVED, the Governing Board directs the Superintendent or designee to provide ongoing updates to the Board relative to the expenditure of the one-time federal and state funds to mitigate the impact of COVID-19 and specifically, as related to the positions that are added pursuant to this resolution, provide information to the Board as to whether any or all of these positions can continue after the federal and state one-time dollars are expended, which can only be done if the Superintendent or designee demonstrates the District can afford the presented positions in the current budget year plus two years and the likelihood that over a four year period that on-going costs would not result in the District continuing to report a qualified or negative budget;

BE IT FURTHER RESOLVED that the District administration shall include a process to identify these specific additional assignments in the District’s position control system;

BE IT FURTHER RESOLVED that if any provision of this resolution is determined to be invalid, for any reason whatsoever, it shall not affect the validity of the remaining portions of the resolution.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this ____ day of _____, 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# 9.3

Meeting Date: June 24, 2021

Subject: SELPA Local Plan: Connecting Special Education Vision, Program, and Finance (Christine Baeta, Sadie Hedegard, Geovanni Linares)

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

Division: Special Education

Recommendation: NA

Background/Rationale: The Individuals with Disabilities Education Act 20 United States Code (20 USC) Section 1400 et seq. and related federal regulations, require each special education local plan area (SELPA) to ensure a continuum of program options are available to meet the needs of students with disabilities for special education and related services.

Over time, changes have occurred in services and programs provided for children with exceptional needs in the public schools of California. These changes have stemmed from new laws and regulations at both the state and national levels, as well as from the spirit of fairness, balance, and equity.

This presentation is the product of the ongoing collaboration between community members and District personnel. Our goal is to present who we are as a district when it comes to our students with disabilities, how we support them, and how we will continue to work together to implement a robust continuum of services in alignment with our LCAP and District focus on MTSS, UDL, and social justice.

Financial Considerations: NA

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. SELPA Local Plan

Estimated Time of Presentation: 20 minutes

Submitted by: Christine Baeta, Chief Academic Officer, Dr. Sadie Hedegard, and Geovanni Linares

Approved by: Jorge A. Aguilar, Superintendent

LOCAL PLAN
Section A: Contacts and Certifications
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2021–22 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration
- Local Plan Section B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- Local Plan Section D: Annual Budget Plan
- Select if this Local Plan Section D submission was revised after June 30th due date
- Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- Local Plan Section E: Annual Service Plan
- Select if this Local Plan Section E submission was revised after June 30th due date
- Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA

Fiscal Year

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Sacramento City Unified"/>		
Street Address	<input type="text" value="5735 47th Avenue"/>	Zip Code	<input type="text" value="95824"/>
City	<input type="text" value="Sacramento"/>	County	<input type="text" value="Sacramento"/>
Mailing Address	<input type="text" value="5735 47th Avenue"/>		
City	<input type="text" value="Sacramento"/>	Zip Code	<input type="text" value="95824"/>
Administrator First Name	<input type="text" value="Geovanni"/>	Administrator Last Name	<input type="text" value="Linares"/>
Administrator Title	<input type="text" value="Director, SELPA"/>		
Administrator's Email	<input type="text" value="geovanni-linares@scusd.edu"/>		
Telephone	<input type="text" value="(916) 643-9163"/>	Extension	<input type="text"/>

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name	<input type="text" value="Sacramento City Unified SELPA"/>		
Street Address	<input type="text" value="5735 47th Avenue"/>	Zip Code	<input type="text" value="95824"/>

Section A: Contacts and Certifications

SELPA Fiscal Year

City County
Contact First Name Last Name
Contact Title
Email
Telephone Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

Section A: Contacts and Certifications

SELPA

Fiscal Year

COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

Section A: Contacts and Certifications

SELPA

Fiscal Year

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by *EC* sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-				
-				

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1: SELPA Local Plan Section B: Governance and Administration

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)

Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2021–22 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

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Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No (If the answer is “NO,” please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Yes No (If the answer is “NO,” please include comments.)

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

C2-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No (If the answer is “NO,” please include comments.)

C2-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Yes No (If the answer is “NO,” please include comments.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

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B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

Sacramento City Unified School District is a single district SELPA in the City and County of Sacramento. SCUSD is the 10th largest public K-12 district in California and one the oldest in the western United States (established in 1854). SCUSD serves approximately 42,000 students across 75 school sites spanning 70 square miles inclusive of both rural and urban settings. The diversity of Sacramento, one of the nation's most ethnically and linguistically diverse cities is reflected in the district's demographics. Latinx students make up 40 percent of the student population, Asian and Pacific Islander 19 percent, African American students 15 percent, and White students 17 percent. More than 51 languages are spoken by students and families in the district and 31 percent are English learners. More than 71 percent of the district's student population are considered socioeconomically disadvantaged. Special Education serves approximately 7400 students with disabilities ages 3-22. Services to infants (0-2) with low incidence disabilities are provided by the Sacramento County Office of Education. Infants and toddlers with other developmental disabilities are served by the Alta California Regional Center.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

SCUSD is a single district SELPA. Pursuant to Sections 56195 and 56200 of the California Education Code, the Governing Board of the District has the responsibility to adopt a plan to assure access to special education and services for all eligible students with disabilities residing in the geographic area served by SCUSD. The goal of special education is to help students disabilities become increasingly independent as they move through the grade levels. Close collaboration between the special education and general education staff and administrators is a priority to reach this goal for all students with disabilities.

RESPONSIBILITIES OF LOCAL SCUSD BOARD MEMBERS

The SCUSD Board of Education shall:

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1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the SELPA.
2. Enter into an agreement with other agencies participating in the plan for the purpose of delivery of services and programs by approving the Local Plan.
3. Review and approve revisions of the SCUSD Local Plan for Special Education.
4. Participate in the governance of the SCUSD SELPA through its designated representative, the SCUSD Special Education Administrator/SELPA Administrator. The SELPA Administrator has the authority to act as the board designee to approve and amend policies as necessary.

ROLE OF THE SELPA ADMINISTRATOR

The Administrator of SELPA is the primary administrator responsible for the operation of the SELPA. The SELPA responsibilities of the Administrator include coordination and administration of the SELPA and the Local Plan. The Administrator oversees the following:

1. Coordinated system of identification and assessment
2. Coordinated system of procedural safeguards
3. Coordinated system of staff development and parent education
4. Coordinated system of curriculum development and alignment with the core curriculum
5. Coordinated system of internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism
6. Coordinated system of data collection and management
7. Coordination of inter-agency agreements
8. Coordination of services to medical facilities
9. Coordination of services to licensed children's facilities and foster family homes
10. Preparation and transmission of required SELPA reports
11. Fiscal and logistical support of the Community Advisory Committee
12. Coordination of transportation services for students with disabilities

Section B: Governance and Administration

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3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The Board of education and District Superintendent authorize the SELPA Director to act on their behalf to make recommendations and decisions regarding the provision of a full continuum of special education services within the SELPA. The SELPA Director reports to the Assistant Superintendent of Special Education, Innovation & Learning . The SELPA Director consults regularly with the Assistant Superintendent. The Assistant Superintendent regularly consults with the Chief Academic Officer who regularly communicates with the Superintendent regarding special education services within the District. The Board of Education is the final authority for formal policies that impact the governance and administration of the SELPA.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The Sacramento City Unified SELPA is a single district SELPA. The Sacramento County Office of Education has final authorization authority over Sacramento City Unified SELPA revised Local Plan once approved by the Sacramento City Unified Board of Education.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

It is the policy of the Sacramento City Unified SELPA that a request by a charter school to participate as a Local Educational Agency (LEA) within the Special Education Local Plan Area (SELPA) will not be treated differently from a similar request made by a school district.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

Community Advisory Committee

The members of the community advisory committee are appointed by, and responsible to, the governing board of each participating charter LEA, district or county office, or any combination thereof participating in the local plan (California Ed. Code 56191). The community advisory committee is composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of

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individuals with exceptional needs (California Ed. Code 56192).

When developing the SELPA Local Plan, the CAC shall:

1. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan.
2. Encourage public involvement in the development and review of the local plan.
3. Assist in parent education and in recruiting parents/guardians, volunteers, and agencies that may contribute to the implementation of the Local Plan.
4. Encourage community awareness and involvement in the development and review of the Local Plan.
5. Serve as an advisory committee in the development and review of the Local Plan, Annual Budget Plan and Annual Service Plan for the SELPA
6. Have 30 days to review the Local Plan prior to submission to the California Department of Education for review and approval.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

When engaging in either an annual or triennial review of the SELPA local plan, or when making updates and/or adjustments to the SELPA local plan, various representatives from member LEA representatives will be organized to form a work group that consist of the following individuals:

1. SELPA Director
2. Member LEA Administrator(s)
3. Member LEA regular and special education teachers (selected by member LEA administrators)
4. SELPA Administrative Unit representative from Business Services
5. Volunteer parent representative(s) and the SELPA Community Advisory Committee chair
6. Community partners and agencies who advocate for or the deliver special education services

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The purpose of the work group is to advise the SELPA Director regarding any omissions, changes or preservation of language regarding the SELPA governance, budgetary allocation of fiscal resources and allocation of special education services in the Local Plan. The work group will advise on the update of such language to be in accordance and compliant with California Education Code or local policies and procedures.

Any proposed content changes regarding SELPA governance and administration (Local Plan Section B) following the work group advisory reviews; such proposed changes are to be reviewed, discussed and approved by the SCUSD Governing Board prior to being sent to CDE for final review and approval.

The SELPA Annual Budget Plan (Local Plan Section D and associated attachments) and Annual Service Plan (Local Plan Section E and associated attachments) are developed each year. Members of the work group will advise the SELPA Director on content within each plan. Upon completion of both plans, the SCUSD SELPA will publicly post a notice of public hearing at least 15 days prior to the date of the public hearing. During the public hearing, members of the SCUSD Governing board will review and approve the plans for submission to the California Department of Education by June 30 annually.

All approved sections of the Local Plan will be posted on the SCUSD SELPA website.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The Sacramento City Unified School District (SCUSD) will serve as the Administrative Unit (AU) for the Sacramento City Unified SELPA. It shall be responsible for functions such as, but not limited to:

- Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- Provision of administrative support
- The employment of staff to support SELPA functions.

The Sacramento City Unified SELPA is designated as the responsible local agency (RLA) for the administration and implementation of the Local Plan, including the provision of a continuum of program options and services. The SELPA shared responsibility for fiscal administrative support and for coordination and implementation of the approved Allocation

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Plan. The Sacramento City Unified SELPA will have no responsibility to operate any direct educational services, but will help to coordinate available resources across the SELPA. The Sacramento City Unified SELPA is responsible for its membership to be compliant with all applicable laws and regulations related to the provision of special education and related services.

9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

As a single-district SELPA the Sacramento City Unified SELPA is responsible for the education of all students with disabilities, including students in charter schools that are members of the SELPA, residing within the geographical area of the district.

The Sacramento City Unified SELPA has a contractual agreement with the Sacramento County Office of Education to provide services to its infants and toddlers, students with significant cognitive and physical needs, and students residing in the juvenile court system.

Additionally, the Sacramento City Unified SELPA has a memorandum of understanding (MOU) with Alta California Regional Center for the provision of services for its infants and toddlers students with disabilities.

Additional participating agencies may enter into contractual agreements with the Sacramento City Unified SELPA to meet the requirements of applicable federal and state laws. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities designated within the Local Plan. Each agency shall provide special education and related services to all eligible students including students attending charter schools where the Sacramento City Unified SELPA has granted that charter.

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

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b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

NA

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

NA

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The SELPA Director is an employee of the Sacramento City Unified School District (AU) and reports to the Assistant Superintendent of Special Education, Innovation & Learning. The SELPA Director supervises staff employed by the District to support the implementation, monitoring, & evaluation of the Local Plan.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

All SELPA funds flow through the Sacramento City Unified School District (AU) and are provided to the SELPA for the provision of special education services throughout the SELPA.

c. The operation of special education programs:

The SCUSD Superintendent is responsible for special education programs operated by the SELPA and for implementing all requirements of the Local Plan.

The SCUSD SELPA Administrator, under the supervision of the SCUSD Assistant Superintendent, is responsible for the coordination of special education services and programs within SCUSD and for the implementation of the Local Plan. The SELPA Administrator is subject to the Administrative Unit's (AU) policies and procedures for day-to-day operations. The Assistant Superintendent of Special Education and SELPA Administrator are given authority to implement policies and procedures.

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d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The SELPA Administrator, in collaboration with the Business Services Department, is responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

The SCUSD SELPA provides specialized equipment and services to all students eligible for special education within the geographical jurisdiction of the SELPA in the least restrictive environment.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

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2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

“It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.” The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4)

Policy/Procedure Number:

Document Title:

Document Location:

“It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student’s

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progress and make appropriate revisions.” The policy is adopted by the SELPA as stated:

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at

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least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools: 20 USC Section 1412(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

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"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number:
Document Title:
Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:
Document Title:
Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:

Section B: Governance and Administration

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Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19)

Section B: Governance and Administration

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Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

Section B: Governance and Administration

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:

Document Title:

Document Location:

SELPA Sacramento City Unified

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Description:

Direct instructional support provided by Program Specialist:

The Program Specialist duties may be performed by SCUSD Program Specialists:

Program specialist support services may be available to individuals with exceptional needs, their families, and district staff upon LEA request. Program Specialist/Administrator of Teaching & Learning personnel requirements:

- holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization,
- has advanced training and related experience in the education of individuals with exceptional needs and has a specialized in-depth knowledge in one or more areas of major disabilities, preschool disabilities, or career vocational development.

Role of the RLA/AU:

The Administrative Unit (AU) for the Sacramento City Unified SELPA will be responsible for functions such as, but not limited to:

- Receipt and distribution of special education funds to district accounts for the Special education programs and services, pursuant to state and federal law.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- Employment of staff to support SELPA functions.
- Submission of all SELPA budgets for SCUSD Governing Board approval, receiving, and expending those funds, based upon the needs of special education students residing in the Local Plan area.
- Employ a SELPA Director to coordinate implementation of the Local Plan throughout the Local Plan area and with other SELPAs, as appropriate.

Role of the SELPA Director:

The SELPA Director is a full-time employee who coordinates the operation of all special education services of the SELPA pursuant to law

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and will administer those functions delegated to the SELPA pursuant to the Local Plan adopted by the SCUSD Governing Board.

The SELPA Director serves under the direction of the Assistant Superintendent of Special Education Innovation & Learning and assumes responsibility for duties delegated by the Assistant Superintendent, Chief Academic Officer, and Superintendent.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Description:

Direct instructional support provided by Program Specialist:

Program Specialist may observe, consult with, and assist member LEA resource specialists, related services providers, and special day class teachers to assist in the referral, identification and assessment process.

Role of the RLA/AU:

The role of the RLA/AU related to the coordinated system of identification and assessment is highlighted by supporting child find awareness activities through social media, SCUSD website, and other informational activities and community events.

Role of the SELPA Director:

The SELPA Director assists the conduct of child find activities through:

- Annual distribution of child find materials to local child care facilities, private schools, medical offices, nonprofit organizations focused on serving children and interested parties.
- Staffing community events and distributing child find activities.
- Maintaining child find information on the SCUSD SELPA website.
- Providing workshops on child find.
- Providing technical assistance and guidance to school sites,

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3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description: **Direct instructional support provided by Program Specialist/ Administrator:**

The Administrator of Teaching & Learning may provide alternate dispute resolution as requested by parents.

The program specialists assure procedural safeguards by providing technical assistance and guidance on forms and procedures to school sites in the areas of assessment, identification, and placement.

Role of the SELPA Director:

The SELPA Director ensures the implementation of all federal, state and local responsibilities of the SELPA including procedural safeguards. The SELPA provides alternate dispute resolution as requested by parents. The SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA also assures procedural safeguards by providing technical assistance and guidance on forms and procedures in the areas of assessment, identification, and placement. The SELPA provides parents with a copy of their procedural safeguards upon request and will maintain a copy on their website.

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

Document Title:

Document Location:

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Description:

Direct instructional support provided by Program Specialist:

The Program Specialist may provide direct staff support and coaching, staff development and program development.

Role of the SELPA Director:

The SELPA works cooperatively with the local community agencies to provide parent and guardian education. The SELPA collaborates with neighboring SELPAs to provide regional trainings to support ongoing professional development. The SELPA Director will arrange for trainings and supports as requested, or determined appropriate.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

Document Title:

Document Location:

Description:

Direct instructional support provided by Program Specialist:

The Program Specialist may guide sites to curricular resources aligned to the core curriculum for students with disabilities.

Role of the SELPA Director:

The SELPA Director will provide technical assistance and arrange for staff development, as requested or determined appropriate.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

Document Title:

Document Location:

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Description:

action is the responsibility of the SEPA director/ designee. Equal access to programs and services is assured through monitoring of IEP documents, through professional development provided annually to all site IEP teams, and frequent attendance at IEP meetings by District administrative personnel.

The superintendent/Designee of the District shall review proposed policies, review the efficiency and effectiveness of resource allocations, review planning documents and annual reports related t present and future services and programs of the local plan.

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

Direct instructional support provided by Program Specialist:

The Program Specialist may review special education data to target professional development and provide technical assistance to sites.

Role of the SELPA Director:

The SELPA Director:

- Ensures timely collection of data for state reporting.
- Provides technical assistance and training upon request.
- Approves the California Longitudinal Assessment and Pupil Data System (CALPADS) and DRDP data submissions as required by the California Department of Education.

8. Coordination of interagency agreements:

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Reference Number:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

10. Coordination of services to licensed children's institutions and foster family homes:

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Reference Number:

Document Title:

Document Location:

Description: **Direct instructional support provided by Program Specialist:**

The Program Specialist/ Administrators may ensure member LEA students have access to a full educational opportunity. The program specialist may support member in connecting with licensed children's institutes and foster family homes upon request.

Role of the SELPA Director:

The SELPA will facilitate the development of agreements associated with licensed children's institutions and foster families to support in gaining access to the provision of IEP mandated educationally related services delivered either in person or at a distance via telehealth electronic platforms.

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

Document Title:

Document Location:

Description: **Direct instructional support provided by Program Specialists:**

Not applicable.

Role of the SELPA Director:

The SELPA Director will ensure timely transmission of required reports and provide technical assistance in completing reports.

12. Fiscal and logistical support of the CAC:

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Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="The SELPA shall establish and support a Community Advisory Committee (CAC) which will serve in an advisory capacity to the SELPA administration in accordance with California Education Codes 56190-56194."/>

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="Direct instructional support provided by Program Specialist:

Not applicable.

Role of the SELPA Director:

The SELPA Director will coordinate LEA medi-cal billing training to the transportation department that provide transportation to medically fragile students with a disability. Upon request and need, SELPA Director will facilitate the development of agreements between SCUSD and local transportation entities to safely transport students to and from home to their respective school."/>

14. Coordination of career and vocational education and transition services:

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text"/>

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15. Assurance of full educational opportunity:

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="It is the policy of the Sacramento City Unified SELPA that a free appropriate public education is available to all children residing in the LEA between the ages of 3 and 21, inclusive."/>

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="It shall be the policy of Sacramento City Unified SELPA is to provide assurances that funds received will be expended in accordance with the applicable provisions of IDEA, state, and local funds. The SELPA administrator submits the annual budget plan, and creates and coordinates reports and accounting of special education funding."/>

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="Under the direction of the SELPA Director, Administrators of Teaching & Learning & Program Specialists will assist in the direct delivery and support of all special education programs and services including the many listed activities described in this section of the Local Plan."/>

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Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text"/>

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="Members of the public, including parents or guardians of individuals with exceptional needs, are encouraged to contact the School Site Special Education Case Manager and/or the School Site Administrator, then the Administrator of Teaching & Learning, then to contact the SELPA Office. Information will also include for parents of students with disabilities who wish to file a complaint with the California Department of Education or request for due process with the Office of Administrative Hearings."/>

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="The safeguards include an entire section promoting the use of"/>

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Description:

alternative dispute resolution (ADR) processes to resolve problems at the early stages of dissatisfaction or conflict. The District will continue to promote and utilize ADR. The updated SELPA Procedural guide will provide guidance on ADR and the development of a parental Special Education Handbook will also highlight effective conflict resolution strategies as well as means for addressing questions or concerns.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

Document Title:

Document Location:

Description:

Appropriate interventions within the general education setting are considered and/or utilized, and documented, prior to a referral for a special education assessment. The SELPA will work with other District personnel to ensure a robust Response to Intervention system is in place as a part of high quality Multi-Tiered System of Support in order to effectively support students in the least restrictive environment.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

Document Title:

Document Location:

Description:

The Sacramento City Unified Governing Board contracts with Non-Public Schools and the SELPA has the authority and responsibility to visit, observe, monitor, and report on the educational program. The SELPA may choose to administer additional assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress.

Additionally, the SELPA has the responsibility to ensure that each

Section B: Governance and Administration

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6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number:

Document Title:

Document Location:

Free Appropriate Public Education (“FAPE”)

Every individual with exceptional needs who is eligible to receive special education instruction and related services under the Individuals with Disabilities Act (“IDEA”) and state special education laws, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her. A FAPE shall be available to individuals with exceptional needs in accordance with 20 U.S.C. §1412(a)(1) and 34 C.F.R. §300.101.

Eligible Adults

Adults who are aged 18-22 years, have not graduated with a high school diploma, who, at the time they have turned 18 were identified as an individual with exceptional needs and had an individualized education program (“IEP”) under the IDEA, are also entitled to a FAPE (hereinafter (“eligible adults”).) (See 20 U.S.C. §1400(d)(1)(A), (B), (C); 20 U.S.C. § 1412(a)(1)(A); California Ed. Code §56000, 56026(c)(4).)

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This applies to adults imprisoned in California adult jails and prisons. However, an individual aged 18 through 21 years, who, in the educational placement prior to his or her imprisonment in an adult correctional facility was not identified as an individual with an exceptional need or did not have an IEP under the IDEA, is not entitled to a FAPE. (20 U.S.C. §1412(a)(1)(B); California Ed. Code, §56040(b).)

District of Residence Responsibilities

For eligible adults who prior to reaching the age of majority resided within the Sacramento City Unified Special Education Local Plan Area (“SELPA”) geographic boundaries, the applicable local educational agency within the SELPA shall ensure they have available to them a FAPE. If the parent relocates to a new district of residence, the new district of residence shall become the responsible local educational agency (“LEA”). If the student is conserved, the district of residence of the conservator shall attach and remain the responsible local educational agency, as long as and until the conservator relocates or a new one is appointed. At that time, the new district of residence shall attach and become the responsible local educational agency. (Added by Stats. 1992, c. 1360 (A.B. 2773), §8.)

Child Find

The Individuals with Disabilities Education Act (IDEA) requires that students who are in need of special education be identified. This “child find” responsibility extends to nontraditional settings or students such as highly mobile students. In California, local educational agencies (LEAs) must “actively and systematically” seek out all individuals with exceptional needs. The SELPA local plan ensures their LEA are in compliance with all state and federal laws, including child find. This responsibility includes identifying adult students in a county jail within the SELPA who remain eligible for special education services, through means such as self-reporting, interviewing, and requesting prior school records. In certain cases, the SELPA in which the county jail is located may identify an eligible adult student whose responsible LEA is located outside the SELPA. In such cases, it is recommended that the SELPA work with the sheriff and the responsible SELPA/LEA to assist the eligible adult student in contacting the responsible SELPA/LEA. This may include contacting the responsible SELPA/LEA on the eligible adult student’s behalf, and/or providing contact information for the responsible SELPA/ LEA to the sheriff, and/or providing contact information for the responsible SELPA/LEA to the eligible adult student.

Description:

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Individualized Education Program

Once the LEA is informed that one of its residents is an eligible adult imprisoned at an adult correctional facility, it will revise the individual’s IEP as necessary, including conducting an annual review, as needed, subject to the cooperation of the correctional facility where the student is located. The LEA will determine whether the qualified individual is provided a FAPE pursuant to IDEA and corresponding California Education Code. To receive special education services while imprisoned, a qualified individual must consent to the receipt of such services and enroll in the adult education program at the adult correctional facility.

Limitations

The following special education exemptions apply to eligible individuals who are convicted as adults under State law and imprisoned in adult prisons:

1. The requirements set out in 20 U.S.C. § 1412(a)(16) and 20 U.S.C. §1414(d)(1)(A)9i)(VI) (relating to participation in general assessments) do not apply. Eligible individuals convicted as adults under State law and imprisoned in adult prisons are exempted from participation in State and district-wide assessment programs under the IDEA.
2. The requirements of items (aa) and (bb) of 20 U.S.C. §1414(d)(1)(A) (i)(VIII) (relating to transition planning and transitional services), do not apply with respect to such individuals whose eligibility under the IDEA will end, because of their age, before such individuals will be released from prison.
3. If an individual with a disability is convicted as an adult under state law and imprisoned in an adult prison, the individual’s IEP Team may modify the individual’s IEP or placement notwithstanding the least restrictive environment (“LRE”) requirements of 20 U.S.C. § 1414(d)(1)(A) and the IEP contents requirements of 20 U.S.C. § 1414(d)(1)(A) if there is a bona fide security or compelling penological interest that cannot otherwise be accommodated.

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



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Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Pursuant to California *Education Code (EC)* Section 56048, adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct.

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

Section D: Annual Budget Plan

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Table 1: Special Education Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="26,574,859"/>	22.11%
AB 602 Property Taxes	<input type="text" value="2,240,374"/>	1.86%
Federal IDEA Part B	<input type="text" value="9,790,718"/>	8.15%
Federal IDEA Part C	<input type="text" value="139,420"/>	0.12%
State Infant/Toddler	<input type="text" value="280,996"/>	0.23%
State Mental Health	<input type="text" value="2,633,779"/>	2.19%
Federal Mental Health	<input type="text" value="477,659"/>	0.40%
Other Revenue*	<input type="text" value="78,062,195"/>	64.94%
Total Revenue	120,200,000	100.00%

D2. Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

D3. *Include a description of the revenue identified the "Other Revenue" category

Workability Programs (\$575,341), Tuition (\$3,460), State Apportionments (\$30,968), Contribution (\$77,452,426)

Section D: Annual Budget Plan

SELPA

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Table 2: Total Budget by Object Codes

D4. Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	39,810,000	33.12%
Object Code 2000—Classified Salaries	9,850,000	8.19%
Object Code 3000—Employee Benefits	33,260,000	27.67%
Object Code 4000—Supplies	500,000	0.42%
Object Code 5000—Services and Operations	33,500,000	27.87%
Object Code 6000—Capital Outlay	10,000	0.01%
Object Code 7000—Other Outgo and Financing*	3,270,000	2.72%
Total Expenditures	120,200,000	100.00%

D5. Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. *Include a description of the expenditures identified under object code 7000:

Section D: Annual Budget Plan

SELPA

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Table 3: Federal, State, and Local Revenue Summary

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	<input type="text" value="29,612,881"/>	24.64%
Federal Revenue	<input type="text" value="10,890,859"/>	9.06%
Local Contribution	<input type="text" value="79,696,260"/>	66.30%
Total Revenue From All Sources	120,200,000	100.00%

D8. Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

D9. Describe the basic premise of the SELPA Allocation Plan.

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

Section D: Annual Budget Plan

SELPA

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Table 4: Special Education Local Plan Area Operating Expenditures

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	39,810,000	33.12%
Object Code 2000—Classified Salaries	9,850,000	8.19%
Object Code 3000—Employee Benefits	33,260,000	27.67%
Object Code 4000—Supplies	500,000	0.42%
Object Code 5000—Services and Operations	33,500,000	27.87%
Object Code 6000—Capital Outlay	10,000	0.01%
Object Code 7000—Other Outgo and Financing*	3,270,000	2.72%
Total Operating Expenditures	120,200,000	100.00%

D12. *Include a description of the expenditures identified under object code 7000:

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with Low Incidence Disabilities

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D13. Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

Yes No

D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities

Total Projected Expenditures for Students with LI Disabilities

D15. Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.

Special Education Local Plan Area (SELPA) Local Plan

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LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



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Attachment I—Local Educational Agency Listing**Participating Local Educational Agency Identification**

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c), SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2020–21 or 2021–22 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA: Sacramento City Unified School District

Fiscal Year: 2021-22

Add or Delete Row	List	County Code	District Code	School Code	Charter Code (if applicable)	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	34	67439	0		Sacramento City Unified	Geovanni	Linares	(916) 643-9000	Geovanni-Linares@scusd.ed	Previously Reported

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA: Sacramento City Unified School District

Fiscal Year: 2021–22

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Sacramento City Unified	26,574,859	2,240,374	139,420	9,790,718	280,996	2,633,779	477,659	78,062,195	120,200,000
	Totals:	26,574,859	2,240,374	139,420	9,790,718	280,996	2,633,779	477,659	78,062,195	120,200,000

Attachment III

SELPA: Sacramento City Unified School District

Fiscal Year: 2021-22

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021-22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Sacramento City Unified	39,810,000	9,850,000	33,260,000	500,000	33,500,000	10,000	3,270,000	120,200,000
	Totals:	39,810,000	9,850,000	33,260,000	500,000	33,500,000	10,000	3,270,000	120,200,000

Attachment IV

SELPA: Sacramento City Unified School District

Fiscal Year: 2021–22

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Sacramento City Unified	10,890,859	100.00%	29,612,881	100.00%	79,696,260	40,503,740
	Totals:	10,890,859	100.00%	29,612,881	100.00%	79,696,260	40,503,740

Attachment V

SELPA: Sacramento City Unified School District

Fiscal Year: 2021–22

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Sacramento City Unified	3,280,000	56,050,000
Totals:		3,280,000	56,050,000

**Attachment VI
must be
completed
using the CDE
approved
Microsoft Excel
Template**

Attachment VII

SELPA:

Fiscal Year:

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Sacramento City Unified		Delete This Row							<input type="text"/>

DO NOT
DISTRIBUTE

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2021–22 Local Plan Annual Submission

Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

330—Specialized Academic Instruction

Provide a detailed description of the services to be provided under this code.

Specialized Academic Instruction: Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3))

Section E: Annual Service Plan

SELPA:

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210—Family Training, Counseling, Home Visits (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

220—Medical (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

230—Nutrition (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

240—Service Coordination (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

250—Special Instruction (Ages 0-2 only)

Service is Not Currently Provided

Section E: Annual Service Plan

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Fiscal Year:

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

260–Special Education Aide (Ages 0-2 only) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

270–Respite Care (Ages 0-2 only) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

340–Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

350–Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

415–Speech and Language *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Provide a detailed description of the services to be provided under this code.

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

425–Adapted Physical Education *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

435–Health and Nursing: Specialized Physical Health Care *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child’s licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

436–Health and Nursing: Other *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.

445–Assistive Technology

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

450–Occupational Therapy

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.

Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

460–Physical Therapy

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a) (2)).

510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

515–Counseling and Guidance

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

Section E: Annual Service Plan

SELPA:

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520–Parent Counseling

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

525–Social Worker

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

530–Psychological

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program.

535–Behavior Intervention

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

540–Day Treatment

545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing/hearing impairment (HH/HI), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student

710–Specialized Deaf and Hard of Hearing

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.

715–Interpreter

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

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Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16).

720–Audiological

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.

725–Specialized Vision

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).

730–Orientation and Mobility

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

735–Braille Transcription

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

740–Specialized Orthopedic

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment (C

745–Reading

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any specialized assistance provided for students who are print-impaired, whether the impairment is the result of a visual disability, other physical disability, or reading disability. This may include but is not limited to, readers provided for examinations, textbooks, and other course related reading assignments and may also include recorded materials.

750–Note Taking

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

755–Transcription

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any transcription service to convert materials from print to a mode of communication suitable

Section E: Annual Service Plan

SELPA:

Fiscal Year:

for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction

- 760–Recreation Service, Including Therapeutic Recreation *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs;

- 820–College Awareness *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

- 830–Vocational Assessment, Counseling, Guidance, and Career Assessment *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Vocational Assessment, Counseling, Guidance, and Career Assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

- 840–Career Awareness *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

850–Work Experience Education

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

855–Job Coaching

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance

860–Mentoring

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.

865–Agency Linkages (referral and placement)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).

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SELPA:

Fiscal Year:

870—Travel and Mobility Training

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community

890—Other Transition Services

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

900—Other Related Service

Pursuant to Title 5 of the *California Code of Regulations (5 CCR) 3051.24*, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 10.1

Meeting Date: June 24, 2021

Subject: Local Control and Accountability Plan (LCAP) Adoption

- 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: Adopt the 2021-22 Local Control and Accountability Plan for SCUSD and Dependent Charter Schools. Receive information about the 2021 California School Dashboard Local Indicators.

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. The LCAP must be adopted by the board and submitted to the Sacramento County Office of Education (SCOE) for approval.

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. SCUSD 2021-22 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 21, 2021)
3. SCUSD 2021 California School Dashboard Local Indicator Data (To be provided Monday, June 21, 2021)
4. Bowling Green Elementary Charter School 2021-22 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 21, 2021)
5. George Washington Carver School of Arts and Science 2021-22 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 21, 2021)
6. New Joseph Bonnheim Community Charter School 2021-22 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 21, 2021)

7. Sacramento New Technology High School 2021-22 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 21, 2021)
8. The MET Sacramento High School 2021-22 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 21, 2021)

Estimated Time of Presentation: 25 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

Local Control and Accountability Plan (LCAP) Public Hearing
June 24, 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

Local Control and Accountability Plan (LCAP) Public Hearing
June 24, 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)

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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

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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, Hispanic/Latino 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, Hispanic/Latino 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, Homeless Youth, and LGBTQ+ 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

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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 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

Detailed information about the Dashboard Local Indicators is included as a separate attached to this board item.

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 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

2021-22 to 2023-24 Local Control and Accountability Plan (LCAP)



Contents:

1. 2021-22 LCFF Budget Overview for Parents (3 pages)
2. Annual Update for 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan (121 pages)
3. 2021-22 Local Control and Accountability Plan (133 pages)
4. 2021-22 Total Expenditures Table (4 pages)
5. 2021-22 Contributing Expenditures Table (2 pages)
6. LCAP Instructions (15 pages)
7. Appendix A: Additional Expenditure Table with projected expenditures by resource (2 pages)
8. Appendix B: Glossary (6 pages)



Local Control & Accountability Plan

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento City Unified School District

CDS Code: 34674390000000

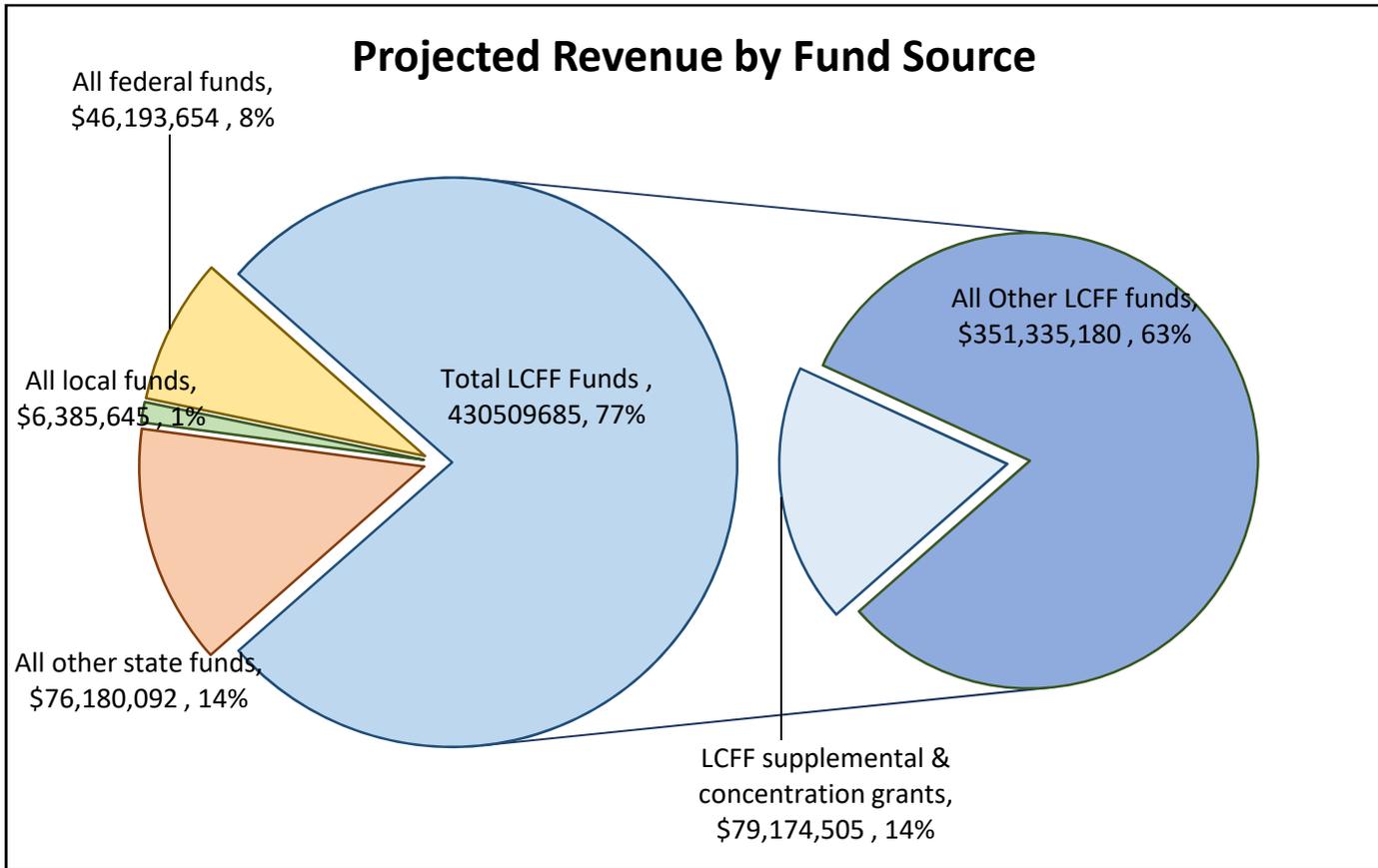
School Year: 2021 – 22

LEA contact information: Jorge A. Aguilar, Superintendent (916) 643-7400

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

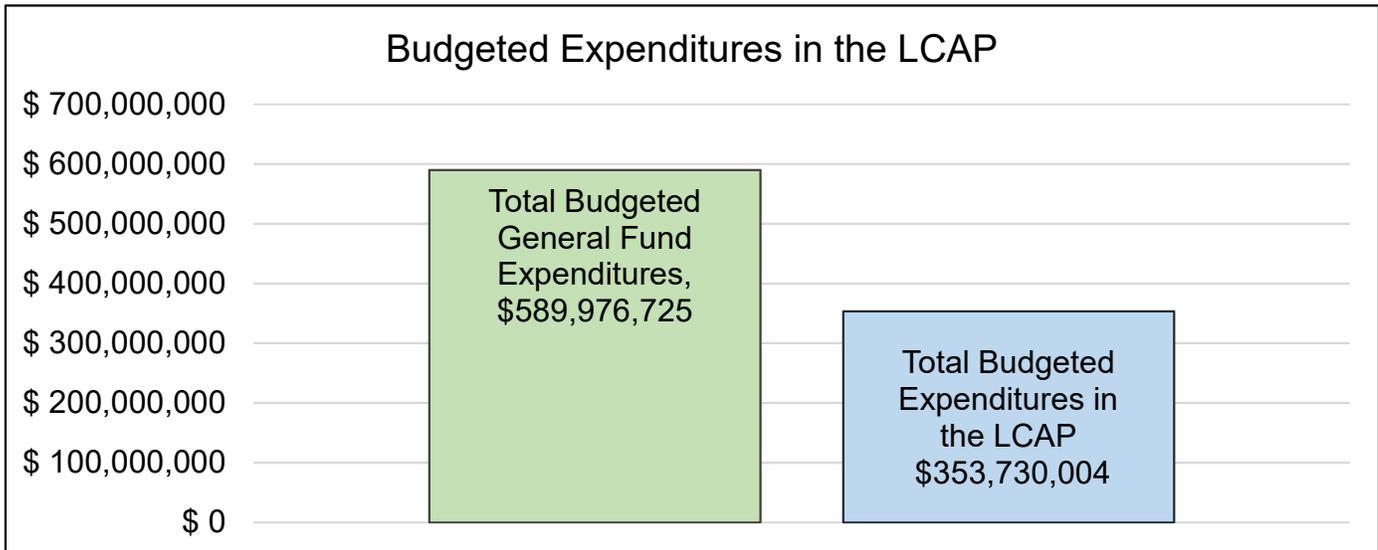


This chart shows the total general purpose revenue Sacramento City Unified School District expects to receive in the coming year from all sources.

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 \$589,976,725.00 for the 2021 – 22 school year. Of that amount, \$353,730,004.00 is tied to actions/services in the LCAP and \$236,246,721.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

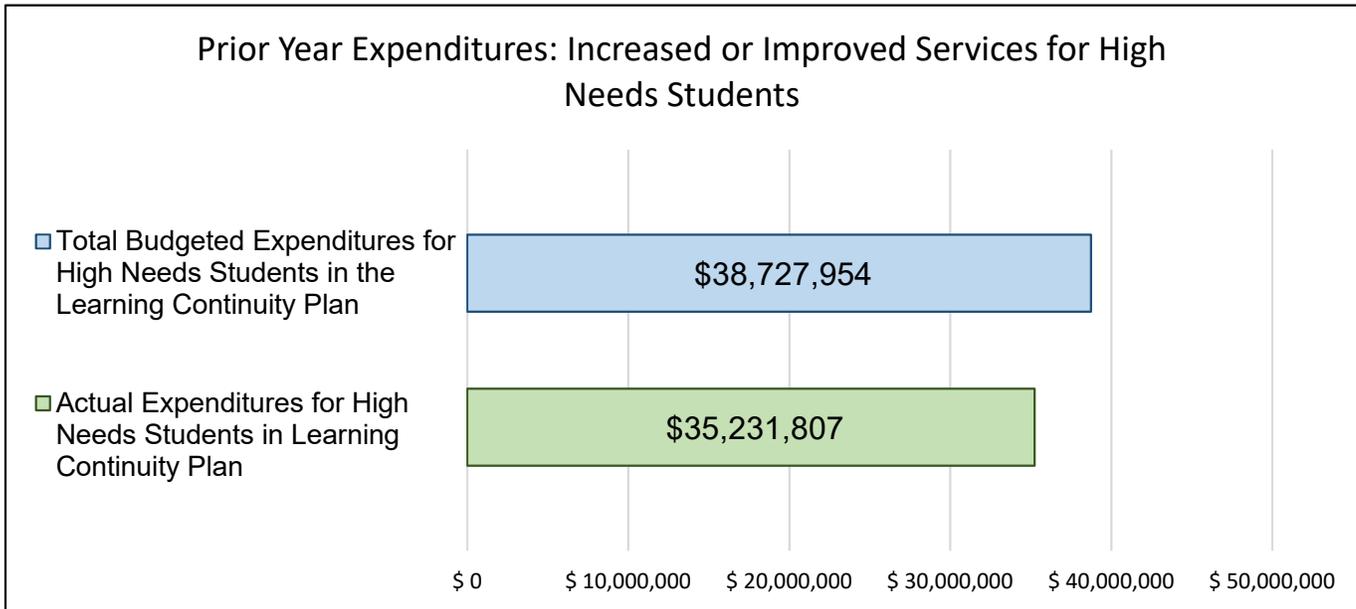
Central office department budgets (except for those specifically included), other employee salaries and benefits (except for those specifically included), transportation, Title 1, 2, and 3 funds (except for those specifically included) and special education services (except for those specifically included).

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, implemented as planned. The primary reasons for the difference between the total budgeted expenditures and estimated actual expenditures were reduced costs to implement Expanded Learning programs and a projected cost for social workers that was decreased significantly in a budget revision that was not reflected at the time of the plan approval.



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

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="1073 886 1948 1268"> <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
Student Group	Average Distance From Standard (DFS)														
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Hispanic/Latino students	-39.7														

Expected	Actual														
<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 867 1944 1250"> <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="1058 797 1871 1382"> <thead> <tr> <th rowspan="2">Student Group</th> <th colspan="3">Percent of Group Completing</th> </tr> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>44.5</td> <td>50.5</td> <td>50.9</td> </tr> <tr> <td>Low Income Students</td> <td>40.9</td> <td>39.1</td> <td>39.6</td> </tr> <tr> <td>English Learners</td> <td>29.2</td> <td>29</td> <td>24.3</td> </tr> <tr> <td>Students with Disabilities</td> <td>12.9</td> <td>14.2</td> <td>12.7</td> </tr> <tr> <td>African American students</td> <td>28.4</td> <td>29.8</td> <td>27.5</td> </tr> <tr> <td>Hispanic/Latino students</td> <td>33.6</td> <td>30</td> <td>32.2</td> </tr> </tbody> </table> <p>Source: SCUSD Internal CALPADS Analysis</p>			Student Group	Percent of Group Completing			2016-17	2017-18	2018-19	All students	44.5	50.5	50.9	Low Income Students	40.9	39.1	39.6	English Learners	29.2	29	24.3	Students with Disabilities	12.9	14.2	12.7	African American students	28.4	29.8	27.5	Hispanic/Latino students	33.6	30	32.2
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Expected	Actual																															
<p>Metric/Indicator 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="1066 370 1898 917"> <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
Student Group	Percent of Student Group																															
	2017-18	2018-19	2019-20																													
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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</p>	<p>Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below.</p>																															

Expected	Actual														
<p>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>2018-19 CAASPP ELA Results: Percent of 11th Grade Students Exceeding Standard</p> <table border="1" data-bbox="1066 293 1892 613"> <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
Student Group	Percent														
All students	21.0														
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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>														

Expected	Actual														
	<p data-bbox="1066 175 1850 256">2018-19 CAASPP Math Results: Percent of 11th Grade Students Exceeding Standard</p> <table border="1" data-bbox="1073 302 1892 623"> <thead> <tr> <th data-bbox="1079 306 1522 342">Student Group</th> <th data-bbox="1526 306 1892 342">Percent</th> </tr> </thead> <tbody> <tr> <td data-bbox="1079 345 1522 391">All students</td> <td data-bbox="1526 345 1892 391">10.3</td> </tr> <tr> <td data-bbox="1079 394 1522 440">Low Income Students</td> <td data-bbox="1526 394 1892 440">6.1</td> </tr> <tr> <td data-bbox="1079 443 1522 488">English Learners</td> <td data-bbox="1526 443 1892 488">1.4</td> </tr> <tr> <td data-bbox="1079 492 1522 537">Students with Disabilities</td> <td data-bbox="1526 492 1892 537">0.5</td> </tr> <tr> <td data-bbox="1079 540 1522 586">African American students</td> <td data-bbox="1526 540 1892 586">1.6</td> </tr> <tr> <td data-bbox="1079 589 1522 634">Hispanic/Latino students</td> <td data-bbox="1526 589 1892 634">5.3</td> </tr> </tbody> </table> <p data-bbox="1066 675 1604 756">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
Student Group	Percent														
All students	10.3														
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Hispanic/Latino students	5.3														
<p data-bbox="107 784 430 854">Metric/Indicator Cohort graduation rate</p> <p data-bbox="107 894 459 927">Source: CDE DataQuest</p> <p data-bbox="107 984 1010 1089">19-20 Increase by 2.5% a year until 90% or greater rates are achieved for all student groups.</p> <p data-bbox="107 1130 993 1200">Increase graduation rate for SWD by 3% a year until it reaches parity with all student groups.</p> <p data-bbox="107 1256 424 1326">Baseline 2015-16: 81.4 percent</p> <p data-bbox="107 1367 724 1399">Status of lowest performing student groups:</p> <ul data-bbox="163 1403 665 1502" style="list-style-type: none"> <li data-bbox="163 1403 485 1435">• Low Income: 79.2% <li data-bbox="163 1438 537 1471">• English Learner: 73.8% <li data-bbox="163 1474 665 1507">• Students with Disabilities: 57.3% 															

Expected	Actual																							
<ul style="list-style-type: none"> African American 72.3% Hispanic/Latino 77.8% 	<p>Cohort Graduation Rates for 2017-18 and 2018-19</p> <table border="1" data-bbox="1066 248 1871 613"> <thead> <tr> <th rowspan="2">Student Group</th> <th colspan="2">Percent</th> </tr> <tr> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>86.3</td> <td>85.7</td> </tr> <tr> <td>Low Income Students</td> <td>85.6</td> <td>84.7</td> </tr> <tr> <td>English Learners</td> <td>77.5</td> <td>81.2</td> </tr> <tr> <td>Students with Disabilities</td> <td>65.1</td> <td>66</td> </tr> <tr> <td>African American students</td> <td>77.7</td> <td>77.1</td> </tr> <tr> <td>Hispanic/Latino students</td> <td>85.4</td> <td>84.2</td> </tr> </tbody> </table> <p>Source: California School Dashboard (CSD)</p> <p>Note: 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.</p>	Student Group	Percent		2017-18	2018-19	All students	86.3	85.7	Low Income Students	85.6	84.7	English Learners	77.5	81.2	Students with Disabilities	65.1	66	African American students	77.7	77.1	Hispanic/Latino students	85.4	84.2
Student Group	Percent																							
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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>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>Source: California School Dashboard</p> <p>CELDT/ELPAC Progress</p> <p>Source: SCUSD Internal analysis</p> <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 331 1824 784"> <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
Testing Result	Percent of English Learners Tested												
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Made Annual Progress*	44.1												
<p>Metric/Indicator Percent of English Learner students reclassified</p> <p>Source: CDE DataQuest</p>	<p>Note: Baseline reported in 2016-17 included charter school reclassification date.</p> <p>Data excluding charter schools:</p>												

Expected	Actual																							
<p>19-20 Increase by 1.5 percent</p> <p>Baseline 2016-17: 11.2 percent</p>	<p>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>																							
<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="1073 641 1829 1138"> <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</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>																							

Expected	Actual
<p>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>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 2016-17: 100% of students have access to a broad course of study</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> <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</p>	

Expected	Actual																																												
<p>2016-7: Middle School GATE participation rate 31.7 percent</p>	<p>Demographics of Students newly identified as GATE in First Grade (Percent of group of all 1st graders and of newly identified students)</p> <table border="1" data-bbox="1066 342 1837 1182"> <thead> <tr> <th data-bbox="1066 342 1524 480" rowspan="2">Student Group</th> <th colspan="2" data-bbox="1528 342 1837 386">2018-19</th> </tr> <tr> <th data-bbox="1528 386 1682 480">% of All 1st</th> <th data-bbox="1686 386 1837 480">% of IDs</th> </tr> </thead> <tbody> <tr> <td data-bbox="1066 480 1524 524">Total Cohort</td> <td data-bbox="1528 480 1682 524">3591</td> <td data-bbox="1686 480 1837 524">454</td> </tr> <tr> <td data-bbox="1066 524 1524 568">English Learners</td> <td data-bbox="1528 524 1682 568">21.2</td> <td data-bbox="1686 524 1837 568">11.2</td> </tr> <tr> <td data-bbox="1066 568 1524 612">Foster Youth</td> <td data-bbox="1528 568 1682 612">0.3</td> <td data-bbox="1686 568 1837 612">0.0</td> </tr> <tr> <td data-bbox="1066 612 1524 656">Homeless Youth</td> <td data-bbox="1528 612 1682 656">0.7</td> <td data-bbox="1686 612 1837 656">0.0</td> </tr> <tr> <td data-bbox="1066 656 1524 740">Socioeconomically Disadvantaged</td> <td data-bbox="1528 656 1682 740">69.0</td> <td data-bbox="1686 656 1837 740">43.2</td> </tr> <tr> <td data-bbox="1066 740 1524 784">Students with Disabilities</td> <td data-bbox="1528 740 1682 784">14.3</td> <td data-bbox="1686 740 1837 784">6.8</td> </tr> <tr> <td data-bbox="1066 784 1524 828">African American</td> <td data-bbox="1528 784 1682 828">13.8</td> <td data-bbox="1686 784 1837 828">2.9</td> </tr> <tr> <td data-bbox="1066 828 1524 912">American Indian or Alaska Native</td> <td data-bbox="1528 828 1682 912">0.7</td> <td data-bbox="1686 828 1837 912">0.7</td> </tr> <tr> <td data-bbox="1066 912 1524 956">Asian</td> <td data-bbox="1528 912 1682 956">18.7</td> <td data-bbox="1686 912 1837 956">23.1</td> </tr> <tr> <td data-bbox="1066 956 1524 1000">Hispanic/Latino</td> <td data-bbox="1528 956 1682 1000">39.9</td> <td data-bbox="1686 956 1837 1000">24.7</td> </tr> <tr> <td data-bbox="1066 1000 1524 1084">Native Hawaiian or Pacific Islander</td> <td data-bbox="1528 1000 1682 1084">2.1</td> <td data-bbox="1686 1000 1837 1084">1.1</td> </tr> <tr> <td data-bbox="1066 1084 1524 1128">White</td> <td data-bbox="1528 1084 1682 1128">17.3</td> <td data-bbox="1686 1084 1837 1128">34.1</td> </tr> <tr> <td data-bbox="1066 1128 1524 1182">Two or More Races</td> <td data-bbox="1528 1128 1682 1182">7.6</td> <td data-bbox="1686 1128 1837 1182">13.4</td> </tr> </tbody> </table> <p data-bbox="1066 1230 1696 1274">Source: Advanced Learning Department</p>	Student Group	2018-19		% of All 1 st	% of IDs	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 Expansion of Gifted and Talented Education professional learning</p> <p>Source: Local</p>	<p>Due to competing professional learning demands, no teachers were enrolled in GATE certificate classes during the 2019-20 school year. Teachers were provided ongoing, on-site support by the GATE Training Specialist to sustain and improve program offerings.</p>																																												

Expected	Actual
<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>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> <p>2018-19: Number: 1427/4171 Percent: 34.2</p> <p>2019-20: Number: 1722/4938 Percent: 34.9</p> <p>Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))</p>
<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>	<p>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> <p>2018-19: Number: 524/1953 Percent: 26.8</p> <p>2019-20: Number: 644/1952 Percent: 33</p> <p>Number and Percent of high school students moved from 'Subject Borderline' to On-Track for A-G course completion by the end of the first semester</p>

Expected	Actual
	<p>2018-19: Number: 602/2169 Percent: 27.8</p> <p>2019-20: Number: 585/2155 Percent: 27.2</p> <p>Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))</p>
<p>Metric/Indicator Implementation of State Standards in Social Studies and Civics: Confirm standards implementation is aligned with the FAIR Act</p> <p>Source: local</p> <p>19-20 Monitor implementation</p> <p>Baseline Establish baseline in 2018-19</p>	<p>Prior levels of implementation were sustained and no additional implementation steps were taken. No formal baseline was established in 2018-19.</p> <p>Source: SCUSD Curriculum and Instruction Department</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 1.1</p> <p>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</p>	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies.</p> <p>1000-4000 LCFF \$261,874,148</p> <p>Maintain class size reduction to 24:1 in K-3, additional CSR in targeted classrooms, and</p>	<p>1000-4000 LCFF \$261,173,682</p> <p>1000-4000 Suppl/Con \$38,329,452</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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 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>professional learning through 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>Action 1.2</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>Action 1.3</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</p> <p>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>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 1.4</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>
<p>Action 1.5</p> <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</p> <p>1000-3000 LCFF \$321,968</p>	<p>1000-3000 LCFF \$17,145,952</p> <p>1000-3000 LCFF \$320,903</p>
<p>Action 1.6</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</p> <p>1000-3000 Suppl/Con \$5,633,929</p> <p>Master Schedule Director, Professional Learning, Credit Recovery Programming 1000-6000 Suppl/Con \$815,870</p>	<p>1000-3000 LCFF \$804,542</p> <p>1000-3000 Suppl/Con \$5,960,083</p> <p>1000-6000 Suppl/Con \$479,512</p>
<p>Action 1.7</p>	<p>1000-4000 Suppl/Con \$2,941,941</p>	<p>1000-4000 Suppl/Con \$2,351,144</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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>Strong Workforce Grant 1000-7000 Grant \$83,057</p>	<p>1000-7000 Grant \$14,308</p> <p>Perkins Grant 1000-7000 Grant \$382,133</p>
<p>Action 1.8</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>
<p>Action 1.9</p> <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</p> <p>1000-4000 Title I \$180,993</p> <p>TUPE Grant 1000-4000 Grant \$973,160</p>	<p>1000-4000 Suppl/Con \$382,106</p> <p>1000-4000 Title I \$152,729</p> <p>1000-4000 Grant \$405,235</p>
<p>Action 1.10</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</p>	<p>1000-4000 Suppl/Con \$7,535</p> <p>1000-4000 Suppl/Con EL \$367,432</p> <p>1000-3000 Title I \$152,845</p>	<p>1000-4000 Suppl/Con \$7,486</p> <p>1000-4000 Suppl/Con EL \$277,973</p> <p>1000-3000 Title I \$111,637</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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 Title III \$927,554</p>	<p>1000-4000 Title III \$837,088</p>
<p>Action 1.11</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</p> <p>5000-5999: Services And Other Operating Expenditures Suppl/Con 692,000</p> <p>1000-3000 Title I \$78,535</p> <p>1000-3000 Title II \$115,520</p> <p>Research and Data Coordinator (1.0 FTE) 1000-3000 Suppl/Con \$154,701</p>	<p>1000-3000 LCFF \$81,603</p> <p>5000-5999: Services And Other Operating Expenditures Suppl/Con \$431,583</p> <p>1000-3000 Title I \$82,652</p> <p>1000-3000 Title II \$118,051</p> <p>1000-3000 Suppl/Con \$99,237</p>
<p>Action 1.12</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>
<p>Action 1.13</p> <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 	<p>1000-4000 Suppl/Con \$2,945,000</p>	<p>1000-5000 Suppl/Con \$3,128,465</p> <p>1000-5000 Suppl/Con EL \$441,683</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Supplemental materials and instructional technology 		
<p>Action 1.14</p> <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 	<p>1000-4000 Suppl/Con \$2,800,000</p>	<p>1000-5000 Suppl/Con \$1,421,553</p> <p>1000-5000 Suppl/Con EL \$573,944</p>
<p>Action 1.15</p> <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 	<p>1000-4000 Suppl/Con \$285,000</p>	<p>1000-5000 Suppl/Con \$407,122</p> <p>1000-5000 Suppl/Con EL \$467,129</p>
<p>Action 1.16</p> <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 	<p>1000-4000 Suppl/Con EL \$1,930,000</p>	<p>1000-5000 Suppl/Con EL \$475,491</p> <p>1000-5000 Suppl/Con \$55,959</p>
<p>Action 1.17</p>	<p>1000-3000 Suppl/Con \$3,971,800</p>	<p>1000-3000 Suppl/Con \$4,093,105</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 modifications as needed, especially for low income, English learner, foster youth and homeless students		
Action 1.18 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 1.19 Action will not be implemented in 2019-20.		N/A
Action 1.20 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
Action 1.21 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
Action 1.22	1000-5000 LCFF \$372,852 1000-3000 Title II \$780,652	1000-3000 LCFF \$266,055 1000-3000 Title II \$376,401

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</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 staff efforts were reallocated 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 funding was used included:

- 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:

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 2019-20 and 2018-19</p> <table border="1" data-bbox="1066 277 1749 1146"> <thead> <tr> <th rowspan="2">Student Group</th> <th colspan="3">Suspension Rate</th> </tr> <tr> <th>2018-19 Final</th> <th>2018-19 Mid-Year</th> <th>2019-20 Mid-Year</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>5.6</td> <td>3.8</td> <td>3.1</td> </tr> <tr> <td>Low Income Students</td> <td>6.8</td> <td>4.6</td> <td>3.7</td> </tr> <tr> <td>English Learners</td> <td>3.7</td> <td>3.2</td> <td>2.1</td> </tr> <tr> <td>Students with Disabilities</td> <td>10</td> <td>7.2</td> <td>5.6</td> </tr> <tr> <td>Foster Youth</td> <td>21.2</td> <td>14.2</td> <td>9.9</td> </tr> <tr> <td>Homeless Youth</td> <td>12.2</td> <td>8.5</td> <td>5.2</td> </tr> <tr> <td>African American students</td> <td>14.6</td> <td>10.1</td> <td>8.1</td> </tr> <tr> <td>Asian students</td> <td>1.6</td> <td>1.2</td> <td>0.8</td> </tr> <tr> <td>Hispanic/Latino students</td> <td>5.4</td> <td>3.5</td> <td>2.7</td> </tr> <tr> <td>White students</td> <td>2.9</td> <td>2.0</td> <td>1.8</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)</p>	Student Group	Suspension Rate			2018-19 Final	2018-19 Mid-Year	2019-20 Mid-Year	All students	5.6	3.8	3.1	Low Income Students	6.8	4.6	3.7	English Learners	3.7	3.2	2.1	Students with Disabilities	10	7.2	5.6	Foster Youth	21.2	14.2	9.9	Homeless Youth	12.2	8.5	5.2	African American students	14.6	10.1	8.1	Asian students	1.6	1.2	0.8	Hispanic/Latino students	5.4	3.5	2.7	White students	2.9	2.0	1.8
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Expected	Actual
<p>Metric/Indicator Drop out rate</p> <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>Middle School Drop-Out Rate:</p> <p>2017-18: 0.2% 2018-19: 0.1% 2019-20: 0.06%</p> <p>Source: SCUSD Internal Analysis</p>

Expected	Actual																																			
	<p data-bbox="1066 170 1495 207">High School Drop Out Rate</p> <table border="1" data-bbox="1073 246 1724 964"> <thead> <tr> <th data-bbox="1073 246 1402 363" rowspan="2">Student Group</th> <th colspan="2" data-bbox="1402 246 1724 326">Dropout Rate of Group</th> </tr> <tr> <th data-bbox="1402 326 1564 363">2017-18</th> <th data-bbox="1564 326 1724 363">2018-19</th> </tr> </thead> <tbody> <tr> <td data-bbox="1073 363 1402 407">All students</td> <td data-bbox="1402 363 1564 407">8.9</td> <td data-bbox="1564 363 1724 407">7.6</td> </tr> <tr> <td data-bbox="1073 407 1402 493">Low Income Students</td> <td data-bbox="1402 407 1564 493">10</td> <td data-bbox="1564 407 1724 493">8.4</td> </tr> <tr> <td data-bbox="1073 493 1402 537">English Learners</td> <td data-bbox="1402 493 1564 537">13.9</td> <td data-bbox="1564 493 1724 537">10</td> </tr> <tr> <td data-bbox="1073 537 1402 623">Students with Disabilities</td> <td data-bbox="1402 537 1564 623">14.5</td> <td data-bbox="1564 537 1724 623">10.3</td> </tr> <tr> <td data-bbox="1073 623 1402 667">Foster Youth</td> <td data-bbox="1402 623 1564 667">26.3</td> <td data-bbox="1564 623 1724 667">37.5</td> </tr> <tr> <td data-bbox="1073 667 1402 711">Homeless Youth</td> <td data-bbox="1402 667 1564 711">25.5</td> <td data-bbox="1564 667 1724 711">22.8</td> </tr> <tr> <td data-bbox="1073 711 1402 797">African American students</td> <td data-bbox="1402 711 1564 797">14.8</td> <td data-bbox="1564 711 1724 797">14.6</td> </tr> <tr> <td data-bbox="1073 797 1402 841">Asian students</td> <td data-bbox="1402 797 1564 841">3.3</td> <td data-bbox="1564 797 1724 841">4.4</td> </tr> <tr> <td data-bbox="1073 841 1402 927">Hispanic/Latino students</td> <td data-bbox="1402 841 1564 927">10.1</td> <td data-bbox="1564 841 1724 927">7.4</td> </tr> <tr> <td data-bbox="1073 927 1402 964">White students</td> <td data-bbox="1402 927 1564 964">6.7</td> <td data-bbox="1564 927 1724 964">6.1</td> </tr> </tbody> </table> <p data-bbox="1066 1013 1713 1089">Source: California Department of Education (CDE) Dataquest</p> <p data-bbox="1066 1097 1686 1174">Note: Data does not include charter school outcomes</p>	Student Group	Dropout Rate of Group		2017-18	2018-19	All students	8.9	7.6	Low Income Students	10	8.4	English Learners	13.9	10	Students with Disabilities	14.5	10.3	Foster Youth	26.3	37.5	Homeless Youth	25.5	22.8	African American students	14.8	14.6	Asian students	3.3	4.4	Hispanic/Latino students	10.1	7.4	White students	6.7	6.1
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<p data-bbox="107 1214 348 1247">Metric/Indicator</p> <p data-bbox="107 1252 310 1284">Expulsion rate</p> <p data-bbox="107 1321 457 1354">Source: CDE DataQuest</p> <p data-bbox="107 1409 821 1479">19-20 Maintain low expulsion rate (less than 0.1 percent)</p>	<p data-bbox="1056 1206 1276 1239">Expulsion Rate:</p> <p data-bbox="1056 1279 1283 1312">2017-18: 0.03%</p> <p data-bbox="1056 1317 1283 1349">2018-19: 0.04%</p> <p data-bbox="1056 1354 1283 1386">2019-20: 0.01%</p> <p data-bbox="1056 1425 1923 1458">Source: California Department of Education (CDE) Dataquest</p>																																			

Expected	Actual
<p>Baseline 2014-15: 0.0% (10 students)</p> <p>2015-16: 0.0%</p>	
<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)</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>

Expected	Actual																																																					
<p>Safety: 61% Belongingness: 74%</p> <p>Families (N = 1,074) Safety: 83% Belongingness: 81%</p>	<p>School Climate Survey Results</p> <table border="1" data-bbox="1073 248 1734 935"> <thead> <tr> <th rowspan="3">Group</th> <th colspan="4">Percent Positive Responses</th> </tr> <tr> <th colspan="2">Safety</th> <th colspan="2">Belonging</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		Belonging		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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<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>																																																						

Expected	Actual																								
<p>Baseline Report baseline from 2018-19</p>	<p>2018-19 and 2019-20 Chronic Absence Intervention Results</p> <table border="1" data-bbox="1066 285 1669 621"> <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
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																					
<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="1066 976 1677 1312"> <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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Expected	Actual																								
<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>Suspension Disproportionality: 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 529 1696 740"> <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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9-12	270/765	35.3	182/430	42.3																					

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 2.1</p> <p>Ensure that school sites are clean, welcoming and well-maintained with sufficient staffing.</p>	<p>2000-3000 LCFF \$16,137,635</p> <p>4000-4999: Books And Supplies LCFF \$802,623</p>	<p>2000-3000 LCFF \$15,317,441</p> <p>4000-4999: Books And Supplies LCFF \$640,680</p>
<p>Action 2.2</p> <p>Expansion of the Safe Haven Initiative, ensuring that the SCUSD</p>	<p>1000-4000 Suppl/Con \$271,000</p>	<p>1000-4000 Suppl/Con \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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:</p> <ul style="list-style-type: none"> • voluntary professional learning for staff; • 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 2.3</p> <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</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$1,510,000</p>	<p>2000-3000 LCFF \$177,402</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$563,823</p>
<p>Action 2.4</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</p> <p>Stipends to department heads</p> <p>1000-3000 Suppl/Con \$210,000</p>	<p>1000-3000 LCFF \$2,797,648</p> <p>1000-3000 Suppl/Con \$170,932</p>
<p>Action 2.5</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</p>	<p>1000-4000 Suppl/Con \$273,149</p> <p>1000-4000 Title I \$1,053,434</p> <p>1000-4000 Title II \$385,662</p>	<p>1000-4000 Suppl/Con \$174,139</p> <p>1000-4000 Title I \$743,709</p> <p>1000-4000 Title II \$658,045</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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>Action 2.6</p> <p>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.</p>	<p>2000-3000 Title I \$26,925 2000-3000 Grant \$114,788</p>	<p>2000-3000 Title I \$13,134 2000-3000 Grant \$55,992</p>
<p>Action 2.7</p> <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>	<p>Learning Community for School Success Grant 1000-4000 Grant \$515,513</p>	<p>1000-4000 Grant \$569,958</p>
<p>Action 2.8</p>	<p>1000-3000 Suppl/Con \$1,722,569</p>	<p>1000-3000 Suppl/Con \$1,643,028</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Wraparound health and mental health supports are provided by district nurses and social workers.</p>	<p>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</p>	<p>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</p>
<p>Action 2.9</p> <p>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 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>	<p>ASES Grant</p> <p>1000-4000 Grant \$8,968,801 1000-4000 Suppl/Con \$545,456 1000-4000 Title I \$449,711</p>	<p>1000-4000 Grant \$9,586,180</p> <p>1000-4000 Suppl/Con \$465,837 1000-4000 Title I \$464,751</p>
<p>Action 2.10</p> <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>1000-4000 Suppl/Con \$131,923</p> <p>Medi-Cal: Kaiser: Learning Communities for School Success: 1000-4000 Grant \$161,645 1000-4000 Title I \$153,240</p>	<p>1000-4000 Suppl/Con \$152,651 1000-4000 Grant \$131,110</p> <p>1000-4000 Title I \$67,195</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Services provided include: Information and referral; clinical consultation; case management; attendance intervention and support; individual and family counseling; crisis intervention; health insurance enrollment.		
<p>Action 2.11</p> <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>Action 2.12</p> <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>	<p>1000-4000 Suppl/Con \$360,000</p> <p>1000-4000 Grant \$2,096,760</p>	<p>1000-4000 Suppl/Con \$143,046</p> <p>1000-4000 Grant \$1,546,632</p>
<p>Action 2.13</p> <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 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 	1000-4000 Suppl/Con \$920,000	<p>1000-5000 Suppl/Con \$1,544,126</p> <p>1000-5000 Suppl/Con EL \$104,663</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Robotics, art and music programs 		
Action 2.14 Student Leadership Conference	5000-5999: Services And Other Operating Expenditures Suppl/Con \$50,000	5000-5999: Services And Other Operating Expenditures Suppl/Con \$1,473
Action 2.15 Provide more varied opportunities for students to become interested in school and learning through technology-based activities, extended extracurricular offerings, and experiential learning.	Music, Instructional Technology support, and other classroom equipment refresh 1000-6000 Suppl/Con \$500,000 Elementary Athletics 1000-5000 Suppl/Con \$358,000 College/Business Visits 1000-5000 Suppl/Con \$250,000 Needs-based scholarships for experiential learning 1000-5000 Suppl/Con \$100,000 Student Clubs 1000-4000 Suppl/Con \$50,000	1000-6000 Suppl/Con \$660,339 1000-5000 Suppl/Con \$324,340 1000-5000 Suppl/Con \$10,661 1000-5000 Suppl/Con \$0 1000-4000 Suppl/Con \$0
Action 2.16 Expanded visual and performing arts opportunities	1000-4000 Suppl/Con \$791,376	1000-5000 Suppl/Con \$777,337

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% of 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</p> <p>2019-20: 61% (45/74)</p> <p>School Sites Receiving Training</p> <p>2019-20: 5 in-person SSC training conducted. Additionally, an SSC training webinar was developed and made accessible to all school sites.</p> <p>Source: State and Federal Programs Department (SCUSD)</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 (SCUSD)</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>Action 3.1</p> <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</p>	<p>2000-3000 Suppl/Con \$143,061</p> <p>2000-3000 Title I \$140,177</p> <p>2000-3000 Suppl/Con EL \$47,687</p>	<p>2000-3000 Suppl/Con \$143,119</p> <p>2000-3000 Title I \$148,291</p> <p>2000-3000 Suppl/Con EL \$47,132</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>access to resource information, and offering capacity-building workshops and training. Provide technical assistance and staff training at school sites.</p> <p>Action is modified to reflect a reduction in staff, and the addition of fingerprinting costs to facilitate parent involvement at school sites.</p>	<p>Funds to pay the cost of fingerprinting for parent volunteers. 5000-5999: Services And Other Operating Expenditures Suppl/Con \$50,000</p>	<p>5000-5999: Services And Other Operating Expenditures Title I \$1,598</p>
<p>Action 3.2</p> <p>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.</p>	<p>1000-3000 Title I \$473,449 1000-3000 Suppl/Con \$60,000</p>	<p>1000-3000 Title I \$399,424 1000-3000 Suppl/Con \$33,372</p>
<p>Action 3.3</p> <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>	<p>2000-3000 LCFF \$228,860 2000-3000 Suppl/Con \$508,754 2000-3000 Suppl/Con EL \$218,281</p>	<p>2000-3000 LCFF \$238,352 2000-3000 Suppl/Con \$497,292 2000-3000 Suppl/Con EL \$212,503</p>
<p>Action 3.4</p> <p>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.</p>	<p>No additional expenditure</p>	<p>N/A</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 3.5</p> <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. 	<p>1000-4000 Suppl/Con \$530,000</p>	<p>1000-5000 Suppl/Con \$229,992</p> <p>1000-5000 Suppl/Con EL \$89,675</p>
<p>Action 3.6</p> <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>Action 3.7</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 3.8</p>	<p>N/A</p>	<p>N/A</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action will not be implemented in 2019-20. Options for a no-cost infographic are available.		
Action 3.9 Enrollment Center parent outreach and support services	Director of Student Services and Alternative Education (portion of FTE) and Enrollment Specialist 1000-4000 Suppl/Con \$242,571	1000-4000 Suppl/Con \$204,518
Action 3.10 Support for parent advisory committees	1000-5000 Suppl/Con \$150,000	1000-5000 Suppl/Con \$43,716

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 (Action 3.1) 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 (Action 3.2) 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 (Action 3.3), foster youth staff, and Enrollment Center staff (Action 3.9) 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 (Action 3.1) 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. (Actions 3.1 and 3.2)
- 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. (Action 3.2) 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 175 1690 256">Number of Complaints Received by the Constituent Services Office Per Quarter:</p> <table border="1" data-bbox="1060 297 1640 553"> <thead> <tr> <th data-bbox="1066 302 1318 341">Quarter</th> <th data-bbox="1318 302 1478 341">2018-19</th> <th data-bbox="1478 302 1633 341">2019-20</th> </tr> </thead> <tbody> <tr> <td data-bbox="1066 341 1318 380">July-Sep</td> <td data-bbox="1318 341 1478 380">418</td> <td data-bbox="1478 341 1633 380">391</td> </tr> <tr> <td data-bbox="1066 380 1318 418">Oct – Dec</td> <td data-bbox="1318 380 1478 418">368</td> <td data-bbox="1478 380 1633 418">347</td> </tr> <tr> <td data-bbox="1066 418 1318 457">Jan – Mar</td> <td data-bbox="1318 418 1478 457">237</td> <td data-bbox="1478 418 1633 457">274</td> </tr> <tr> <td data-bbox="1066 457 1318 496">Apr - June</td> <td data-bbox="1318 457 1478 496">328</td> <td data-bbox="1478 457 1633 496">179</td> </tr> <tr> <td data-bbox="1066 496 1318 535">Total</td> <td data-bbox="1318 496 1478 535">1351</td> <td data-bbox="1478 496 1633 535">1191</td> </tr> </tbody> </table> <p data-bbox="1060 597 1667 881">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 927 1698 1084">Note: Quarterly numbers reported represent total Constituent Services Office contacts. Contacts include official complaints and related interactions/comments.</p> <p data-bbox="1060 1133 1646 1252">Source: SCUSD Student Hearing and Placement Department</p>	Quarter	2018-19	2019-20	July-Sep	418	391	Oct – Dec	368	347	Jan – Mar	237	274	Apr - June	328	179	Total	1351	1191
Quarter	2018-19	2019-20																	
July-Sep	418	391																	
Oct – Dec	368	347																	
Jan – Mar	237	274																	
Apr - June	328	179																	
Total	1351	1191																	
<p data-bbox="107 1284 459 1354">Metric/Indicator Annual evaluation report</p> <p data-bbox="107 1390 306 1425">Source: Local</p>	<p data-bbox="1054 1276 1995 1346">This metric was not utilized as planned and no specific baseline or methodology was confirmed in 2019-20.</p> <p data-bbox="1054 1385 1990 1489">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</p>																		

Expected	Actual
<p>19-20 Planning year</p> <p>Baseline Develop performance metrics for all program plans and contracts</p>	<p>outcome data for schools. As this framework continues to evolve, staff will revisit how the methodology used might apply to a broader set of performance metrics for all program plans and contracts.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 4.1</p> <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>
<p>Action 4.2</p> <p>Provide training in customer service standards; measure satisfaction level across departments</p>	<p>0</p>	<p>N/A</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 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
<p>Portable High Efficiency (HE) Air Purification Units:</p>	\$6,167,700	\$8,444,661	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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.			
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.	\$415,164	\$89,078	No
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.	\$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 context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.</p>	\$1,363,445	\$1,464,307	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Counselors, Master Scheduling, and Credit Recovery</p> <p>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.</p>	\$7,280,609	\$7,017,552	Yes
<p>Training Specialists and Curriculum Coordinators</p> <p>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.</p>	\$4,996,850	\$4,876,890	Yes
<p>Collaboration Time</p> <p>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.</p>	\$5,558,673	\$5,565,748	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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 schools with possibility of expansion to additional expanded learning elementary sites.	\$10,438,240	\$8,864,001	Yes
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

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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. Measures 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 as 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

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 assessments varied by student group and, overall, demonstrates that significant improvement is needed systemwide . Across all students, the percent of correct answers on the ELA Interim Assessment 2 was 54%, a 2 percentage point increase from the prior assessment period. Across all students, the percent of correct answers on the Math Interim Assessment 2 was 59%, an 11 percentage point increase from the prior assessment period. While improvement was achieved in both areas, 54% and 59% are still far from the desired percentage of correct answers.

Performance results on the second interim assessment varied significantly by student group for English Language Arts:

- Three student 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:

- Four student groups performed significantly below the overall rate - American Indian or Alaska Native (53%), Black or African American (46%), Hispanic/Latino students (54%) and Native Hawaiian or Pacific Islander (50%) – while White (72%) and Two or More Races (64%) performed well above
- English Learners (51%) performed significantly below their English Only (61%), Initially Fluent (69%) and Redesignated Fluent (57%) peers
- Students receiving special education services (49%) performed significantly below their peers who do not receive special education services (60%)
- Socioeconomically Disadvantaged students (54%) performed significantly below their peers who are not Socioeconomically Disadvantaged (71%)

Overall, the performance results support the existence of pupil learning loss and the 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 not only maintain existing staffing and supports to provide critical health information, referrals, and	\$5,278,796	\$3,334,424	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	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
Stakeholder Engagement	<p>Parent Teacher Home Visit (PTHV) Program</p> <p>PTHV staff pivoted early to the distance learning context, providing training over the summer to staff</p>	\$510,953	\$547,895	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	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.			
All	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.	\$767,501	\$764,825	Yes
All	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.	\$21,000	\$57,813	Yes
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	\$74,026	\$138,076	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	families take action to support attendance and participation in distance learning.			
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 (1C)
- Combined A-G and CTE completion (1F)
- Free Application for Federal Student Aid (FAFSA) completion (1I)
- Percentage of students with disabilities earning a Certificate of Completion (1J)
- State Seal of Biliteracy (SSB) completion (1K)
- State Seal of Civic Engagement (SSCE) completion (1L)
- International Baccalaureate (IB) Exam Performance (1M)
- Post-secondary outcomes for students with disabilities (Participation in Higher Education or Competitive Employment) (1Q)

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 (2C)
- Long-Term English Learners (LTELs) percentage (2F)
- Gifted and Talented Education (GATE) demographics: Identification and Overall (2J and 2K)
- District Common Assessment Participation and Performance Rates (2M, 2N, 2O, and 2P)
- Third Grade Reading Proficiency (State and District Assessments) (2Q and 2R)
- Collaboration Time data collection tool (2S)
- Percentage of Time spent in Least Restrictive Environment (LRE) (2T)

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 (3A)
- Provision of Responsive Services – percentage of students who meet an attendance/behavior indicator zone and are provided responsive services (3E)

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. A metric specific to the completion of anti-bias/anti-racist professional learning has been added to this goal area. (4D)

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. Metrics that have been added/refined in this goal area include:

- Parent Teacher Home Visits (PTHV) - percentage of sites reaching 10% site participation threshold (5B)
- English Learner Advisory Committee (ELAC) operation - evidence of site activities on school websites (5D)
- Parent Leadership Pathway Workshop (PLPW) participant growth - demonstration of increased engagement as measured by pre and post-surveys (5G)
- District Committee Impact - measure of satisfaction of district committees/groups that their voice has been heard and is making impact (5H)
- Parent/Caregiver Experience - measure of how schools are helping parents understand students needs, advocate on behalf of their children, and participate in decision-making (5I)

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.

District Graduate Profile

This focus goal was added to summarize the key actions that will be taken to revise and update the district's graduate profile that was initially developed in 2014. 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.

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

Sacramento City Unified School District 2021-22 LCAP

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 2021-22

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 offered 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.

Sacramento City Unified School District 2021-22 LCAP

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?

Sacramento City Unified School District 2021-22 LCAP

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 significantly by 2.0 percentage points, 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 also 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.

Sacramento City Unified School District 2021-22 LCAP

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 during the same period in 2018-19. (Note: these 2019-20 results are *mid-year*, distinct from the 2017-18 and 2018-19 *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 fully reopened.

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 observable on 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.

Sacramento City Unified School District 2021-22 LCAP

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 progress that is more consistent 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.

Sacramento City Unified School District 2021-22 LCAP

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
- 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 Language Arts (ELA), 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.

One of the core elements of SCUSD's MTSS implementation is Universal Design for Learning (UDL). UDL is a framework that improves and optimizes teaching and learning for all students based on scientific insights into how humans learn (udlguidelines.cast.org). The UDL guidelines provide strategies that can be used to ensure all learners can access and participate in meaningful and challenging learning opportunities. More specifically, there are specific guidelines for educators to provide multiple means of engagement to address the 'WHY' of learning, multiple means of representation to address the 'WHAT' of learning, and multiple means of Action & Expression to address the 'HOW' of learning. Within the overall need to implement an effective MTSS, the effective implementation of UDL in all classrooms is a critical need for improving student outcomes, and especially those students who require differentiated supports to access core content.

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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.

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.

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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.

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.

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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%	0.2%		1.8%	0.6%	1.2%
Homeless Youth	0.7%	0.2%	2.7%		100%	1.1%
Socioeconomically Disadvantaged	71.6%	92.4%	97.8%	100%		77.3%
Students with Disabilities	15.1%	21.0%	37.7%	23.5%	16.3%	

*Enrollment data from [2020-21 California Department of Education DataQuest enrollment report](#) (Does not include charter schools)

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.

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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 students 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

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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.

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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

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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 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 Rates were noted 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

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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
- 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

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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

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

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- 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.

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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, Hispanic/Latino 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 style="text-align: center;">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, Hispanic/Latino 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>		

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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, Homeless Youth, and LGBTQ+ 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>		

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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>		

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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 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.

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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)

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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 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

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- 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
- 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.

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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:

1. 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
 - 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
2. Describe the level of implementation
 - Detail any major differences between the intended implementation and/or the budgeted expenditures to achieve the articulated goal
3. 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 provide input and feedback on LCAP actions, services, and expenditures to support LCAP development. This includes review and analysis of district data and other stakeholder input to gain a deeper understanding of student needs and how those needs can be addressed to improve outcomes for all students. 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)

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- 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.

Sacramento City Unified School District 2021-22 LCAP**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

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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.

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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.

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- 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

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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

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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.

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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. (Metric 1K)
- **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. (Metric 1L)
- **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. (Metric 1J)
- **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. (Metrics 2J and 2K)
- **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. (Metrics 2M, 2N, 2O, and 2P)
- **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. (Metrics 2Q and 2R)
- **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. (Metric 2S)
- **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. (Metric 4D)
- **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. (Metric 3E)
- **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. (Metric 5B)

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- **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. (Metric 5D)
- **Parent Leadership Pathway Workshop (PLPW) Participant Growth and District Committee Impact:** Stakeholders emphasized the need for metrics that allowed for measurement of impact/outcomes of capacity-building activities, and not just attendance or numbers of individuals reached. This resulted in the inclusion of an additional PLPW metric that, using pre and post surveys (to be developed), will assess increased engagement for those individuals who participate in the workshops. Also to be developed in the coming year is a tool that will assess the impact of capacity-building with district committees, measuring their satisfaction that their voice is being heard and is making impact. (Metrics 5H and 5I)

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. (Actions 2.5, 2.6, 2.7, 3.6, and 3.7)
- **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. (Action 3.10)
- **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. (Action 3.14)
- **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. (Action 4.4)
- **Student Advisory Council (SAC):** An ongoing program, inclusion of this action makes visible a key district effort to amplify student voice. (Action 5.7)

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- **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. (Action 2.4)
- **Transition Planning for Students with Disabilities and Data Practices for Students with Disabilities:** Stakeholder input has encouraged the inclusion of actions that reflect activities that are specifically in support of students with disabilities. These actions represent two of the targeted efforts by the Special Education department to support students with disabilities. (Actions 1.10 and 3.17)

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. (Actions 4.1 and 4.2)
- Counselors have been split into base and supplemental components to clearly communicate the funding streams. (Actions 1.2 and 1.3)
- 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. (Actions 2.8, 2.9, 2.10, and 2.11)
- Credit recovery options are now a distinct action. This action was previously blended into the counseling and master schedule action. (Action 1.5)
- Preschool programs and Transitional Kindergarten have been separated out as distinct actions. (2.12 and 2.13)
- Tobacco Use Prevention Education (TUPE) programming has been made into a distinct action. It was previously blended into the Foster Youth Services action. (Action 3.15)

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 (3.8)

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- Student Support: Connect Center and Student Support Centers (3.10)
- Social Emotional Learning (SEL) programs (4.1)
- Positive Behavioral Intervention and Supports (PBIS) (4.2)
- Bullying Prevention Training, Intervention, and Response (4.3)
- District Parent Resource Center (5.1)
- Parent Teacher Home Visits (PTHV) (5.2)
- Translation and Interpretation Services (5.4)
- Career and Technical Education (CTE) Pathways and Programs (1.1)
- Academic and Career Counseling (1.2 and 1.3)
- Exam Fee Support (1.6)
- Early Childhood Education: Preschool and Transitional Kindergarten (2.12 and 2.13)
- Foster Youth Services (3.1)
- Homeless Youth Services (3.2)
- Be Here! Program to address Chronic Absenteeism (3.9)

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, Hispanic/Latino 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, Hispanic/Latino 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

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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).

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Measuring and Reporting Results

Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
1A		18-19	19-20					23-24	
Graduation Rate	ALL	85.7	87.3	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	ALL	91	
Percentage of students who received a High School Diploma within 4 or 5 years of entering 9 th grade	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					

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	
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 <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	53.6				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				
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				

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
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			
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			

Sacramento City Unified School District 2021-22 LCAP

Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
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				
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				

Sacramento City Unified School District 2021-22 LCAP

Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
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				
1I FAFSA Completion Percentage of 12 th grade students completing the Free Application for Federal Student Aid (FAFSA) Source: Internal District Reporting		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	68.6	77.8				ALL	85
	EL	58.6	69.7				EL	80
	FY	66.7	63.6				FY	76
	HY	N/A	54.5				HY	70
	SED	68.4	76.2				SED	84
	SWD	34.8	60				SWD	74
	AA	58.6	67.9				AA	79
	AI	61.5	53.8				AI	70
	A	83.5	86				A	91
	F	80.4	88.3				F	92
	HL	64.2	74.1				HL	83
	PI	70.2	78.6				PI	86
W	63.9	79.1	W	86				
TOM	71.5	83.7	TOM	89				

Sacramento City Unified School District 2021-22 LCAP

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" data-bbox="386 298 718 873"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2019-20</th> </tr> <tr> <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-bbox="386 922 718 1062">*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>
	2019-20																																																
	D	CC																																															
ALL	66	13.9																																															
SWD+EL	63.6	18.7																																															
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SWD+TOM	64.3	21.4																																															

Sacramento City Unified School District 2021-22 LCAP

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					

Sacramento City Unified School District 2021-22 LCAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24										
<p>1M IB Exam Performance Percentage of all International Baccalaureate (IB) Exams taken that are passed with a score of 4+ (out of a total possible score of 7) 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 IB Diploma Completion Percentage of Diploma Programme candidates that complete the full International Baccalaureate (IB) Diploma 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
	18-19	19-20													
ALL	3.3	7.5													
	23-24														
ALL	24														

Sacramento City Unified School District 2021-22 LCAP

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				

Sacramento City Unified School District 2021-22 LCAP

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%

Sacramento City Unified School District 2021-22 LCAP

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Career and Technical Education (CTE) Pathways and Programs (Continuing)	<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) (Modified)	<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. Includes 25.4 FTE for 2021-22 school year.</p>	\$3,852,052	N

Sacramento City Unified School District 2021-22 LCAP

Action #	Title	Description	Total Funds	Contributing
1.3	Academic and Career Counseling (Supplemental) (Modified)	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. Includes 23.9 FTE for the 2021-22 school year.	\$3,321,917	Y
1.4	Central support for aligned master scheduling (Continuing)	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 (Continuing)	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. Includes 9.25 FTE for the 2021-22 school year. 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 (Continuing)	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

Sacramento City Unified School District 2021-22 LCAP

Action #	Title	Description	Total Funds	Contributing
1.7	International Baccalaureate (IB) Program Support (Continuing)	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 3.0 FTE, 1.0 at each of the IB sites (Kit Carson International Academy, Luther Burbank High School, and Caleb Greenwood Elementary) professional learning, and supplemental instructional materials.	\$459,625	Y
1.8	Site-determined, SPSA-based actions to support Goal 1 (Modified)	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 (Continuing)	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 (New)	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

Sacramento City Unified School District 2021-22 LCAP**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.

Sacramento City Unified School District 2021-22 LCAP

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).

Sacramento City Unified School District 2021-22 LCAP

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					23-24
	ALL	-21.5				ALL	-15.6
	EL	-58				EL	-42.3
Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-8 and 11	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
Source: California School Dashboard	AI	-61.2				AI	-44.6
	A	-5.4				A	-3.9
Note: Results do not include Charter Schools	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
			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	
2B		18-19					23-24
Math State Assessment	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
	AI	-98.6				AI	-71.9
	A	-19.8				A	-14.4
	F	-3.2				F	-2.3
	HL	-69.8				HL	-50.9
	PI	-91.9				PI	-67
	W	5.1				W	18.4
	TOM	-21.4				TOM	-15.6
Source: California School Dashboard							
Note: Results do not include Charter Schools							
			To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		

Sacramento City Unified School District 2021-22 LCAP

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>		18-19	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24		
	ALL	24.8				ALL	45		
	EL	1.5				EL	28		
	FY	N/A				FY	33		
	HY	8.5				HY	33		
	SED	17.7				SED	40		
	SWD	6.5				SWD	32		
	AA	9.4				AA	34		
	AI	20				AI	42		
	A	31.4				A	50		
	F	36.2				F	53		
	HL	16.6				HL	39		
	PI	10.9				PI	35		
W	45.6	W	60						
TOM	35.5	TOM	53						
<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>		19-20	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	55.6% of ELs will progress at least 1 ELPI Level AND 59.1% of ELs overall will make progress			
	% 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							

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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>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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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																											
<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).
Grades 2-12	18-19																																										
	All	GATE																																									
ALL	N/A	15.0																																									
EL	18.0	4.0																																									
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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>20-21</th> </tr> </thead> <tbody> <tr> <td>Providing Professional Learning</td> <td>28</td> </tr> <tr> <td>Identifying Professional Learning Needs</td> <td>20</td> </tr> <tr> <td>Providing Standards-Aligned Materials</td> <td>45</td> </tr> <tr> <td>Implementing Standards</td> <td>19</td> </tr> <tr> <td>Implementing Policies or Programs to help staff identify areas of improvement</td> <td>3</td> </tr> </tbody> </table>		20-21	Providing Professional Learning	28	Identifying Professional Learning Needs	20	Providing Standards-Aligned Materials	45	Implementing Standards	19	Implementing Policies or Programs to help staff identify areas of improvement	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>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	
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>		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				
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>		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>	<table border="1"> <thead> <tr> <th></th> <th>20-21</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>59</td></tr> <tr><td>EL</td><td>51</td></tr> <tr><td>SED</td><td>54</td></tr> <tr><td>SWD</td><td>49</td></tr> <tr><td>AA</td><td>46</td></tr> <tr><td>AI</td><td>53</td></tr> <tr><td>A</td><td>61</td></tr> <tr><td>HL</td><td>54</td></tr> <tr><td>PI</td><td>50</td></tr> <tr><td>W</td><td>72</td></tr> <tr><td>TOM</td><td>64</td></tr> </tbody> </table>		20-21	ALL	59	EL	51	SED	54	SWD	49	AA	46	AI	53	A	61	HL	54	PI	50	W	72	TOM	64		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>70</td></tr> <tr><td>EL</td><td>64</td></tr> <tr><td>SED</td><td>66</td></tr> <tr><td>SWD</td><td>63</td></tr> <tr><td>AA</td><td>61</td></tr> <tr><td>AI</td><td>66</td></tr> <tr><td>A</td><td>72</td></tr> <tr><td>HL</td><td>66</td></tr> <tr><td>PI</td><td>64</td></tr> <tr><td>W</td><td>80</td></tr> <tr><td>TOM</td><td>74</td></tr> </tbody> </table>		23-24	ALL	70	EL	64	SED	66	SWD	63	AA	61	AI	66	A	72	HL	66	PI	64	W	80	TOM	74								
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<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>	<table border="1"> <thead> <tr> <th></th> <th>20-21</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>54</td></tr> <tr><td>EL</td><td>40</td></tr> <tr><td>FY</td><td>40</td></tr> <tr><td>HY</td><td>39</td></tr> <tr><td>SED</td><td>48</td></tr> <tr><td>SWD</td><td>41</td></tr> <tr><td>AA</td><td>44</td></tr> <tr><td>AI</td><td>48</td></tr> <tr><td>A</td><td>56</td></tr> <tr><td>HL</td><td>49</td></tr> <tr><td>PI</td><td>45</td></tr> <tr><td>W</td><td>65</td></tr> <tr><td>TOM</td><td>60</td></tr> </tbody> </table>		20-21	ALL	54	EL	40	FY	40	HY	39	SED	48	SWD	41	AA	44	AI	48	A	56	HL	49	PI	45	W	65	TOM	60		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>66</td></tr> <tr><td>EL</td><td>56</td></tr> <tr><td>FY</td><td>56</td></tr> <tr><td>HY</td><td>56</td></tr> <tr><td>SED</td><td>62</td></tr> <tr><td>SWD</td><td>57</td></tr> <tr><td>AA</td><td>59</td></tr> <tr><td>AI</td><td>62</td></tr> <tr><td>A</td><td>68</td></tr> <tr><td>HL</td><td>63</td></tr> <tr><td>PI</td><td>60</td></tr> <tr><td>W</td><td>74</td></tr> <tr><td>TOM</td><td>71</td></tr> </tbody> </table>		23-24	ALL	66	EL	56	FY	56	HY	56	SED	62	SWD	57	AA	59	AI	62	A	68	HL	63	PI	60	W	74	TOM	71
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Sacramento City Unified School District 2021-22 LCAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																														
<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	The district’s desired outcome for this metric is that 100% of all students and all student groups will exceed the standard on the reading-specific domain of the state’s ELA assessment.
	18-19																																		
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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	The district’s desired outcome for this metric is that 100% of all students and all student groups will achieve proficiency on the reading-specific domain of the district’s local ELA assessment.																														

Sacramento City Unified School District 2021-22 LCAP

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	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<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 (Continuing)	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 25.1 total FTE for the 2021-22 school year.	\$3,655,438	Y
2.2	Advanced Learning Programs (Continuing)	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 (Continuing)	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 (New)	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

Sacramento City Unified School District 2021-22 LCAP

Action #	Title	Description	Total Funds	Contributing
2.5	Language Acquisition Programs for English Learners (New)	<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> <p>The Multilingual Literacy Department includes 8.8 FTE in certificated and classified staffing for the 2021-22 school year.</p>	\$1,683,599	Y
2.6	Professional Learning specific to instruction for English Learners (New)	<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 State 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 2.5.	Y

Sacramento City Unified School District 2021-22 LCAP

Action #	Title	Description	Total Funds	Contributing
2.7	Pathways to Multiliteracy (New)	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 2.5.	Y
2.8	Class Size Reduction (K-3) (Continuing)	Maintain reduction of class size to 24:1 for all classrooms Kindergarten through third grade. Includes 20.5 teacher FTE for the 2021-22 school year.	\$2,607,600	Y
2.9	Additional staffing for high-needs sites (Continuing)	Provide additional staffing (FTE) to high-needs sites across the district to reduce class size and expand access to programs. Includes 146.5 teacher FTE for the 2021-22 school year.	\$18,535,037	Y
2.10	Weekly Collaboration Time for certificated staff (Continuing)	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 (Continuing)	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 (Continuing)	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. Includes 109.3 certificated and classified FTE for the 2021-22 school year.	\$12,740,638	N
2.13	Early Childhood Education: Early/Transitional Kindergarten (Continuing)	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. Includes 8.0 teacher FTE for the 2021-22 school year.	\$1,165,505	N
2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	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. Includes 11.1 teacher FTE for the 2021-22 school year.	\$1,612,731	Y
2.15	Expansion of Theater Arts/Social Emotional Learning Pilot Program (New)	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

Sacramento City Unified School District 2021-22 LCAP

Action #	Title	Description	Total Funds	Contributing
2.16	Visual and Performing Arts Opportunities (Continuing)	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. Includes 4.8 teacher FTE for the 2021-22 school year.	\$785,444	Y
2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Modified)	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) (Modified)	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).	\$1,197,943	Y
2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Modified)	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) (Modified)	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).	\$3,401,365	Y

Sacramento City Unified School District 2021-22 LCAP

Action #	Title	Description	Total Funds	Contributing
2.21	Extra and co-curricular opportunities (Continuing)	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
2.22	Building Teacher Capacity to Teach Reading Districtwide	Implement a six-year improvement of literacy plan. Provide LETRS (Language Essentials for Teachers of Reading and Spelling) training for all elementary principals and staff. Training was initiated in 2020-21 for ELA/ELD Teacher Specialists, Inclusion Coaches, and ELA/ELD Coordinators. From 2021-22 through 2024-25, three successive cohorts will go through training, with each cohort receiving two years of training. Training in year 6 and beyond will ensure that newly hired staff are included. Student outcomes will be measured using district common assessments.	TBD	N

Sacramento City Unified School District 2021-22 LCAP**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.

Sacramento City Unified School District 2021-22 LCAP

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, Hispanic/Latino 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).

Sacramento City Unified School District 2021-22 LCAP

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	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	60	67				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			

Sacramento City Unified School District 2021-22 LCAP

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>		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	14.8	11	17.8	ALL				8	
EL	11.2	8.3	20.4	EL				6.1	
FY	30.1	21.4	33.8	FY				15.6	
HY	57.9	42.8	63.6	HY				31.2	
SED	18.1	12.4	22.6	SED				9	
SWD	19.8	12.8	24	SWD				9.3	
AA	27.6	20.2	33.5	AA				14.7	
AI	25.7	16.3	25.9	AI				11.9	
A	5.5	4.1	9.9	A				3	
F	7.8	6	8	F				4.4	
HL	16.5	11.8	19.5	HL				8.6	
PI	27.3	18.4	31.3	PI				13.4	
W	8.3	7.9	9	W				5.8	
TOM	14.9	11.1	16.3	TOM	8.1				
<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> <p><i>Note: 2020-21 results are to 3.10.21</i></p>		Grade Span	19-20	20-21	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Grade Span	23-24
ES (K-6)	58.6	38.8	ES (K-6)	55					
MS (7-8)	52.5	40.7	MS (7-8)	57					
HS (9-12)	48.2	37.3	HS (9-12)	54					

Sacramento City Unified School District 2021-22 LCAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																													
<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>Grade Span</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>25.5</td> <td>26.5</td> </tr> <tr> <td>HS (9-12)</td> <td>30</td> <td>19.8</td> </tr> </tbody> </table>	Grade Span	19-20	20-21	ES (K-6)	21.4	23.8	MS (7-8)	25.5	26.5	HS (9-12)	30	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>Grade Span</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>	Grade Span	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																																																
EL	51.6	42.6																																																
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Sacramento City Unified School District 2021-22 LCAP

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				

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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Foster Youth Services (Continuing)	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 (Continuing)	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.	\$639,666	N
3.3	School Psychologists (Continuing)	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. Includes 48.6 FTE for the 2021-22 school year.	\$7,179,443	Y

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Action #	Title	Description	Total Funds	Contributing
3.4	Instructional Assistants (Continuing)	Provide students with disabilities specific supports as identified in their Individualized Education Program (IEP). Includes 40.3 FTE for the 2021-22 school year.	\$2,711,808	N
3.5	Social Workers specific to Special Education (Modified)	Social Workers to address the needs of students with disabilities. Includes 8.0 FTE for the 2021-22 school year.	\$1,193,336	N
3.6	Review and Approve A New English Learner Master Plan (New)	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 2.5.	Y

Sacramento City Unified School District 2021-22 LCAP

Action #	Title	Description	Total Funds	Contributing
3.7	Intervention and Supports specific to English Learners (New)	<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 2.5.	Y

Sacramento City Unified School District 2021-22 LCAP

Action #	Title	Description	Total Funds	Contributing
3.8	Health Services: School Nurses and Immunization Clinic (Modified)	<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 (Continuing)	<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 (Modified)	<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>Note: Some schools sites fund additional resources for site-based Student Support Centers through their SPSA-based allocations.</p>	\$1,816,390	Y
3.11	Enrollment Center (Continuing)	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. Includes 15.0 total FTE for the 2021-22 school year.	\$1,658,031	Y

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Action #	Title	Description	Total Funds	Contributing
3.12	Summer programming to address learning loss (Modified)	<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 (Modified)	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.	\$914,344	N

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Action #	Title	Description	Total Funds	Contributing
3.14	American Indian Education Program (AIEP) (New)	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 (Modified)	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 (Modified)	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 (New)	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.	Costs for this action are addressed within existing department budgets.	N

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Action #	Title	Description	Total Funds	Contributing
3.18	Site Assistance to improve supports for Foster and Homeless Youth (New)	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	Costs for this action are addressed in the budgets for actions 3.1 and 3.2.	N

Sacramento City Unified School District 2021-22 LCAP**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.

Sacramento City Unified School District 2021-22 LCAP

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, Homeless Youth, and LGBTQ+ 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).

Sacramento City Unified School District 2021-22 LCAP

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		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					ALL	2.7	
	EL	3.7	2.3					EL	1.7	
	FY	21.2	13.5					FY	9.8	
	HY	12.2	6.4					HY	4.7	
	SED	6.8	4.5					SED	3.3	
	SWD	10	6.7					SWD	4.9	
	AA	14.6	10.3					AA	7.5	
	AI	8	3.0					AI	2.2	
	A	1.6	1.0					A	0.7	
	F	3	1.3					F	0.9	
	HL	5.4	3.3					HL	2.4	
	PI	6.4	3.8					PI	2.8	
	W	2.9	2.1					W	1.5	
TOM	4.9	4.2		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								
	7-8	14.4								
9-12	16									

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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>		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	0.04	0.01				ALL	0
	EL	0.01	0.01				EL	0
	FY	0.56	0				FY	0
	HY	0.19	0				HY	0
	SED	0.04	0.02				SED	0
	SWD	0.06	0.01				SWD	0
	AA	0.12	0.03				AA	0
	AI	0	0.42				AI	0
	A	0	0.03				A	0
	F	0	0				F	0
	HL	0.04	0.01				HL	0
	PI	0	0				PI	0
	W	0.04	0				W	0
	TOM	0	0	TOM	0			
<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>	2020-21			To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24:	
	Leadership (Site and Central): 95%						Leadership (Site and Central): 100%	
	Teachers: 0%					Teachers: 100%		
	Support Staff: 0%					Support Staff: 100%		

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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		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					

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Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social Emotional Learning (SEL) integration (Modified)	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 (6.0 total FTE for the 2021-22 school year) 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 (Modified)	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.	\$978,911	N
4.3	Bullying Prevention Training, Intervention, and Response (Continuing)	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.	\$153,262	N

Sacramento City Unified School District 2021-22 LCAP

Action #	Title	Description	Total Funds	Contributing
4.4	Anti-bias/Anti-racism Professional Learning (New)	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	N
4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Modified)	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
4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Modified)	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

Sacramento City Unified School District 2021-22 LCAP**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.

Sacramento City Unified School District 2021-22 LCAP

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).

Sacramento City Unified School District 2021-22 LCAP

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										

Sacramento City Unified School District 2021-22 LCAP

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: 58%</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: 28% (17/60)</p> <p>Total number of schools with an ELAC: 60</p>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100%

Sacramento City Unified School District 2021-22 LCAP

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>	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.

Sacramento City Unified School District 2021-22 LCAP

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>

Sacramento City Unified School District 2021-22 LCAP

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

Sacramento City Unified School District 2021-22 LCAP

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 (Continuing)	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

Sacramento City Unified School District 2021-22 LCAP

Action #	Title	Description	Total Funds	Contributing
5.2	Parent Teacher Home Visits (PTHV) (Continuing)	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 (Continuing)	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. The MOC is part of the district's Enrollment Center (Action 3.11). The staffing and funds that are part of this action are non-redundant to the projected expenditure in Action 3.11.	\$787,881	Y
5.4	Fingerprinting for Volunteers (Modified)	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 (New)	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

Sacramento City Unified School District 2021-22 LCAP

Action #	Title	Description	Total Funds	Contributing
5.6	Site-determined, SPSA-based actions to support Goal 5 (Modified)	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
5.7	Student Advisory Council (New)	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.	\$33,768	N
5.8	Men's and Women's Leadership Academy (MWLA) (New)	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.	\$650,000	N

Sacramento City Unified School District 2021-22 LCAP**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.

Sacramento City Unified School District 2021-22 LCAP

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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Sacramento City Unified School District 2021-22 LCAP

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>Average overall rating, by training cohort, 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	<p>Target average SAM rating by Cohort</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Average Rating</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3 (Optimizing)</td> </tr> <tr> <td>2</td> <td>3 (Optimizing)</td> </tr> <tr> <td>3</td> <td>2 (Operationalizing)</td> </tr> </tbody> </table>	Cohort	Average Rating	1	3 (Optimizing)	2	3 (Optimizing)	3	2 (Operationalizing)
Cohort	Average Rating												
1	3 (Optimizing)												
2	3 (Optimizing)												
3	2 (Operationalizing)												
<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								

Sacramento City Unified School District 2021-22 LCAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>6C</p> <p>Data Practices</p> <p>Percentage of schools that have clear data sources universally used (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
<p>6D</p> <p>Tiered Interventions</p> <p>Percentage of schools that are providing differentiated, tiered interventions (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

Sacramento City Unified School District 2021-22 LCAP

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Implementation leadership (New)	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
6.2	Professional Learning for school site leadership teams (New)	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 (New)	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 (New)	Cohort 1 school offering support to Cohort 2 school. Hourly time for staff to participate.	TBD	N

Sacramento City Unified School District 2021-22 LCAP**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.

Sacramento City Unified School District 2021-22 LCAP

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:

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Sacramento City Unified School District 2021-22 LCAP

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>	Stakeholders have not yet been convened to revise Graduate Profile	To be reported in 2021-22	To be completed by 2021-22	To be completed by 2021-22	All meetings to be completed by end of 2021-22																
<p>7B</p> <p>Board Adoption</p> <p>Adoption of revised Graduate Profile</p> <p>Source: Board Meeting records</p>	A revised Graduate Profile has not been adopted by the board	To be reported in 2021-22	To be completed by 2021-22	To be completed by 2021-22	To be adopted by end of 2021-22.																
<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	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<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

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Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Revision of Graduate Profile (New)	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)	Costs for this action will be funded through the CTE budget	N
7.2	Develop Implementation Plan (New)	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. 	Costs for this action will be funded through the CTE budget	N
7.3	Build Awareness of Graduate Profile (New)	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)	Costs for this action will be funded through the CTE budget	N
7.4	Support School Site Alignment (New)	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)	Costs for this action will be funded through the CTE budget	N

Sacramento City Unified School District 2021-22 LCAP**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.

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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

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Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Facilities Support Services (Modified)	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 (New)	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 (Modified)	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 (Continuing)	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

Sacramento City Unified School District 2021-22 LCAP**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.

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

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[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 (Actions 1.2, 1.3, 1.4)

SCUSD'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

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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 (Action 1.1)

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 (Actions 1.6, 2.2)

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

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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 (Action 1.7)

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%.

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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 (Actions 2.8 and 2.9)

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 (Action 2.10)

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 (Action 2.11)

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

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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 (Action 2.14)

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) (Action 2.1)

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.

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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) (Actions 3.8, 3.10, 3.11)

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.

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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) (Action 4.1)

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 (Actions 5.1, 5.2)

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

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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 (Actions 2.21 and 2.16)

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.

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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.

Department-level Data-based Decision Making (Action 1.9)

Student feedback gathered in focus groups during 2018-19 declared high levels of stress over their workload, and a need to have more connection with educators. An increase in funding for stipends is being maintained so that secondary department heads can look at student needs, plan, and provide interventions for students who are off track. This funding ensures that our unduplicated students' schedules are visible to the curricular leads, and will improve high school achievement indicators, and increase staff engagement with students. Time spent in department meetings should include looking at student work and/or data and collaborating on what interventions, supports and extensions to put into place. This action ensures that departments, led by the department heads, are able to spend the time on data analysis to make the learning of our unduplicated students visible, so that appropriate interventions, supports and interventions can be put into place.

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

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 (1.1)
- Counselors, Master Schedule Director, and Credit Recovery Programming (1.2, 1.3, 1.4, 1.5)
- Exam Fee Support (IB, AP, PSAT/SAT) and Advanced Learning staffing (1.6, 2.2)
- Additional support for International Baccalaureate (IB) Programs (1.7)
- Department-Level Data-based Decision-Making (1.9)
- Curriculum Coordinators and Training Specialists (2.1)
- Language Acquisition Programs for English Learners (2.5)
- Professional Learning specific to instruction for English Learners (2.6)
- Pathways to Multiliteracy (2.7)
- Class Size Reduction and Additional staffing for high-needs sites (2.8 and 2.9)
- Weekly Collaboration Time for certificated staff (2.10)
- Restructured Salary Schedule (2.11)
- District librarians at secondary schools (2.14)
- Extra and Co-curricular Opportunities and Visual and Performing Arts Opportunities (2.16, 2.21)
- Foster Youth Services (3.1)
- School Psychologists (3.3)
- Develop and Adopt new English Learner Master Plan (3.6)
- Intervention and Supports specific to English Learners (3.7)
- Health Services: Nurses and Immunization Clinic (3.8)
- Student Support: Connect Center and Student Support Centers (3.10)
- Enrollment Center (3.11)
- Social Emotional Learning (SEL) (4.1)
- District Parent Resource Center and Parent Teacher Home Visits (PTHV) (5.1 and 5.2)
- Translation and Interpretation (Matriculation and Orientation Center) (5.3)

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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.

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- **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	\$ 31,695,744	\$ 17,920,498	\$ 24,063,494	353,730,004	\$ 309,544,235	\$ 44,185,768

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Notes
1	1	Career and Technical Education (CTE) Pathways and Programs (Continuing)	English Learners Foster Youth Low Income	\$ 3,286,649	\$ 1,638,075		\$ 443,563	\$ 5,368,287	
1	2	Academic and Career Counseling (Base) (Modified)	All	\$ 3,852,052				\$ 3,852,052	
1	3	Academic and Career Counseling (Supplemental) (Modified)	English Learners Foster Youth Low Income	\$ 3,321,917				\$ 3,321,917	
1	4	Central support for aligned master scheduling (Continuing)	English Learners Foster Youth Low Income	\$ 155,714				\$ 155,714	
1	5	Credit Recovery Options (Continuing)	English Learners Foster Youth Low Income	\$ 1,594,056				\$ 1,594,056	
1	6	Exam Fee Support (Continuing)	English Learners Foster Youth Low Income	\$ 499,165				\$ 499,165	
1	7	International Baccalaureate (IB) Program Support (Continuing)	English Learners Foster Youth Low Income	\$ 459,625				\$ 459,625	
1	8	Site-determined, SPSA-based actions to support Goal 1 (Modified)	English Learners Foster Youth Low Income	\$ 1,049,872				\$ 1,049,872	
1	9	Department-level data-based decision-making (Continuing)	English Learners Foster Youth Low Income	\$ 461,753				\$ 461,753	
1	10	Transition Planning for Students with Disabilities (New)	Students with Disabilities					\$ -	TBD
2	1	Professional Development to support implementation of state standards (Continuing)	English Learners Foster Youth Low Income	\$ 486,933			\$ 3,168,505	\$ 3,655,438	
2	2	Advanced Learning Programs (Continuing)	English Learners Foster Youth Low Income	\$ 170,022			\$ 118,643	\$ 288,665	
2	3	Expanded Learning Programs (Continuing)	All		\$ 9,635,648		\$ 3,824,652	\$ 13,460,300	
2	4	Multisensory Reading Intervention: Curriculum and Training (New)	All					\$ -	TBD
2	5	Language Acquisition Programs for English Learners (New)	English Learners	\$ 407,016		\$ 97,866	\$ 1,178,717	\$ 1,683,599	
2	6	Professional Learning specific to instruction for English Learners (New)	English Learners					\$ -	Projected expenditures for this action are included in the total amount shown in Action 2.5.
2	7	Pathways to Multiliteracy (New)	English Learners					\$ -	Projected expenditures for this action are included in the total amount shown in Action 2.5.

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Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Notes
2	8	Class Size Reduction (K-3) (Continuing)	English Learners Foster Youth Low Income	\$ 2,607,600				\$ 2,607,600	
2	9	Additional staffing for high-needs sites (Continuing)	English Learners Foster Youth Low Income	\$ 18,535,037				\$ 18,535,037	
2	10	Weekly Collaboration Time for certificated staff (Continuing)	English Learners Foster Youth Low Income	\$ 6,219,696				\$ 6,219,696	
2	11	Restructured Salary Schedule (Continuing)	English Learners Foster Youth Low Income	\$ 14,203,819				\$ 14,203,819	
2	12	Early Childhood Education: Preschool Programs (Continuing)	All		\$ 5,253,873	\$ 1,448,136	\$ 6,038,629	\$ 12,740,638	
2	13	Early Childhood Education: Early/Transitional Kindergarten (Continuing)	All	\$ 1,165,505				\$ 1,165,505	
2	14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	English Learners Foster Youth Low Income	\$ 1,612,731				\$ 1,612,731	
2	15	Expansion of Theater Arts/Social Emotional Learning Pilot Program (New)	All		\$ 600,000			\$ 600,000	
2	16	Visual and Performing Arts Opportunities (Continuing)	English Learners Foster Youth Low Income	\$ 785,444				\$ 785,444	
2	17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Modified)	English Learners	\$ 1,390,325				\$ 1,390,325	
2	18	Site-determined, SPSA-based actions to support Goal 2 (Specific to ELA) (Modified)	English Learners Foster Youth Low Income	\$ 1,197,943				\$ 1,197,943	
2	19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Modified)	English Learners Foster Youth Low Income	\$ 552,264				\$ 552,264	
2	20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Modified)	English Learners Foster Youth Low Income	\$ 3,401,365				\$ 3,401,365	
2	21	Extra and Co-curricular opportunities and Resources (Continuing)	English Learners Foster Youth Low Income	\$ 711,571				\$ 711,571	
2	22	Building Teacher Capacity to Teach Reading Districtwide	All		\$ -	\$ -	\$ -	\$ -	TBD
3	1	Foster Youth Services (Continuing)	Foster Youth	\$ 464,884			\$ 362,070	\$ 826,954	
3	2	Homeless Youth Services (Continuing)	Homeless Youth				\$ 639,666	\$ 639,666	
3	3	School Psychologists (Continuing)	English Learners Foster Youth Low Income	\$ 4,490,121	\$ 732,396		\$ 1,956,926	\$ 7,179,443	
3	4	Instructional Assistants (Continuing)	Students with Disabilities		\$ 2,711,808			\$ 2,711,808	
3	5	Social Workers specific to Special Education (Modified)	Students with Disabilities		\$ 818,080		\$ 375,256	\$ 1,193,336	

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Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Notes
3	6	Develop and Adopt new English Learner Master Plan (New)	English Learners					\$ -	Projected expenditures for this action are included in the total amount shown in Action 2.5.
3	7	Intervention and Supports specific to English Learners (New)	English Learners					\$ -	Projected expenditures for this action are included in the total amount shown in Action 2.5.
3	8	Health Services: School Nurses and Immunization Clinic (Modified)	English Learners Foster Youth Low Income	\$ 1,803,825	\$ 938,592		\$ 728,619	\$ 3,471,036	
3	9	Attendance and Engagement Strategies (Continuing)	All		\$ 345,703			\$ 345,703	
3	10	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	English Learners Foster Youth Low Income	\$ 882,286	\$ 33,278		\$ 900,826	\$ 1,816,390	
3	11	Enrollment Center (Continuing)	English Learners Foster Youth Low Income	\$ 1,270,782			\$ 387,249	\$ 1,658,031	
3	12	Summer programming to address learning loss (Modified)	All		\$ 7,763,837			\$ 7,763,837	
3	13	Grade Level Readiness Intervention (Modified)	Low Income				\$ 914,344	\$ 914,344	
3	14	American Indian Education Program (AIEP) (New)	American Indian and Alaska Native Students				\$ 53,638	\$ 53,638	
3	15	Tobacco Use Prevention Education (TUPE) Program (Modified)	All		\$ 382,424			\$ 382,424	
3	16	Site-determined, SPSA-based actions to support Goal 3 (Modified)	English Learners Foster Youth Low Income	\$ 291,959				\$ 291,959	
3	17	Data Practices for Students with Disabilities (New)	Students with Disabilities		\$ -	\$ -	\$ -	\$ -	Costs for this action are addressed within existing department budgets.
3	18	Site Assistance to improve supports for Foster and Homeless Youth (New)	Foster Youth Homeless Youth		\$ -	\$ -	\$ -	\$ -	Costs for this action are addressed in the budgets for actions 3.1 and 3.2.
4	1	Social Emotional Learning (SEL) integration (Modified)	English Learners Foster Youth Low Income	\$ 175,260			\$ 713,968	\$ 889,228	
4	2	Positive Behavioral Intervention and Supports (PBIS) implementation (Modified)	English Learners Foster Youth Low Income				\$ 978,911	\$ 978,911	
4	3	Bullying Prevention Training, Intervention, and Response (Continuing)	All		\$ 153,262			\$ 153,262	
4	4	Anti-bias/Anti-racism Professional Learning (New)	All					\$ -	TBD
4	5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Modified)	English Learners Foster Youth Low Income	\$ 1,475,626				\$ 1,475,626	
4	6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Modified)	English Learners Foster Youth Low Income	\$ 168,869				\$ 168,869	

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Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Notes
5	1	District Parent Resource Center (Continuing)	English Learners Foster Youth Low Income	\$ 313,851			\$ 146,014	\$ 459,865	
5	2	Parent Teacher Home Visits (PTHV) (Continuing)	Low Income	\$ 51,138			\$ 374,641	\$ 425,779	
5	3	Translation and Interpretation Services (Continuing)	English Learners	\$ 787,881				\$ 787,881	
5	4	Fingerprinting for Volunteers (Modified)	Low Income		\$ 5,000		\$ 25,000	\$ 30,000	
5	5	Family Communication Tools (New)	All				\$ 145,000	\$ 145,000	
5	6	Site-determined, SPSA-based actions to support Goal 5 (Modified)	English Learners Foster Youth Low Income	\$ 271,778				\$ 271,778	
5	7	Student Advisory Council (New)	All		\$ 33,768			\$ 33,768	
5	8	Men's and Women's Leadership Academy (MWLA) (New)	All		\$ 650,000			\$ 650,000	
6	1	Implementation leadership for MTSS (New)	All				\$ 170,601	\$ 170,601	
6	2	MTSS Professional Learning for school site leadership teams (New)	All					\$ -	TBD
6	3	Ongoing support for sites to implement and sustain an effective MTSS (New)	All					\$ -	TBD
6	4	Peer Mentoring for MTSS (New)	All					\$ -	TBD
7	1	Revision of Graduate Profile (New)	All					\$ -	Costs for this action are addressed in the budget for action 1.1.
7	2	Develop Implementation Plan (New)	All					\$ -	Costs for this action are addressed in the budget for action 1.1.
7	3	Build Awareness of Graduate Profile (New)	All					\$ -	Costs for this action are addressed in the budget for action 1.1.
7	4	Support School Site Alignment (New)	All					\$ -	Costs for this action are addressed in the budget for action 1.1.
8	1	Facilities Support Services (Modified)	All	\$ 28,708,434		\$ 16,374,496		\$ 45,082,930	
8	2	Board-adopted Instructional Materials (New)	All	\$ 5,054,000				\$ 5,054,000	
8	3	Base Classroom Staffing (Modified)	All	\$ 165,468,327				\$ 165,468,327	
8	4	New Teacher Support (Continuing)	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	Notes
1	1	Career and Technical Education (CTE) Pathways and Programs (Continuing)	LEA-wide	All	High School (9-12)	\$ 3,286,649	\$ 5,368,287	
1	3	Academic and Career Counseling (Supplemental) (Modified)	LEA-wide	All	Secondary (7-12)	\$ 3,321,917	\$ 3,321,917	
1	4	Central support for aligned master scheduling (Continuing)	LEA-wide	All	All Schools	\$ 155,714	\$ 155,714	
1	5	Credit Recovery Options (Continuing)	LEA-wide	All	High School (9-12)	\$ 1,594,056	\$ 1,594,056	
1	6	Exam Fee Support (Continuing)	LEA-wide	All	High School (9-12)	\$ 499,165	\$ 499,165	
1	7	International Baccalaureate (IB) Program Support (Continuing)	LEA-wide	All	Specific Schools: Caleb Greenwood, Kit Carson, Luther Burbank	\$ 459,625	\$ 459,625	
1	8	Site-determined, SPSA-based actions to support Goal 1 (Modified)	Schoolwide	All	All Schools	\$ 1,049,872	\$ 1,049,872	
1	9	Department-level data-based decision-making (Continuing)	LEA-wide	All	High School (9-12)	\$ 461,753	\$ 461,753	
2	1	Professional Development to support implementation of state standards (Continuing)	LEA-wide	All	All Schools	\$ 486,933	\$ 3,655,438	
2	2	Advanced Learning Programs (Continuing)	LEA-wide	All	All Schools	\$ 170,022	\$ 288,665	
2	5	Language Acquisition Programs for English Learners (New)	Limited	English Learners	All Schools	\$ 407,016	\$ 1,683,599	
2	6	Professional Learning specific to instruction for English Learners (New)	Limited	English Learners	All Schools	\$ -	\$ -	Projected expenditures for this action are included in the total amount shown in Action 2.5.
2	7	Pathways to Multiliteracy (New)	Limited	English Learners	High School (9-12)	\$ -	\$ -	Projected expenditures for this action are included in the total amount shown in Action 2.5.
2	8	Class Size Reduction (K-3) (Continuing)	LEA-wide	All	All Schools	\$ 2,607,600	\$ 2,607,600	
2	9	Additional staffing for high-needs sites (Continuing)	LEA-wide	All	All Schools	\$ 18,535,037	\$ 18,535,037	
2	10	Weekly Collaboration Time for certificated staff (Continuing)	LEA-wide	All	All Schools	\$ 6,219,696	\$ 6,219,696	
2	11	Restructured Salary Schedule (Continuing)	LEA-wide	All	All Schools	\$ 14,203,819	\$ 14,203,819	
2	14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	LEA-wide	All	Secondary (7-12)	\$ 1,612,731	\$ 1,612,731	
2	16	Visual and Performing Arts Opportunities (Continuing)	LEA-wide	All	Middle School (7-8)	\$ 785,444	\$ 785,444	
2	17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Modified)	Schoolwide	English Learners	All Schools	\$ 1,390,325	\$ 1,390,325	

Instructions

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

Goal	Action	Description	LCFF Base	LCFF S&C	Other State	Local	Title 1	Title 2	Title 3	Other	Total Funds
			Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
3	17	Data Practices for Students with Disabilities									
3	18	Site Assistance to improve supports for Foster and Homeless Youth									
			Activities in Actions 3.17 and 3.18 are addressed within Department Budgets								
Goal 3 Totals			\$ 1,102,887	\$ 8,100,969	\$13,726,118	\$ -	\$ 1,546,020	\$ -	\$ -	\$ 4,772,575	\$ 29,248,569
4	1	Social Emotional Learning (SEL) Integration		\$ 175,260						\$ 713,968	\$ 889,228
4	2	Positive Behavioral Intervention and Supports (PBIS)		\$ -			\$ 782,500	\$ 156,411		\$ 40,000	\$ 978,911
4	3	Bullying Prevention		\$ -	\$ 153,262						\$ 153,262
4	4	Anti-bias/Anti-racism professional learning		\$ -							TBD
4	5	SPSA-based site actions: School Climate		\$ 1,475,626							\$ 1,475,626
4	6	SPSA-based site actions: Suspension Rate		\$ 168,869							\$ 168,869
Goal 4 Totals			\$ -	\$ 1,819,755	\$ 153,262	\$ -	\$ 782,500	\$ 156,411	\$ -	\$ 753,968	\$ 3,665,896
5	1	District Parent Resource Center		\$ 313,851			\$ 146,014				\$ 459,865
5	2	Parent Teacher Home Visit (PTHV) program		\$ 51,138			\$ 374,641				\$ 425,779
5	3	Translation and Interpretation Services	\$ 43,928	\$ 743,953							\$ 787,881
5	4	Fingerprinting costs for volunteers		\$ -	\$ 5,000		\$ 25,000				\$ 30,000
5	5	Family Communication Tools		\$ -						\$ 145,000	\$ 145,000
5	6	SPSA-based actions (Program Code 790 - Res 0007/0009)		\$ 271,778							\$ 271,778
5	7	Student Advisory Council (SAC)		\$ -	\$ 33,768						\$ 33,768
5	8	Men's and Women's Leadership Academy (MWLA)		\$ -	\$ 650,000						\$ 650,000
Goal 5 Totals			\$ 43,928	\$ 1,380,720	\$ 688,768	\$ -	\$ 545,655	\$ -	\$ -	\$ 145,000	\$ 2,804,071
6	1	MTSS Implementation Leadership								\$ 170,601	\$ 170,601
6	2	MTSS Professional Development for school site leadership									TBD
6	3	Ongoing coaching for cohort schools									TBD
6	4	Cohort-to-cohort peer mentoring									TBD
Goal 6 Totals			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 170,601	\$ 170,601
7	1	Revision of Graduate Profile									Activities for these actions are included in the budget for Action 1.1
7	2	Develop Implementation Plan									
7	3	Build Awareness of Graduate Profile									
7	4	Support School Site Alignment									
Goal 7 Totals			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
8	1	Facilities Support Services	\$ 28,708,434			\$16,374,496					\$ 45,082,930
8	2	Board-adopted Instructional Materials	\$ 5,054,000								\$ 5,054,000
8	3	Base Classroom Staffing	\$ 165,468,327								\$165,468,327
8	4	New Teacher Support	\$ 243,173					\$ 418,056			\$ 661,229
Goal 8 Totals			\$ 199,473,934	\$ -	\$ -	\$16,374,496	\$ -	\$ 418,056	\$ -	\$ -	\$216,266,486
GRAND TOTALS			\$ 205,810,379	\$ 74,239,888	\$31,695,744	\$17,920,498	\$ 5,277,477	\$ 1,917,135	\$ 1,019,488	\$ 15,849,395	\$353,730,004

Note: \$4,934,618 in LCFF Supplemental and Concentration Grant funds have not been allocated to the above actions based on a potential drop in the unduplicated pupil count that would require return of funds for the 2021-22

Appendix B: LCAP Glossary of Terms



AAAB - African American Advisory Board: 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.

A-G Requirements: Course requirements for California public universities. The 'A-G' areas define the course requirements in History, English, Mathematics, Science, Language other than English, Visual and Performing Arts, and Electives.

AIEPPC - American Indian Education Program Parent Committee: The AIEP PC meets monthly to advise, advocate for, and approve programs allocated for American Indian and Alaska Native students and families.

AP - Advanced Placement: A program that offers students college-level coursework experiences. Successful completion of AP Exams can earn college credit and placement.

Be Here Initiative: SCUSD's strategic efforts to reduce chronic absenteeism and improve overall attendance and engagement in school.

BIPOC – an acronym that stands for **Black, Indigenous, and People of Color**

CAASPP - California Assessments of Student Progress and Performance: Includes the state assessments for Math, English, Science, the ELPAC, the California Alternate Assessments, and the California Spanish Assessment.

CAC - Community Advisory Committee: The Community Advisory Committee (CAC) acts in an advisory capacity to the Special Education Local Plan Area (SELPA). The Community Advisory Committee supports individuals with exceptional needs ages 0-22 years and their families who are served by the Sacramento City Unified School District. This committee provides an opportunity for parents, professionals and other community members to provide important input as it relates to our special education programs.

California School Dashboard: The California School Dashboard (Dashboard) is an online tool that shows how districts and schools are performing on the state and local indicators included in California's school accountability system. The dashboard can be found at www.caschooldashboard.org.

CALPADS - California Longitudinal Pupil Achievement Data System: California's state system for maintaining individual student-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

CAST - California Science Test: The California Science Test (CAST) is an online assessment based on the California Next Generation Science Standards (NGSS) external icon. It is administered annually to students in grades 5, 8 and high school.

Appendix B: LCAP Glossary of Terms



Chronic Absenteeism Rate: The percent of students who have been absent at least 10% of the instructional days that they were enrolled in school.

College/Career Preparedness (California School Dashboard Indicator): 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.

CSI - Comprehensive Support and Improvement: Additional support and accountability for schools that meet state defined criteria. Requires partnership with stakeholders and development a plan to improve student outcomes within the already-established SPSA process.

CSU - California State University: One of California's state university systems - consists of 23 campuses.

CTE - Career Technical Education: Programs of study that involve sequences of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with pathways to postsecondary education and careers.

DBDM - Data-Based Decision-Making: A term being used in SCUSD to describe one of the defining features of a successful MTSS.

DELAC - District English Learner Advisory Committee: 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.

DFS - Distance from Standard: Measure of how far from the 'Standard Met' level a score (or average of all scores) is on the state's Math or ELA assessment.

Differentiated Assistance: Targeted support that is available to districts that meet the eligibility requirements set by the state. Eligibility is determined by student group performance on the California School Dashboard.

District Common Assessments: Assessments used locally in SCUSD to provide information about student progress and performance on a more frequent basis than the annual state assessments.

District Parent Resource Center: Central support for all parents/caregivers at the Serna Center. Maintained by the Family and Community Empowerment department.

EAP - Early Assessment Program: A program that measures the readiness of California students during their junior year (11th grade) of high school in Math and English.

Appendix B: LCAP Glossary of Terms



Early (Transitional) Kindergarten: Part of California's public school system that provides an early kindergarten option for students who turn 5 between September 2 and December 2.

ELAC - English Learner Advisory Committee: A school site committee that is required for any public school with 21 or more English Learners.

ELD - English Language Development: Instruction designed to support English Learners to develop listening, speaking, reading, and writing skills in English.

ELPAC - English Language Proficiency Assessments for California: Tests given to English Learners to assess their language proficiency status. The ELPAC is a key part of the reclassification process.

FAFSA - Free Application for Federal Student Aid: The form that must be completed to be eligible to receive financial aid from the federal government.

FIT - Facilities Inspection Tool: State evaluation tool used to assess the condition of school facilities.

GATE - Gifted and Talented Education: Programs and Instruction specifically designed for students who have been identified as possessing demonstrated or potential abilities that give evidence of high performance capability.

Graduate Profile: 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. 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.

IB - International Baccalaureate: An international academic program that, like Advanced Placement, offers college-level coursework opportunities at high school that can lead to college credit and placement.

IEP - Individualized Education Program: An IEP describes the plan for a student's educational program, including current performance levels, student goals, and the educational placement and other services the student will receive.

LCFF - Local Control Funding Formula: The state's method for funding school districts.

LCFF Supplemental and Concentration Grant Funding: Additional LCFF state funding based upon a district's unduplicated pupil percentage

LGBTQ+ - Lesbian, Gay, Bisexual, Transgender, Queer or Questioning: The '+' is often used to symbolize all of the communities included in the term 'LGBTQQIAA' which includes Lesbian, Gay, Bisexual, Transgender, Transsexual, Two-Spirit, Queer, Questioning, Intersex, Asexual, and Ally.

Appendix B: LCAP Glossary of Terms



LTEL - Long-Term English Learner: An English Learner who has been enrolled in a US school for 6 years or more.

MTSS - Multi-Tiered System of Supports: The state defines MTSS as an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Multisensory Reading: A way of teaching reading that engages more than one sense at a time. Using sight, hearing, movement, and touch gives kids more than one way to connect with what they are learning.

PAC - LCAP Parent Advisory Committee: The LCAP PAC meets monthly to provide input and feedback on LCAP actions, services, and expenditures to support LCAP development. This includes review and analysis of district data and other stakeholder input to gain a deeper understanding of student needs and how those needs can be addressed to improve outcomes for all students.

PBIS - Positive Behavioral Interventions and Supports: An evidence-based framework to improve and integrate all of the data, systems, and practices affecting student behavior outcomes. Focuses on proactive support and prevention of unwanted behaviors with reinforcement of positive behaviors.

PLPW - Parent Leadership Pathway Workshop: Series of capacity-building workshops for parents/caregivers focused on leadership development and skills to support their child's education.

PTHV - Parent Teacher Home Visit: Program that engages staff in visiting (virtually or in person) with families and students to build positive relationships.

RFEP - Reclassified Fluent English Proficient Students: Students who were identified as English Learners upon their entry into public schools and were subsequently reclassified/redesignated as proficient.

SAM - Self-Assessment of MTSS Tool: Tool used by schools sites to self-assess their level of implementation across several domains.

SARC - School Accountability Report Card: An annual report required by the state to provide information to the community. Allows for comparison of schools for student achievement, environment, resources, and demographics. For SCUSD SARCs see: www.scusd.edu/school-reports.

School Climate Survey: An annual district survey administered to students, staff, and families that measures perception of safety, belonging, and other climate factors.

SEL - Social Emotional Learning: Learning that supports students in developing competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset.

Appendix B: LCAP Glossary of Terms



SIR - Systemic Instructional Review: A comprehensive assessment (academic and social emotional) of a district's instructional systems, progress of state requirements, and implementation of teaching and learning practices. Conducted by the California Collaborative for Educational Excellence (CCEE).

SPSA - School Plan for Student Achievement: An annual plan completed by schools to establish target student outcomes and monitor progress towards those outcomes. Includes a comprehensive needs assessment using state and local data and requires the allocation of targeted funds to meet the established goals.

SSB - State Seal of Biliteracy: Recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

SSC - School Site Council: Site-based governance body that annually develops, reviews, and updates the School Plan for Student Achievement (SPSA).

SSCE - State Seal of Civic Engagement: Awarded to California students who demonstrate excellence in civics education and participation, and an understanding of the United States Constitution, the California Constitution, and the democratic system of government.

Student Advisory Council: a year round program that introduces students to concepts of policy advocacy, applied social research, democratic governing, and grassroots organizing. The Student Advisory Council strives to promote student voice within the district, and works to take action against problems faced by students.

Student Support Center: SCUSD's Student Support & Health Services department operates 29 Student Support Centers at schools throughout the district to provide support to students who are struggling socially, emotionally, behaviorally and/or academically. At each center, a coordinator works closely with school staff to identify students in need of assistance. Once identified, social workers, family advocates, interns, and community partners work directly with students and parents to address issues that are of concern to them, drawing on other resources for additional support.

Suspension Rate: The percentage of students who have been suspended 1 or more times during the academic year. Includes all students who have been enrolled at any time during the school year.

Tier 1: Within MTSS, Tier 1 is known as universal instruction, or the high-quality classroom instruction that all students receive.

Tier 2: Within MTSS, this Tier includes evidence-based supports provided to students who are identified as struggling. These are typically implemented in small-group settings. Districts typically expect to see 5-15% of students in Tier 2.

Tier 3: Within MTSS, these supports are implemented for students not responding to Tier 2 supports. Tier 3 supports provide more frequent, intense, and individualized interventions. Usually, districts expect to see 1-5% of students in Tier 3.

Appendix B: LCAP Glossary of Terms



TUPE - Tobacco Use Prevention Education: A state grant-funded program that provides tobacco-specific student instruction, reinforcement activities, special events, intervention, and cessation programs for students

UC - University of California: One of California's public university systems that includes 10 campuses.

UDL - Universal Design for Learning: A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. See: udlguidelines.cast.org

Unduplicated Students (Pupils): A term used to describe the total of all English Learners, Foster Youth, Homeless Youth, and Low Income students.

Dashboard Local Indicators for the 2021 California School Dashboard (CSD)

Continuous Improvement and Accountability Office

California School Dashboard Local Indicator Update: June 24, 2021



I. Background

In July 2013, the state Legislature approved a new funding system, the Local Control Funding Formula (LCFF). California's accountability system under LCFF includes multiple measures that are reported on the California School Dashboard (Dashboard) each year. The Dashboard reports on both State and Local Indicators of the state's identified priority areas. Each year Local Educational Agencies (LEAs) are required to measure progress based on locally available information for the Dashboard's Local Indicators, present the results to the governing board, and submit the information using the self-reflection tools on the Dashboard.

Following the closure of schools due to COVID-19, 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. N-56-20 also waived the requirement for districts to publicly report Dashboard Local Indicators. It was determined later in Senate Bill 98 that the 2020 Dashboard would not be published as normal. Only select demographic, graduation, and college/career information was posted. For the 2021-22 school year, it is required that Dashboard Local Indicators be presented to the board at the same meeting as the LCAP is being presented for adoption. The final status of the 2021 Dashboard, including any potential posting of local indicator information, is still to be determined.

II. Driving Governance:

Statute (Education Code §52064.5) requires the adoption of evaluation rubrics for the following purposes:

- a. To assist a school district in evaluating its strengths, weaknesses, and areas that require improvement;
- b. To assist a county superintendent of schools in identifying school districts in need of technical assistance, and which intervention is warranted.

The evaluation rubrics (now referred to as the Dashboard) reflect a holistic, multidimensional assessment of school district and individual school site performance, and expectations for improvement in regard to each of the state priorities described in §52060. The state's design included a concise set of state indicators, and a methodology for establishing local performance indicators. State indicators are those for which the state already collects data; local indicators are those for which LEAs self-assess and self-report. For these local indicators, the emphasis on local collection and reporting is expected to enhance local decision-making for the relevant Local Control Funding Formula (LCFF) priority.

For each of the LCFF priorities, there is a standard, evidence required to demonstrate progress in meeting the standard, and criteria for assessing progress based on the evidence. It is important to note that the Local Indicator requirements are minimal in that the act of completing the data generates a "met" response. The district recognizes that this threshold is not sufficient to drive change and so there is a greater effort to use this data to inform practices going forward particularly in terms of school climate and family engagement. For example, the SEL team uses this data with school sites as part of their needs assessment process. This process is a key component of the district's Continuous Cycle of Improvement and helps sites in forming school climate/culture goals.

Dashboard Local Indicators for the 2021 California School Dashboard (CSD)

Continuous Improvement and Accountability Office

California School Dashboard Local Indicator Update: June 24, 2021



III. Budget:

The reporting of the 2021 Local Indicator Data presents no impact to the district budget.

IV. Goals, Objectives and Measures:

The Equity, Access, and Social Justice Guiding Principle states, “all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options”. This guiding principle demands that data be used to transparently assess students by name, by need, and by inequities, and it serves as the moral call to action to build on the district’s foundation while striving for continuous improvement.

The California School Dashboard represents a common tool that stakeholders may use to understand student progress and achievement in the context of the state’s priorities. Every LEA and all public schools in California are represented by a Dashboard.

The following measures are included in the Dashboard:

State Indicators	Local Indicators
<ul style="list-style-type: none">• Graduation Rate• Suspension Rate• English Learner Progress Indicator• Student Achievement (ELA/Math)• College-Career Indicator• Chronic Absenteeism	<ul style="list-style-type: none">• Basic Services• Implementation of State Standards• Parent Involvement• School Climate• Course Access

The State Indicators are reported through established channels such as the California Longitudinal Pupil Achievement Data System (CALPADS). The state does not collect data for Local Indicators.

Local Indicators only appear on the district level Dashboard. School Dashboards do not include Local Indicators, except for the district’s dependent (locally-funded) charter schools. All charter schools in the state are regarded as a Local Educational Agency and report their Local Indicator data on their own LEA-level Dashboard.

Unlike the State Indicators, which provide a color-based performance rating based on status and change, the rating system for Local Indicators consists of these three terms: “Met,” “Not Met,” or “Not Met for Two Years.” To receive the rating of “Met,” an LEA must do the following:

- Measure progress based on locally available information;
- Use the self-assessment tools provided by the State Board of Education;
- Report the results to the governing board and stakeholders at a regularly-scheduled meeting

Dashboard Local Indicators for the 2021 California School Dashboard (CSD)

Continuous Improvement and Accountability Office

California School Dashboard Local Indicator Update: June 24, 2021



To determine the rating for each Local Indicator, the district used the following methodology:

LCFF Priority 1: Basic

The district used the California Department of Education (CDE) Facilities Inspection Tool (FIT) to collect data during a 2020-21 internal audit to assess the condition of school facilities. “Good Repair” on the CDE FIT means that the facility is maintained in a manner that assures that it is clean, safe, and functional. Teacher misassignment and vacancy data is reported by the Human Resources department in alignment with reporting for the School Accountability Report Card (SARC) and Williams Act processes. Teacher misassignments are defined as placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or that the employee is not otherwise authorized by the state to hold. Teacher vacancies are defined as positions to which a single-designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is a one-semester course, for an entire semester. The sufficiency of instructional materials was affirmed at the fall 2020 instructional materials report to the board. “Sufficiency of instructional materials” means that each student has standards-aligned textbooks or instructional materials, or both to use in class and take home. Two sets of textbooks or instructional materials for each student are not required.

LCFF Priority 2: Implementation of State Academic Standards

The district used the California Department of Education’s Self-Reflection Tool to survey district administrators in spring 2021 on progress in areas of professional learning, instructional materials, and policies and programs that support improvement.

LCFF Priority 3: Parent Engagement

The district used parent/caregiver responses to questions on the LCAP Survey and School Climate Survey, both administered during spring 2021. The Family and Community Empowerment (FACE) department also utilized the self-reflection tool to reflect upon efforts during the 2020-21 school year to build relationships, build partnerships, and seek input for decision-making.

LCFF Priority 6: School Climate

The district administered a school climate survey in the fall of 2020 and again in the spring of 2021 to students in grade 3 through 12, including required measures of student perception of Safety and Connectedness.

LCFF Priority 7: Access to a Broad Course of Study

The district annually reports on student enrollment in Career Technical Education pathways, A-G on-track status, and Advanced Placement enrollment to determine a baseline for access to a broad course of study, including programs and services provided to unduplicated students and individuals with exceptional needs. Data for CTE and AP enrollment are from spring 2021 CALPADS reporting. Data for A-G on-track status was obtained from SCUSD’s internal dashboard developed in partnership with UC Merced.

The self-assessment tool guidance from the California Department of Education may be found here:

<https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>.

**Dashboard Local Indicators for the 2021
California School Dashboard (CSD)**

Continuous Improvement and Accountability Office

California School Dashboard Local Indicator Update: June 24, 2021



V. Major Initiatives:

Alignment of district plans and efforts across the system to each other and with the Local Control and Accountability Plan (LCAP) is a key priority. The metrics and data sources used for the Dashboard Local Indicator reporting are fully aligned to the LCAP as demonstrated in the table below:

Local Indicator	LCAP Alignment
Priority 1: Basic Conditions	<ul style="list-style-type: none"> Metric 8A: Facilities Condition (Facilities Inspection Tool (FIT) Results) Metric 8B: Instructional Materials Sufficiency Metric 8C: Teacher Credentialing Status Metric 8D: Teacher Assignment Metric 8E: Teacher Vacancies
Priority 2: Implementation of Academic Standards	<ul style="list-style-type: none"> Metric 2L: Standards Implementation Survey Results
Priority 3: Family Engagement	<ul style="list-style-type: none"> Metric 5I: District Committee Impact: Survey (to be developed) to assess satisfaction of district committee members that their voice is heard and has had impact Metric 5J: Parent/Caregiver Experience: Survey results from questions specific to parent/caregiver role in decision-making and support from school to help understand student needs and advocate on behalf of students
Priority 6: School Climate	<ul style="list-style-type: none"> Metric 4E: School Climate Survey Results (Students, Parents, and Staff)
Priority 7: Access to a Broad Course of Study	<ul style="list-style-type: none"> Metric 1E: On-track A-G status Metric 1H: Career Technical Education (CTE) Pathway Enrollment Metric 2I: Advanced Placement (AP) Enrollment

VI. Results:

Following are the local indicator results for the 2020-21 school year:

Priority 1: Basics: Teachers, Instructional Materials, and Facilities

Element	2021 Dashboard
Percentage of teachers fully credentialed	98
Number of teachers misassigned (Total)	1
Number of teachers of English Learners misassigned	0
Number of teacher vacancies	17.1
Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
School sites where facilities do not meet the “Good Repair” standard (including deficiencies and extreme deficiencies)	1

**Dashboard Local Indicators for the 2021
California School Dashboard (CSD)**

Continuous Improvement and Accountability Office

California School Dashboard Local Indicator Update: June 24, 2021



Priority 2: Standards Implementation

SCUSD measured progress towards implementation of adopted standards and curriculum frameworks through a survey administered to school site administrators during the spring of 2021. The California Department of Education self-assessment tool was used as the basis for the survey.

(Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability)

Implementation of Academic Standards		2021
Professional Development	English Language Arts – Common Core State Standards (CCSS) for ELA	3
	ELD – English Language Development (Aligned to English Language Arts Standards)	3
	Mathematics – CCSS for Math	3
	Next Generation Science Standards	3
	History - Social Science	2
Instruction Manuals	English Language Arts – CCSS for ELA	3
	ELD (Aligned to English Language Arts Standards)	3
	Mathematics – CCSS for Math	3
	Next Generation Science Standards	2
	History - Social Science	2
Policy & Program Support	English Language Arts – CCSS for ELA	4
	ELD (Aligned to English Language Arts Standards)	4
	Mathematics – CCSS for Math	3
	Next Generation Science Standards	3
	History - Social Science	2
Implementation of Standards	Career and Technical Education (CTE)	2
	Health Education	3
	Physical Education	3
	Visual and Performing Arts (VAPA)	3
	World Language	2
Engagement of School Leadership	Identifying the professional learning needs of groups of teachers or staff as a whole	2
	Identifying the professional learning needs of individual teachers	2
	Providing support for teachers on the standards they have not yet mastered	2



Priority 3: Parent Involvement

SCUSD measured progress in the area of parent involvement using the reflection tool provided by the state (elements and rating scale included below). Results from the district’s School Climate Survey for families, results from questions specific to the parent/caregiver experience on the LCAP Annual Survey, and holistic reflection by the Family and Community Empowerment (FACE) department informed the ultimate ratings on the self-reflection scale.

Rating scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

BUILDING RELATIONSHIPS BETWEEN SCHOOL STAFF AND FAMILIES	2021
Progress in developing capacity of staff to build trusting relationships with families	3
Progress in creating welcoming environments for all families in the community	3
Progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children	3
Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families	3

SCUSD strives to build the capacity of both school staff and families to develop positive relationships and collaboratively support the success of students. A number of ongoing district efforts reflect strengths in this area. The district’s Parent Teacher Home Visits (PTHV) is a model program that, beginning in 1998 as a pilot project, catalyzed the growth of a national network. There are now approximately 40 schools participating in PTHV. This research-based practice aligns to other SCUSD efforts to address chronic absenteeism, improve academic performance, and shift mindsets of both staff and families. Visits are voluntary on the part of staff and families and staff are provided training and compensated for their time. More information about the program can be found at pthvp.org. During the time of school closures and throughout distance learning, relationship-building efforts were sustained through the practice of virtual, ‘Bridge Visits.’

While the above strengths are important to note, the district is aware that significant improvement is needed in this area. A focal area for improvement is the systematizing and scaling of efforts that are currently operating in isolation or in the early stages. At the school site level, administrators, staff, and parents need to be collectively supported in identifying key needs in the area of relationship building and translating these needs into actionable goals. These goals in turn need to be aligned to specific, district-supported strategies that will be effective in improving the quality of the overall relationship building on a district-wide scale. Opportunities to address this focus include multiple school site leadership structures such as School Site Councils, Parent Teacher Associations, and English Learner Advisory Committees. To increase the effectivity of any efforts in this area, SCUSD staff can benefit from additional parent engagement training. Such training should be aligned to both the State and National Parent Empowerment Dual Capacity Framework. An ongoing challenge in this area is the limited time in which professional development can be provided and the multiple forms of professional development of high priority. To improve the engagement of underrepresented families

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the efforts at systematizing and scaling must take into account the specific needs of student/family groups. These needs might include translation, location/format of after school events, and efforts of staff that span multiple school sites. Individual school sites must balance the dual demands of districtwide initiatives with the specific needs assessed/identified in their local context.

BUILDING PARTNERSHIPS FOR STUDENT OUTCOMES	2021
Progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families	3
Progress in providing families with information and resources to support student learning and development in the home	3
Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes	3
Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students	3

SCUSD's Family and Community Empowerment team works in partnership with various departments to provide parents/guardians an array of tools and resources to support student learning. Efforts are aligned with other district initiatives in the areas of SEL, Bullying Prevention, and Positive Attendance to ensure a holistic perspective in addressing student outcomes. In addition to the success of the PTHV program and the APTTs, there are several areas the district would like to highlight as strengths. The Parent Leadership Pathway Program is a site-based series of workshops. Throughout the school year, parents/guardians can progress over multiple Tiers 1, 2, and 3 of the program. Key topics in the series include the core aspects of the educational system and factors that lead towards developing the skills to become leaders within their peer group. In the latter part of the series, parents/guardians acquire facilitation, communication, asset mapping, and data analysis skills linked to student achievement efforts. Another strength of the district is the range of events/opportunities to educate and connect parents/guardians to community and post K-12 resources. The College Pathway workshops offer education on the college landscape and the eligibility/application process. The Parent Information Exchange brings together monthly parents, SCUSD staff, community organizations, and community-based partners to share and discuss programs/services available for families. SCUSD has also supported the development of Parent Resource Centers at school sites. These centers provide a space in which parents/guardians can come together in partnership with each other and staff as well as access resources.

Responding to the need to pivot parent/community workshops to a virtual platform during the pandemic, FACE identified areas of need and responded with connections to district and community services and the development of an online Parent DL Toolkit and recordings specifically designed for parents/guardians in English, Spanish and Hmong. These are all currently available on the SCUSD website at: <https://learn.scusd.edu/parent-toolkit>. Development of recordings and resource updates is ongoing. FACE also provides trainings for the Mexican Consulate and collaborates with community-based partners to design virtual trainings for their communities.

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Efforts to build and engage in partnership with parents/guardians for student outcomes have yielded successes, but significant room for improvement had been indicated. To increase and improve communication about the available partnership, engagement, and support opportunities, FACE focused department efforts to ensure that messaging from the district and school site levels was accessible to all. As result, many SCUSD departments and programs work with the FACE department to create parent friendly, understandable materials and messaging in predominant languages with easy to understand visuals. Data collections such as engagement/involvement surveys to assess needs for the district moving forward have increased. Sites are provided individual support by FACE staff to identify and address specific parent engagement opportunities/activities in their parent engagement policies and other school plans. FACE supports district departments and parent advisory committees through outreach, workgroup participation and trainings. Examples include: LCAP PAC; SCUSD Scholarship Committee; Equitable Return Design team; SSC training; State Seal of Civic Engagement workgroup; DAC; CAC and the African American Advisory Committee.

During pandemic distance learning, FACE maintained ongoing contact and relationships with our SCUSD families through weekly personal phone calls, Zoom parent chats, emails and texts. These proved invaluable in identifying areas of need and challenge, so that FACE could provide appropriate and timely supports and referrals. Data from these contacts was collected weekly and shared with SCUSD Administration to track existing and emerging areas focus areas. In addition, the weekly parent chats provided increased connection by creating a network of parent-to-parent contact and support.

SEEKING INPUT FOR DECISION-MAKING	2021
Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making	3
Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	3
Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community	3
Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels	3

SCUSD highly values stakeholder input when making program decisions and considers the voice of parents/guardians to be critical within this process. A strength of the district is the ongoing effort to broaden and deepen the range of opportunities parents/guardians have to providing input toward decision-making. All school sites operate formal School Site Councils (SSCs) and, where required, English Learner Advisory Committees (ELACs). The district maintains active groups including the LCAP Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), and Community Advisory Committee (CAC) that acts in an advisory capacity to the Special Education Local Plan Area (SELPA)). Task Forces have been commissioned specific to identified issues or student groups. In 2017-18, the Graduation Task Force was created to study the impacts of low graduation rates on the Sacramento community and develop recommendations for



improvement. In 2018-19, The African American Achievement Task Force (AAATF) was commissioned to create recommendations to significantly improve the student achievement and social emotional outcomes for African American students in SCUSD K-12. This taskforce is now a districtwide African American Advisory Board (AAAB). During the at-distance 2020-21 school year, community forums and town hall events were convened online by both the district and individual SCUSD board members to gather community input. The virtual platform provided new and accessible opportunities for parents/guardians to participate in decision-making. It also allowed for extended virtual engagement opportunities in the future by establishing new blueprints for successful input opportunities.

Though many opportunities exist for building capacity and directly engaging in decision-making, there is always room for improvement. Moving into the re-opening of school sites, focal areas for improvement include: providing additional parent trainings specific to the work of SCUSD advisory committees at both the site and district level and ongoing collaboration with Community Based Organizations (CBOs) to increase outreach and engagement when seeking input. In both of these areas an additional emphasis must be placed on outreach to, inclusion of, and capacity building for parents/guardians of underrepresented and marginalized families. Highlighting CBOs that currently work with and have connections to underrepresented student groups will increase the district's ability to engage these families in the decision-making process. Focusing trainings to groups that represent school sites with high numbers of underrepresented groups will increase the capacity of such groups to engage in critical decision-making that impacts their students.

Priority 6: School Climate

SCUSD annually administers a local climate survey to assess student perceptions of safety and connectedness. In spring 2021, the survey was completed by 8,714 students in grades 3-12, 3,121 parents, and 523 staff. While efforts were made to encourage maximum participation, there was a significant reduction in the number of students and staff who participated this year compared to previous years. Parent participation did increase by 55%. Low participation from students and staff may be a result of the remote/virtual settings. Previously, students were given time during class to complete the survey and staff was allocated staff-meeting time to complete the survey.

Overall, while the results do show some gains, the district's goal of 90% positive responses for all students/student groups was not achieved. For all students, there was a 10.6% increase in perception of safety to 73.1% from the previous year (see note below) and 6.3% increase in connectedness to 71.8%. K-8 schools outperformed other grade-level groups in student perception of connectedness at 77.8%, while middle schools student perception of safety was the highest at 76.9% (K-8 students perception of safety was a close second at 76.7%). When disaggregated by ethnicity and race, the most critical area was the perception of safety for African American students, who had 68% positive responses, followed by Asian students with 68.2% positive responses. When disaggregating to specific Asian race, the lowest overall positive responses to connectedness was the Hmong student group at a 61.6%. When compared to White students, who had the highest rate of positive responses for both Connectedness (77.7%) and Safety (78.6%), African American had a 10.6% lower

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positive responses to safety and Hmong students had a 16.1% lower positive responses to connectedness. Results by program for safety include: 65.6% for ELs, 72.2% for Foster Youth, 67.2% for students with disabilities, 70.9% for low-income students, and 64.4% for homeless students. While there has been improvement for all students with a 9.6% positive increase for connectedness and 17% increase for safety from previous year, there continues to be a concerning disparity for African American students, Southeast Asian student groups, EL, FY, SWD and Homeless student groups. Also important to reiterate the significant improvement needed for ALL students and ALL student groups to reach the district's goal of 90%.

While the small high schools continue to have positive results (73% for connectedness and 75.3% for safety), the K-8 and the Middle schools have improved to demonstrate slightly higher perception of safety and connectedness. While there are certainly size-specific conditions present in a small high schools, K-8, and middle schools that facilitate positive school climate, the district's Continuous Cycle of Improvement (CCI) work is emphasizing the identification of successful practices that can be replicated and scaled. The success of small, K-8, and middle schools in maintaining this higher outcome is an area of focus. Disparities in student perceptions of safety and/or connectedness for African American students, Southeast Asian, English Learners, Foster Youth, Students with Disabilities and Homeless students are critical areas for growth and align with disparate results for the same student groups in other areas.

SCUSD uses the results from the local climate survey with school sites as part of their needs assessment process. This process is a key component of the district's CCI and helps sites to form school climate/culture goals. These goals are supported by the district's SEL, PBIS, and School Safety Initiatives. District efforts to increase student engagement through a range of expanded/extended learning opportunities, decrease chronic absenteeism as a focal point of the differentiated assistance process, and to address issues of bullying through training and prevention will all be continued. Ongoing areas of need and focus include: 1) Focus work with teachers and staff around Trauma Informed Practices and Culturally Responsive Teaching 2) Expand Implicit Bias professional learning 3) Create opportunities for the schools to share best practices. 4) Continue training and explicit practice to develop growth mindsets for students and staff.

Note on Perception of Safety: It should be noted that context matters given some of the "improvement" in overall positive responses to Safety. Respondents completed this survey during remote learning where school climate may have been influenced by home learning environments and their distance learning experiences. While there is variation in students' home environments, distance learning may have offered a reprieve from harassment or unfair disciplinary actions for some. As context changes, people's experience and perceptions of school climate is also subject to change.

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School Climate Survey

Percentage of positive responses in the areas of ‘safety’ and ‘connectedness’ (Belonging)

Source: Local Climate Survey

Student Group	Spring 2021		Fall 2020		Spring 2020	
	Safety	Belonging	Safety	Belonging	Safety	Belonging
All	73	72	71	71	63	65
English Learners	66	65	62	64	55	59
Foster Youth	75	74	71	71	60	68
Homeless Youth	64	64	66	69	60	63
Socioeconomically Disadvantaged	71	69	68	68	60	63
Students with Disabilities	67	68	66	68	57	63
African American	68	68	68	70	59	63
American Indian or Alaska Native	74	69	72	68	55	63
Asian	71	68	67	66	61	63
Filipino	73	74	71	74	66	66
Hispanic/Latino	73	71	71	72	62	65
Native Hawaiian or Pacific Islander	71	68	67	70	59	61
White	79	78	77	78	67	71
Two or More Races	75	75	74	74	64	69
Elementary School students	74	77	69	73	61	69
K-8 School student	77	78	70	70	60	63
Middle School students	77	76	75	76	66	67
Comprehensive High School Students	69	65	68	64	61	57
Small High School Students	75	73	76	73	72	68
Teachers	63	78	N/A	N/A	51	66
Families	92	90	N/A	N/A	82	80



Priority 7: Access to a Broad Course of Study

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

To track student access and enrollment in a broad course of study, SCUSD will use the following measures to examine participation of unduplicated student groups, students with exceptional needs, and student groups that caused the district to be identified for differentiated technical assistance: Enrollment in Career Technical Education pathways, A-G course sequence on-track status, and Enrollment in Advanced Placement (AP) courses. As stated in the district's guiding principle, SCUSD is committed to ensuring that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. Monitoring and improving the metrics above for equitable access by student groups is key to this effort.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

The 2019-20 and 2020-21 results for the identified metrics indicate that many of the significant inequities reported on in prior dashboards remain.

Gaps in access are present in Advanced Placement and A-G on-track status for these student groups: 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. While 25% of all 10th-12th grade students are enrolled in at least 1 AP course, less than 10% of English Learners, Foster Youth, Homeless Youth, Homeless Youth, and American Indian or Alaska Native students are accessing this coursework. Similarly, 54% of all high school students were on track for A-G eligibility status at the time of measurement. This rate was below 30% for Foster Youth, Homeless Youth, and Students with Disabilities. Four additional student groups were above 30% but below the 40% threshold.

Career Technical Education pathways exhibit more equitable access across student groups, with most student groups near the 24% enrollment rate for 'All students.' Foster Youth (18%), Homeless Youth (19%), American Indian or Alaska Native students (18%), and Filipino students (16%) have the largest gaps. Overall, the results for 2020-21 were very similar to 2019-20 results, revealing relatively minimal movement for 'All students' and most student groups. Notable results included significant decreases for Homeless Youth and American Indian or Alaska Native students in all metrics. This indicates a critical need for improvement in this area.



3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Existing barriers have included the lack of equitable access to challenging material in elementary and middle school. This remains an identified barrier in the respect that all students and students within each student group need be consistently challenged within a standards-aligned context to ensure that they are prepared to take on the later challenges of Advanced Placement coursework and a robust A-G curriculum. A key goal in the new LCAP is the provision of a consistent and coherent Tier 1 educational experience for all students, regardless of school choice, zip code, or classroom. The systems in place that drive student course and program placement and eligibility remain significant barriers to providing a broad course of study for all students. While some progress has been made in this area, students in SCUSD still do not have equitable access to a broad course of study and a student's available course options can vary widely depending on their school or program of attendance. This includes differential access to Advanced Placement coursework, CTE pathways/programs, specific A-G coursework, and co-curricular activities.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

SCUSD is continuing the efforts described on previous dashboards to establish centralized systems and processes for academic counselors to conduct regular student schedule reviews and address identified student scheduling needs in a timely manner. The A-G counseling benchmarks set across the district provide a rubric against which counselors and students can understand progress toward completion of the full 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.

An example of targeted efforts planned for the 2021-2022 academic year is SCUSD's partnership with Improve Your Tomorrow (IYT) to specifically target African American males in grades 7 and 8 to provide culturally relevant college and career readiness enrichment activities prior to enrolling at Luther Burbank High School. The intentional outreach will help students by expanding their career awareness so that they feel more empowered when selecting a pathway in high school. The desired outcome is to support students through high school by providing mentorship, work-based learning opportunities, support with employability skills, and increase the number of students who are "completing" a pathway and ultimately matriculating to higher education or into the workforce. The district is also exploring expanded collaboration with Sacramento City College partners to develop a process for our students with disabilities to more easily access supports from Sacramento City College while taking Advanced Education courses and to more seamlessly matriculate post-high school. The goal of these efforts is to encourage and increase dual enrollment options for students with disabilities.

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Student Group	Advanced Placement (AP) Enrollment		CTE Pathway Enrollment		On-Track A-G Status		Overall SCUSD Student Population
	19-20	20-21	19-20	20-21	19-20	20-21	
	Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes Source: CALPADS Reporting (District Analysis)		Percentage of students in grades 10-12 enrolled in a Career Technical Education (CTE) Pathway Source: CALPADS Reporting (District Analysis)		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>		
ALL	25.5	25.4	23.3	24.3	53.8	53.9	
English Learners	9.2	7.2	19.8	20.8	34.3	36.8	17.2
Foster Youth	3.4	2.5	15.4	18.0	28	21.3	0.5
Homeless Youth	7.9	4.2	25.4	19.1	25	17.8	0.7
Socioeconomically Disadvantaged	20.1	19.7	23.5	24.7	48.6	48.1	71.6
Students with Disabilities	2.7	2.7	19.3	22.2	25.5	27.7	15.3
African American	12.4	12.9	24.2	25.4	37.4	37.1	12.6
American Indian or Alaska Native	15.7	9.6	23.1	17.5	39.3	33.3	0.5
Asian	37.5	38.9	20.1	21.6	73.7	71.9	17.7
Filipino	39.1	39.6	16.3	16.3	70.5	69.1	1.5
Hispanic/Latino	19.9	18.7	24.7	25.6	45.2	46.3	40.8
Native Hawaiian or Pacific Islander	11.4	11.8	28.6	28.4	39.8	38.9	2.2
White	34.1	35	21.8	23.9	63.2	64.1	17.2
Two or More Races	33.8	33.5	26.1	24.8	60.2	61.3	7.6

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Based on the criteria stipulated by the State Board of Education, the results for the Local Indicator ratings are below. The district affirms that it has followed the steps required to provide the ratings below to the Dashboard, should they be required for upload in the fall of 2021 (status of local indicator reporting on the dashboard to be determined):

Fall 2019 Dashboard Rating	
Priority 1: Basic Services	Met
Priority 2: Implementation of State Standards	Met
Priority 3: Parental Involvement	Met
Priority 6: School Climate	Met
Priority 7: Course Access	Met

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Bowling Green Charter School
CDS Code:	34-67439-6033799
LEA Contact Information:	Name: Sylvia Silva-Torres & Amber Sutton Position: Principals, Bowling Green Chacon & McCoy Phone: (916)395-5215 & (916)395-5210
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$7,578,898.00
LCFF Supplemental & Concentration Grants	\$1,625,311.00
All Other State Funds	\$496,311.00
All Local Funds	\$0
All federal funds	\$232,464.00
Total Projected Revenue	\$8,307,673

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$7,146,631.00
Total Budgeted Expenditures in the LCAP	\$6,762,911.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,693,696.00
Expenditures not in the LCAP	\$383,720

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$2,156,494
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$2,156,494

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$68,385
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The funds not represented here on the LCAP are dollars spent on school services that do not fall into the 5 primary goals set in the LCAP based on the metrics of Bowling Green Charter Elementary. In addition, not all personnel is reflected in this document due to the specific action items reflecting our top 5 goals.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions	Due to school closures in response to the COVID-19 pandemic in the 2020-2021 school year, not all budgeted funding was utilized in the manners anticipated. Additional federal funding allowed Bowling Green Charter School to increase and improve services for high needs students

and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

in robust ways and was utilized outside of the initial funding allocations for the 2020-2021 LCAP.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bowling Green Charter School

CDS Code: 34-67439-6033799

School Year: 2021-22

LEA contact information:

Sylvia Silva-Torres & Amber Sutton

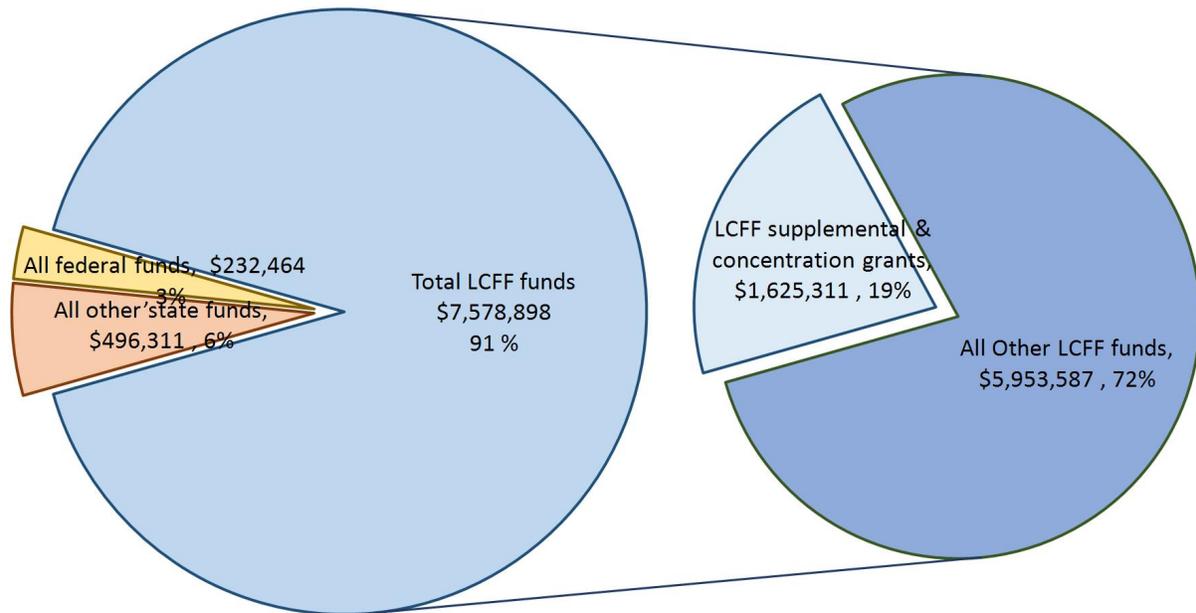
Principals, Bowling Green Chacon & McCoy

(916)395-5215 & (916)395-5210

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

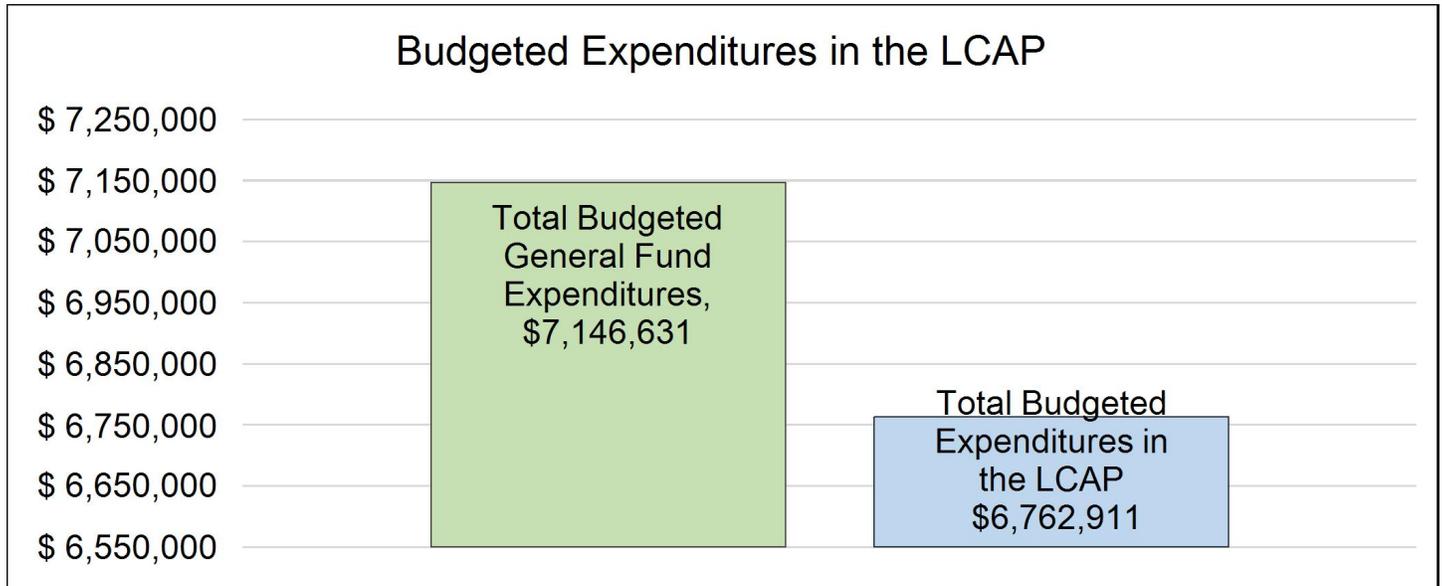


This chart shows the total general purpose revenue Bowling Green Charter School expects to receive in the coming year from all sources.

The total revenue projected for Bowling Green Charter School is \$8,307,673, of which \$7,578,898.00 is Local Control Funding Formula (LCFF), \$496,311.00 is other state funds, \$0 is local funds, and \$232,464.00 is federal funds. Of the \$7,578,898.00 in LCFF Funds, \$1,625,311.00 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 Bowling Green Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Bowling Green Charter School plans to spend \$7,146,631.00 for the 2021-22 school year. Of that amount, \$6,762,911.00 is tied to actions/services in the LCAP and \$383,720 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

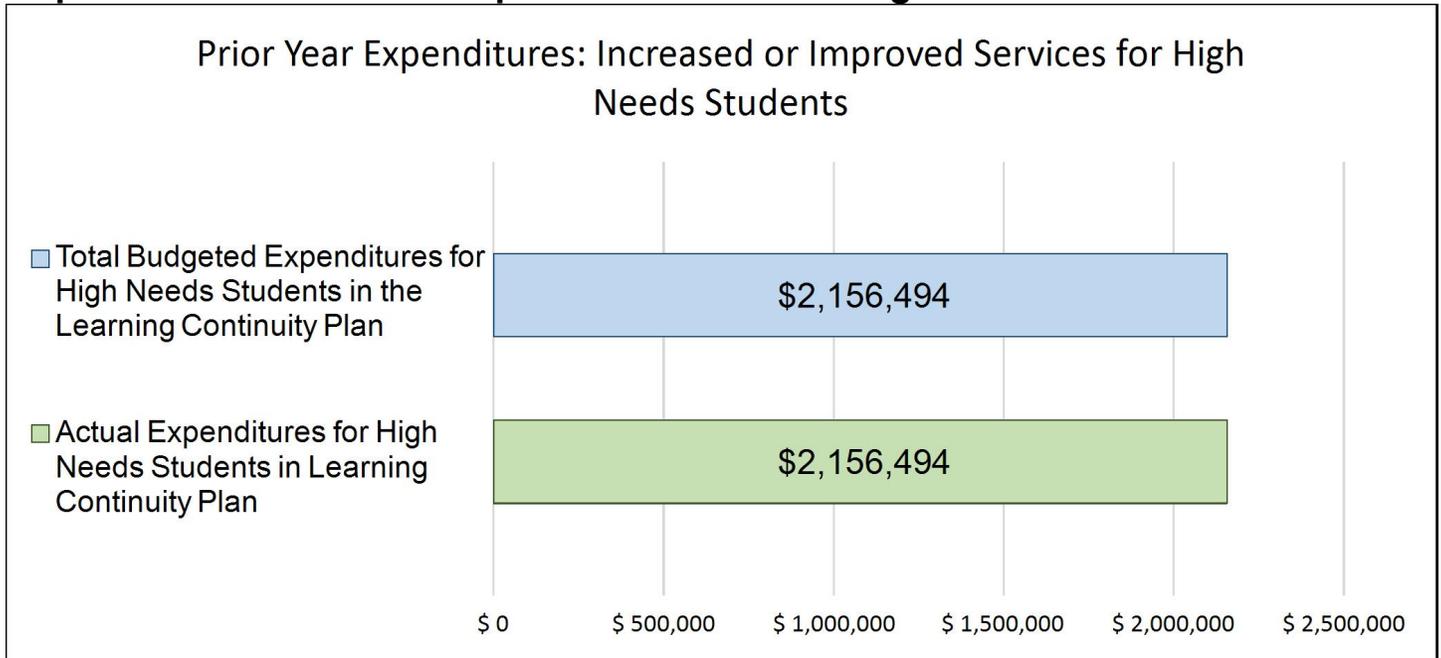
The funds not represented here on the LCAP are dollars spent on school services that do not fall into the 5 primary goals set in the LCAP based on the metrics of Bowling Green Charter Elementary. In addition, not all personnel is reflected in this document due to the specific action items reflecting our top 5 goals.

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

In 2021-22, Bowling Green Charter School is projecting it will receive \$1,625,311.00 based on the enrollment of foster youth, English learner, and low-income students. Bowling Green Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bowling Green Charter School plans to spend \$1,693,696.00 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 Bowling Green Charter School 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 Bowling Green Charter School 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, Bowling Green Charter School's Learning Continuity Plan budgeted \$2,156,494 for planned actions to increase or improve services for high needs students. Bowling Green Charter School actually spent \$2,156,494 for actions to increase or improve services for high needs students in 2020-21.

Due to school closures in response to the COVID-19 pandemic in the 2020-2021 school year, not all budgeted funding was utilized in the manners anticipated. Additional federal funding allowed Bowling Green Charter School to increase and improve services for high needs students in robust ways and was utilized outside of the initial funding allocations for the 2020-2021 LCAP.

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
Bowling Green Charter School	Sylvia Silva-Torres & Amber Sutton Principals, Bowling Green Chacon & McCoy	sylvia-silva-torres@scusd.edu & amber-sutton@scusd.edu (916)395-5215 & (916)395-5210

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 percent of students on track to graduate college and career ready.

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:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Teachers are appropriately assigned and fully credentialed.</p> <p>19-20 Maintain at 100%</p> <p>Baseline 100% of teachers are appropriately assigned and fully credentialed.</p>	Maintained at 100%
<p>Metric/Indicator Pupils have access to standards-aligned materials.</p> <p>19-20 Maintain at 100%</p> <p>Baseline 100% of pupils have access to standards-aligned materials</p>	100% of pupils had access to standards-aligned materials.
<p>Metric/Indicator Administrators will assess implementation of state standards using a survey</p> <p>19-20</p>	Survey was unable to be completed due to school closure.

Expected	Actual
<p>Increase 10% over baseline until 90% is achieved.</p> <p>Baseline Baseline pending outcome of survey</p>	
<p>Metric/Indicator Number of teachers participating in ELD professional learning (i-3)</p> <p>19-20 Provide resources needed for ongoing training.</p> <p>Baseline 2016-17: 35 teachers participated in training</p>	<p>2017-18: 35 teachers completed year 2 of 2-year training.</p>
<p>Metric/Indicator Student achievement in grades 3-6 on standardized ELA assessments (CAASPP)</p> <p>19-20 Increase by 1% a year</p> <p>Baseline 2015-16: Chacon McCoy</p>	<p>New data is not available due to school closure.</p>
<p>Metric/Indicator Student achievement in grades 3-6 on standardized Math assessments (CAASPP)</p> <p>19-20 Increase by 1% a year</p> <p>Baseline 2015-16: Chacon McCoy</p>	<p>New data is not available due to school closure.</p>
<p>Metric/Indicator</p>	<p>New data is not available due to school closure.</p>

Expected	Actual
<p>EL Progress Indicator</p> <p>19-20 Increase rating from orange to yellow</p> <p>Baseline Spring 2017 Indicator: Red</p>	
<p>Metric/Indicator Reclassification rate</p> <p>19-20 Increase number of students by 5 for each school.</p> <p>Baseline 2016-17: Chacon 21 students McCoy 22 students</p>	<p>Lack of new data and changes to reclassification criteria made this goal unrealistic. With the new testing and reclassification criteria, this year will help us create a new baseline from which we can measure growth.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Services: A basic educational program is provided to all students at Bowling Green Charter School as the foundation to developing Career and College Ready students.</p> <p>Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS.</p>	<p>Classroom teachers and substitutes. McCoy: 2,134,101 Chacon: 1,387,272 1000-3000 LCFF 3,521,373</p> <p>Classified Office Staff McCoy: 81,426 Chacon: 120,409 2000-3000 LCFF 201,835</p> <p>Classroom teachers and substitutes.</p>	<p>Classroom Teachers and substitutes. McCoy: 1,794,639.21 (elimination of one teaching position due to decreasing enrollment, staffing change saved money) Chacon: 142,919.76</p> <p>1000-3000 LCFF 3,223,930.97</p> <p>Classified Office Staff McCoy: 79,999.69 Chacon: 120,344.31 2000-3000 LCFF 200,344.00</p> <p>Classroom teachers and substitutes.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Chacon: 326,699 1000-3000 Suppl/Con 326,699 Classroom teachers and substitutes. Chacon: 310,739 1000-3000 Suppl/Con EL 310,739	Chacon: 322,509.29 1000-3000 Suppl/Con 322,509.29 Classroom teachers and substitutes. Chacon: 333,205.15 1000-3000 Suppl/Con EL 333,205.15
Offer on-going professional learning, on site collaboration, and instructional coaching as a means to support the implementation of CCSS. (continued)	McCoy: 10,000 Chacon: 25,000 1000-1999: Certificated Personnel Salaries Title I 35,000 Teacher Substitutes for Academic Conferences McCoy: 10,000 1000-1999: Certificated Personnel Salaries Suppl/Con 10,000	McCoy: 2,322.14 (PD Canceled due to medical leaves and school closure) Chacon: 5,230.64 1000-1999: Certificated Personnel Salaries Title I 7,552.78 Teacher Substitutes for Academic Conferences McCoy: 14,567.07 (Canceled due to medical leaves and school closure) 1000-1999: Certificated Personnel Salaries Suppl/Con 14,567.07
Provide special education services.	Special Education Encroachment McCoy: 517,705 Chacon: 379,690 7000-7439: Other Outgo LCFF 897,395	Special Education Encroachment McCoy: 507,378.00 (increase in district costs) Chacon: 395,256.00 (increase in district costs) 7000-7439: Other Outgo LCFF 902,634.00
Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. Services: Provide instructional assistance to help engage and support students while teachers facilitate small group instruction. Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs, and summer programs.	Instructional Aides McCoy: 40,000 Chacon: 29,125 2000-2999: Classified Personnel Salaries Suppl/Con 69,125	Instructional Aides McCoy: 4,560.87 (Delay in posting of job and reduced due to school closure) Chacon: 0 2000-2999: Classified Personnel Salaries Suppl/Con 4,560.87

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental Materials McCoy: 1,439 Chacon: 13,892 4000-4999: Books And Supplies Title I 15,331</p> <p>McCoy: 25,206 1000-1999: Certificated Personnel Salaries Suppl/Con EL 25,206</p> <p>McCoy: Instructional Supplies 12,989 Chromebooks to support differentiation/intervention: 30,000 Chacon: 3,101 4000-4999: Books And Supplies Suppl/Con 46,090</p> <p>McCoy: 9,393 4000-4999: Books And Supplies Suppl/Con EL 20,393</p> <p>CSR McCoy: 557,154 1000-3000 Suppl/Con 557,154</p> <p>Chacon: 29,125 2000-2999: Classified Personnel Salaries Suppl/Con 29,125</p> <p>Chacon:37,276 2000-2999: Classified Personnel Salaries Title I 37,276</p> <p>Teacher Temporary for Intervention Support McCoy: 15,000</p>	<p>Supplemental Materials McCoy: 20,290.78 Chacon: 0 4000-4999: Books And Supplies Title I 20,290.78</p> <p>McCoy: 4,377.18 (Unable to get pos. req. approved prior to school closure) 1000-1999: Certificated Personnel Salaries Suppl/Con EL 4,377.18</p> <p>McCoy Instructional Supplies: 9,288.96 McCoy Chromebooks: 0 (Unable to receive order prior to fiscal year ending) Chacon: 4000-4999: Books And Supplies Suppl/Con</p> <p>McCoy: 0 (supplies were to be ordered to support resource teacher position that was never filled) 4000-4999: Books And Supplies Suppl/Con EL 0</p> <p>CSR McCoy: 566,172.34 1000-3000 Suppl/Con 566,172.34</p> <p>Chacon: 12,981.01 2000-2999: Classified Personnel Salaries Suppl/Con 12,981.01</p> <p>Chacon:45,894.67 2000-2999: Classified Personnel Salaries Title I 45,894.67</p> <p>Teacher Temporary for Intervention Support McCoy: 14,567.07</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Suppl/Con 15,000 Teacher Temporary for Intervention McCoy: 15,000 1000-1999: Certificated Personnel Salaries Suppl/Con 30,000	1000-1999: Certificated Personnel Salaries Suppl/Con 14,567.07 Teacher Temporary for Intervention Support McCoy: 0 (duplicate error in original LCAP) 1000-1999: Certificated Personnel Salaries Suppl/Con 0

Goal Analysis

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

All funds that were not able to be expended as planned due to school closures and staffing changes were rolled over to the next fiscal year in order to address the challenges and needs of distance learning. Additional support services were anticipated and the funds are available for use to meet those support service needs (increased social worker and instructional aide time).

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

We were able to maintain 100% of students being placed with a fully credentialed teacher. Due to Human Resource delays, much of our support team (instructional aides and intervention teacher) remained in substitute status for much or all of the school year. When school closed due to the pandemic in March, all substitute staff were released from duty by district policy. This resulted in a decrease in services provided and an increase in carryover funds for the 20-21 school year. A drastic increase in support services can be seen in the 20-21 Learning Continuity and Attendance Plan.

Goal 2

Bowling Green School will provide and maintain a clean, safe, welcoming, and healthy environment.

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:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Clean and well maintained facilities.</p> <p>19-20 Maintain</p> <p>Baseline SARC</p>	<p>We maintained a clean and well-maintained facility.</p>
<p>Metric/Indicator Attendance</p> <p>19-20 Maintain at 96%</p> <p>Baseline 2015-16: Chacon McCoy</p>	<p>McCoy Attendance Rate: 95.05% as of March 13, 2020</p>
<p>Metric/Indicator Chronic Absence</p> <p>19-20 Maintain Chronic Absence rate of 7%</p>	<p>McCoy: 4.96% as of March 13, 2020</p>

Expected	Actual
<p>Baseline 2015-16: 9.3%</p>	
<p>Metric/Indicator Suspension Rate</p> <p>19-20 Maintain rate at less than 1.5%</p> <p>Baseline 2015-16: 0.9%</p>	<p>McCoy: 7.4% (tightening of documentation)</p>
<p>Metric/Indicator Local Measure for Positive School Climate</p> <p>19-20 Increase student perception of safety by 5% Increase student sense of belonging by 5%</p> <p>Baseline School Climate Survey: Bowling Green Chacon</p> <p>Student (n 125) Safety: 55% Positive response Sense of Belonging: 63% Positive Response</p> <p>Family (n 2) Safety: 100% Positive Response Sense of Belonging: 100% Positive Response</p> <p>Staff (n 16) Safety: 85% Positive Response Sense of Belonging: 81% Positive Response</p> <p>McCoy: Staff (0 responses)</p>	<p>McCoy Safety: 65% positive responses McCoy Sense of Belonging: 72% positive responses</p>

Expected	Actual
Family (0 Responses) Students (n 135) Safety: 63% Positive Response Sense of Belonging: 70% Positive Response	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students will be provided cleaner, better maintained learning environments.	Plant Manager and custodian McCoy: 129,151 Chacon: 113,701 2000-3000 LCFF 242,852 Custodial supplies McCoy: 10,000 Chacon: 10,000 4000-4999: Books And Supplies LCFF 20,000	Plant Manager and custodian McCoy: 135,570.65 Chacon: 114,878.04 2000-3000 LCFF 250,448.69 Custodial supplies McCoy: 4,610.76 (school closure) Chacon: 5,515.63 4000-4999: Books And Supplies LCFF 10,126.39
Develop and maintain safe school plan and relationships between staff and students to facilitate a safe, positive school climate. Social emotional support will be provided through Student Support Center staff.	School Social Worker Chacon: 25,056 1000-3000 LCFF 25,056 Student Support Center Coordinator McCoy: 84,996 2000-3000 Title I 84,996 School Social Worker McCoy: 12,979 1000-3000 Suppl/Con 12,979 Student Support Center Coordinator McCoy: 56,665	School Social Worker Chacon: 25,978.93 1000-3000 LCFF 25,978.93 Student Support Center Coordinator McCoy: 28,059.62 (Left in November, not filled) 2000-3000 Title I Support Center Coordinator McCoy: 28,059.62 School Social Worker McCoy: 1,407.42 1000-3000 Suppl/Con Social Worker McCoy: 1,407.42 Student Support Center Coordinator McCoy: 18,706.43 (Left in

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Chacon: 28,332 2000-3000 Suppl/Con 84,997</p> <p>Translator McCoy: 2,500 Chacon: 500</p> <p>Morning/Noon Duty McCoy: 11,000 2000-2999: Classified Personnel Salaries Suppl/Con EL 3,000</p> <p>School Social Worker McCoy: 12,979 1000-3000 Suppl/Con EL 12,979</p> <p>Morning/Noon duty Chacon: 11998.2 McCoy: 6,000</p> <p>School Community Liason McCoy: 52,344 2000-2999: Classified Personnel Salaries Suppl/Con 75,342</p> <p>Morning/Noon duty McCoy: 34,252 Chacon: 74,777 2000-2999: Classified Personnel Salaries LCFF 109,029</p> <p>Student Support Center Supplies McCoy: 3,089</p>	<p>November, not filled) Chacon: 28,404.98 2000-3000 Suppl/Con 47,111.41</p> <p>Translator McCoy: 2,211.70 (No Spring Conferences) Chacon: 965.28</p> <p>Morning/Noon Duty: McCoy:0 (No permanent hired, subs released in March) Possible mistake in LCAP 2000-2999: Classified Personnel Salaries Suppl/Con EL 3,176.98</p> <p>School Social Worker McCoy: 0 (duplicate error in LCAP) 1000-3000 Suppl/Con EL 0</p> <p>Morning/Noon Duty Chacon:12,981.01</p> <p>Campus Monitor: (Temp) McCoy: 22,587.07</p> <p>School Community Liaison: McCoy: 32,344.43 (filled in January) 2000-2999: Classified Personnel Salaries Suppl/Con 67,912.51</p> <p>Morning/Noon Duty McCoy: 0 Chacon: 53,851.91 2000-2999: Classified Personnel Salaries LCFF</p> <p>Student Support Center Supplies McCoy: 600.33 (school closure)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Security Cameras: 5,000 4000-4999: Books And Supplies Suppl/Con 3,089	Security Cameras: 0 (not approved through district facilities) 4000-4999: Books And Supplies Suppl/Con 600.38
Computer programs and hardware, library media tech, extra curricular, field trips.	Library Media Tech McCoy: 36,812 Chacon: 27,609 2000-3000 Suppl/Con 64,421	Library Media Tech McCoy: 8,222.85 (Unable to back-fill) Chacon: 1,045.19 (Unable to back-fill) 2000-3000 Suppl/Con 9,268.04

Goal Analysis

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

Due to the struggle to back-fill positions mid-year (Student Support Center Coordinator and Library Media Tech) and the struggle to move through district hiring process in a timely manner (morning/noon duty), we ended with a surplus in several areas. When school closed in March, we decided to roll that money over the following school year in order to address the vast support needs that we anticipated would stem from distance learning. The use of these funds can be seen in the 20-21 Learning Continuity and Attendance Plan.

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

Our Student Support Center was still able to serve over 200 students despite the staffing challenges. This provided much needed mental health supports and connection to wrap-around services for many families. Luckily, we were able to secure substitute morning/noon duties that were consistent in providing service to our students and improve school climate. Since the hiring was frozen due to school closure, those positions are set to be filled upon re-opening.

Goal 3

Parents, families, and community stakeholders will be more fully involved as partners in the education of students at Bowling Green Charter.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent Participation in Steering Committee, ELAC and PTA</p> <p>19-20 Maintain school site committees properly composed.</p> <p>Continue with a representative to attend the district's DELAC meetings.</p> <p>Baseline All school site committees will be properly composed.</p> <p>ELAC will elect a representative to attend the district's DELAC meetings.</p>	<p>All school site committees were properly composed.</p>
<p>Metric/Indicator Participation in the Parent/Teacher Home Visit Program</p> <p>19-20 At least 4 teachers will participate in the PTHV, reaching 96 home visits for the year.</p> <p>Baseline</p>	<p>Yes, at least four teachers participated in the parent-teacher home visit program. At least 96 home visits were made.</p>

Expected	Actual
At least 4 teachers will participate in the PTHV, reaching 96 home visits for the year.	
Metric/Indicator Parent Resource Center Workshops 19-20 At least two parent workshops will take place in the Parent Resource Center. Baseline At least two parent workshops will take place in the Parent Resource Center.	This year we were able to hold two parent workshops.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

This goal did not have any funds budgeted.

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

Our efforts to include more parents in our decision making committees were successful.

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
Personal Protective Equipment: 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.	0		No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	0		No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	0		No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. 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.	0		No
Custodians/Plant Managers: Maintain staffing at sites to ensure that, in addition to standard maintenance and cleaning, facilities are routinely disinfected high-touch areas.	253359	253359	No
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	0		No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	0		No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	0		No
Maintain class-size reduction in the primary grades to enable more small group instruction in response to anticipated learning loss.	497959	497959	Yes

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.

Analysis of In-Person Instructional Offerings

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

In person instruction changed several times throughout the year. The majority of challenges were rooted in these changes. Concurrent learning was a strain on all parties involved and teachers did their absolute best to adapt.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Implementing asynchronous instructional program that provides differentiated instruction and intervention based in both ELA and Math. (Pathblazer, iReady, iStation)	31870	31870	Yes
Purchase Rosetta Stone to support provision of designated ELD in distance learning context.	13000	13000	Yes
Provide differentiated reading instruction in K-3 to support students in attaining grade-level reading by 3rd grade. (RAZplus)	6500	6500	Yes
Instructional Materials: Chromebooks made available for all students who need a device to access distance learning at home. HP Laptops or Apple MacBooks provided to teachers for distance learning. Hot spots provided as needed on a case-by-case basis. Supplies for at-home learning provided to every student.	72,000	72,000	Yes
Maintain staffing and access to district provided instructional supports for students with disabilities.	1080001	1080001	No
Collaboration Time: Continue 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 further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	0		Yes
Maintain staffing of School-Community Liaison to support families with transition to distance learning.	57,532	57,532	Yes

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.

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.

The updates in technology across the campus allowed teachers to meet their students in many different ways. Offering 1:1 devices allowed our students to stay connected with the addition of hot spots. Continuity of instruction was a challenge, but we witnessed teachers and staff doing everything they could to maintain high expectations in the distance model.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Data Dashboard and Software Tools: Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard.	0		No
Maintain staffing of instructional aide positions to increase small-group and one-on-one instructional opportunities.	155973	155973	Yes

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

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.

Our instructional aides were able to maintain small group supports throughout the entire year, including our time in distance learning. Without this needed intervention, learning loss could have been much greater.

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.

We were more successful when students returned to campus, however, our Student Support Center worked tirelessly to contact all students to provide SEL push in supports in the virtual classrooms.

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.

It was challenging to reach many of our families through closures due to the COVID 19 pandemic, however, with the supports of technology and daily phone calls we did the best we could to reach families in need of support.

Analysis of School Nutrition

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

We were very successful in providing nutrition services to our families through drive up lunch hours. When students returned to campus the nutrition staff worked tirelessly to provide our students with grab and go lunch sacks which were all taken, every single day.

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 Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	0		Yes
Mental Health and Social and Emotional Well-Being	Utilize district provided SEL coach and support. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	0		Yes
Mental Health and Social and Emotional Well-Being	Utilize district provided Nurses and Social Workers to provide critical health information, referrals, and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	25,440	25,440	Yes
Mental Health and Social and Emotional Well-Being	Staff a Student Support Center to 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, attendance interventions. Collaborate 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.	132,550	132,550	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Continue with Parent Teacher Home Visit Program: Maintain existing staffing and supports. PTHV staff pivoted early to the distance learning context, providing training over the summer to staff to certify them for implementation during school closures.	13000	1300	Yes

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

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.

A notice for the need of upgraded technology was very present from this experience to provide equitable access for all. In addition, a heavier need for intervention, particularly for our high needs subgroups, will be needed in the coming years.

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

An increased amount of funding has been allocated to intervention for students. In addition, our sites will be utilizing additional federal funding in the form of ELO to provide intense interventions and additional staff. We have also redistributed funding to maintain reduced class sizes to provide individualized instruction and interventions.

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

There is no substantive difference between our actions or services.

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.

In the process of analyzing and reflecting student outcomes, we realized that our students need smaller classes and more support in the class. We came across the fact that many of our students were needing Socio-Emotional support, therefore we made it a priority to fund student support center.

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	6,886,481.00	2,864,279.54
LCFF	5,017,540.00	1,389,532.01
Suppl/Con	1,324,021.00	1,060,249.99
Suppl/Con EL	372,317.00	340,759.31
Title I	172,603.00	73,738.23

* 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	6,886,481.00	2,864,279.54
1000-1999: Certificated Personnel Salaries	115,206.00	41,064.10
1000-3000	4,766,979.00	1,247,865.71
2000-2999: Classified Personnel Salaries	322,897.00	134,526.04
2000-3000	679,101.00	507,172.14
4000-4999: Books And Supplies	104,903.00	31,017.55
7000-7439: Other Outgo	897,395.00	902,634.00

* 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	6,886,481.00	2,864,279.54
1000-1999: Certificated Personnel Salaries	Suppl/Con	55,000.00	29,134.14
1000-1999: Certificated Personnel Salaries	Suppl/Con EL	25,206.00	4,377.18
1000-1999: Certificated Personnel Salaries	Title I	35,000.00	7,552.78
1000-3000	LCFF	3,546,429.00	25,978.93
1000-3000	Suppl/Con	896,832.00	888,681.63
1000-3000	Suppl/Con EL	323,718.00	333,205.15
2000-2999: Classified Personnel Salaries	LCFF	109,029.00	0.00
2000-2999: Classified Personnel Salaries	Suppl/Con	173,592.00	85,454.39
2000-2999: Classified Personnel Salaries	Suppl/Con EL	3,000.00	3,176.98
2000-2999: Classified Personnel Salaries	Title I	37,276.00	45,894.67
2000-3000	LCFF	444,687.00	450,792.69
2000-3000	Suppl/Con	149,418.00	56,379.45
2000-3000	Title I	84,996.00	0.00
4000-4999: Books And Supplies	LCFF	20,000.00	10,126.39
4000-4999: Books And Supplies	Suppl/Con	49,179.00	600.38
4000-4999: Books And Supplies	Suppl/Con EL	20,393.00	0.00
4000-4999: Books And Supplies	Title I	15,331.00	20,290.78
7000-7439: Other Outgo	LCFF	897,395.00	902,634.00

* 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	6,147,741.00	2,449,656.21
Goal 2	738,740.00	414,623.33

* 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	\$751,318.00	\$751,318.00
Distance Learning Program	\$1,260,903.00	\$1,260,903.00
Pupil Learning Loss	\$155,973.00	\$155,973.00
Additional Actions and Plan Requirements	\$170,990.00	\$159,290.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,339,184.00	\$2,327,484.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$253,359.00	\$253,359.00
Distance Learning Program	\$1,080,001.00	\$1,080,001.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,333,360.00	\$1,333,360.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$497,959.00	\$497,959.00
Distance Learning Program	\$180,902.00	\$180,902.00
Pupil Learning Loss	\$155,973.00	\$155,973.00
Additional Actions and Plan Requirements	\$170,990.00	\$159,290.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,005,824.00	\$994,124.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bowling Green Charter School	Sylvia Silva-Torres & Amber Sutton Principals, Bowling Green Chacon & McCoy	sylvia-silva-torres@scusd.edu & amber-sutton@scusd.edu (916)395-5215 & (916)395-5210

Plan Summary [2021-22]

General Information

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

Bowling Green Elementary Charter School has been a successful charter school since 1993. In that time, the focus has always been on supporting students to meet high expectations for academic achievement by flexibly responding to the changing needs of our community. Today, Bowling Green Elementary is composed of 813 students, 94% of whom come from socioeconomically disadvantaged homes. 46% of our students are English learners and about 1% are foster youth.

Our vision is that all our students, regardless of background, will leave Bowling Green Charter School proficient in all grade-level standards and, furthermore be:

- critical thinkers with a passion for learning
- caring and culturally aware
- confident individuals who apply life skills to become well-rounded, proactive members of society

To achieve this vision, we will engage all students in rigorous, standards-based curriculum that both requires and nurtures critical thinking, self-efficacy, empathy, and cultural awareness. Because students, families, and all other stakeholders have unique strengths and needs, we will offer distinct educational programs through our small learning communities (SLCs): the Ken McCoy Academy for Excellence (McCoy) and the Chacón Language and Science Academy (Chacon). As they have since 2008, each SLC will operate independently to maximize the ability to respond to community needs as they evolve.

Throughout this document, you will see the two distinct SLCs reflected. While much collaboration and partnership exists between the two small learning communities, the stakeholder engagement, goals, actions, and metrics in the LCAP will all reflect the unique needs of each SLC's population.

Reflections: Successes

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

Over the three-year period covered by the last LCAP, a large investment was made in professional development regarding implementation of integrated and designated ELD. This ongoing training, which included onsite coaching, supported teachers to plan integrated units of study that addressed the language demands content area instruction, primarily in ELA instruction. We see evidence of the effectiveness of this work on the California Dashboard in both the English Language Arts measure (increase of 10.3 points) and the English Learner Progress measure (50% making progress toward proficiency).

Additionally, time and money was dedicated to overcoming the achievement gap in literacy seen in students identified as socioeconomically disadvantaged as well as for African American students. This need was addressed through implementation of needs-based, small-group instruction. Our English Language Arts measure on the California Dashboard reflects that our African American students and our socioeconomically disadvantaged students are improving at faster rates than any other subgroup, 19pts and 11.3 points respectively.

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.

For both English Language Arts and Mathematics, students with disabilities scored in the red on the California Dashboard. Both SLCs are working collaboratively with the Sacramento City Unified School district on a Special Education improvement plan. While there is clearly work to be done in this area, our vertically articulated data shows that our students with disabilities are improving on pace with or slightly faster than all students (28 points and 26 points respectively) in English. Our analysis shows that the improvement may take longer to show up in state testing levels because our special education students started lower, as relative to other student subgroups. We see that our strategies to improve English Language Arts achievement are having the desired effect on students with disabilities as well.

However, our African American students are chronically absent at rates higher than other student subgroups, 13% vs. 8% respectively. While our academic growth initiatives in English Language Arts have shown some success for African American students, we must address the attendance if we are to have hope of closing the achievement gap. Together as parents and staff, we have identified that much of the disparity in attendance is related to school climate and a feeling of belonging in our school community. This LCAP outlines the variety of strategies, including professional development, discipline policy review, and family engagement activities, that we expect will positively impact our school climate and attendance. Additionally, our African American students did not perform on par with students in other subgroups in the area of Mathematics. Our academic growth initiatives must begin to include a stronger focus on mathematics.

LCAP Highlights

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

Bowling Green Charter is committed to providing high quality instruction for all students in a safe and engaging environment. The goals outlined in this document reflect this commitment for our unique charter. First we will ensure a safe school environment through staffing, maintenance, and operations. We have found success in these areas previously and will continue to work on improvements in other areas without losing traction in the areas we have been successful. For our second goal we are focused on academic increases in achievement across the ELA and mathematics strands. A needs assessment done by staff and steering committee showed an overall increase in achievement which was not equally shared by all subgroups. We have identified that our African American students and our students with disabilities are improving at a slower rate. We intend to address the disparity in achievement across our subgroups through the implementation of intervention materials, highly qualified instructional aides, and maintaining small class sizes for individualized instruction. As our third focused goal, we intend to increase the number of our English learners showing progress towards proficiency. Our school serves 45.8% English learners who will not make adequate progress without specific attention to their academic and social-emotional strengths and needs. To address these needs, Bowling Green will provide high quality ELD instruction in the classroom, support families with academic monitoring and conferences translated in their home language, and encourage increased parent involvement. With these supports in place we believe our English learners will show progress towards proficiency. Unfortunately, Bowling Green has seen a rise in chronic absenteeism and disengagement, increasing 1.5%. For our fourth goal we will focus on improving our daily attendance to improve our overall attendance goals. This includes intense attendance tracking including daily phone calls and contact to encourage all students to attend school regularly. We will focus on rewarding perfect attendance and offer incentives to improve attendance for students categorized as disengaged or chronically absent. For our fifth and final goal, Bowling Green will focus on providing a safe and supportive environment with strong adult relationships and a sense of belonging, especially for our African American students. A needs assessment done by staff and steering committee highlighted the gap for our African American students across academics, attendance, and behavior data. We recognize that a root cause is likely our school climate and the way our African American students and families are experiencing school in general. We are committed to addressing this issue through efforts to improve our overall school climate, but also focusing efforts specifically to improve relationships with African American students and families.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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Stakeholder Engagement

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

The LCAP was developed in collaboration by the Steering Committees (which serve as School Site Councils) of each small learning community within Bowling Green Elementary School. Input is provided in the way of recommendations by the English Learner Advisory Committee. Input was also requested from staff and was shared with Steering Committee to inform their decision making process.

Dates of Engagement:

McCoy Steering - 4/6/20, 4/7/2021, 4/22/2021, 4/28/2021, 5/26/2021, 6/9/2021

Chacon Steering - 8/17/2020, 8/24/2020, 9/14/2020, 10/22/2020, 11/9/2020, 12/7/2020, 1/4/2021, 2/1/2021, 3/1/21, 4/5/2021, 5/3/21, 6/9/2021

ELAC - 10/21/2020, 12/16/2020, 2/24/2021, 4/28/2021, 6/14/2021

A summary of the feedback provided by specific stakeholder groups.

Administration worked closely with staff, community, Steering, and ELAC to elicit feedback on prioritization of funding. Feedback overwhelmingly showed a need for increased instructional aides, full Student Support Center between the two SLCs, class size reduction to address learning needs, and materials and technology to support student learning in a more robust classroom environment.

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

All aspects of the LCAP were influenced by stakeholder input. The goals were created collaboratively with Steering Committee by reviewing data as well as reviewing staff recommendation based on their data review. The goals were then revised to be more clear to people by removing "educational jargon." The metrics were presented and Steering Committee collaboratively set objectives with those metrics that would show us we were achieving our goals. Goals that were common to both small learning communities were combined, and the remaining goals were kept separate to show the unique focus of each small learning community.

Goals and Actions

Goal

Goal #	Description
1	A basic educational core will be provided in an environment that is safe, clean, and supportive.

An explanation of why the LEA has developed this goal.

This maintenance goal is to ensure that as we focus on our improvement areas, we do not lose traction in the areas we have found success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard: Teachers, Instructional Materials, Facilities 2019	Standard Met				Standard Met
Dashboard: Implementation of Academic Standards 2019	Standard Met				Standard Met
Dashboard: Access to a Broad Course of Study 2019	Standard Met				Standard Met
SARC: Percent of Teachers with Full Credential 2021	100%				100%
SARC: School Facility Good Repair Status 2021	Good				Good

Actions

Action #	Title	Description	Total Funds	Contributing
1	Basic Operations Staffing for McCoy	Principal, Office Manager, Clerk, Plant Manager, Custodian, substitute operations staff	\$361,622.00	No
2	Basic Teaching Staff for McCoy	14 teachers and substitute funding	\$1,953,051.00	No
3	Basic Operational Costs for McCoy	Supplies, copier rental, utilities, and reserve	\$178,156.00	No
4	District Costs for McCoy	Admin and instructional support, pro rata (facility use)	\$321,225.00	No
5	Basic Operations Staffing for Chacon	Principal, Office Manager, Clerk, Plant Manager, Custodian, substitute operations staff	\$389,321.00	No
6	Basic Teaching Staff for Chacon	11 teachers and head teacher	\$1,468,096.00	No
7	Basic Operational Costs for Chacon	Supplies, copier rental, utilities, and reserve	\$150,024.00	No
8	District Costs for Chacon	SpEd services, oversight, admin and instructional support, pro rata (facility rent)	\$247,720.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Promote the growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics for all students, particularly our underserved subpopulations, as demonstrated through local formative assessments and course grades.

An explanation of why the LEA has developed this goal.

Based on our needs assessment done by staff and steering committee, we see an overall increase in achievement. This success has not been equally shared by all subgroups, however. We have identified that our African American students and our students with disabilities are improving at a slower rate. With this goal, we intend to address the disparity in achievement across our subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard: Academic Indicator ELA 2019	38.5 points below standard				33.5 points below standard
Dashboard: Academic Indicator ELA for Students with Disabilities 2019	87.2 points below standard				80 points below standard
Dashboard: Academic Indicator Math 2019	41.7 points below standard				36.7 points below standard
Dashboard: Academic Indicator Math for Students with Disabilities 2019	102.4 points below standard				95 points below standard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement academic interventions and support in ELA and Math at McCoy	Instructional aides will provide targeted support in foundational ELA and Math skills in grades K-2. Supplemental instructional materials and software will provide opportunities for targeted intervention in ELA and Math in all grades.	\$101,571.00	Yes
2	Class Size Reduction at McCoy	Class sizes in primary grades shall be reduced to 24 to 1 in order to provide increased opportunity for targeted intervention in ELA and MATHematics within those classrooms by the classroom teacher.	\$568,891.00	Yes
3	Encourage reading across the curriculum and at home (McCoy)	In addition to classroom libraries, students will have access to an expansive school library including books in both English and Spanish.	\$14,093.00	Yes
4	Implement academic interventions and support in ELA and Math at Chacon	Instructional aides will provide targeted support in foundational ELA and Math skills in all grades. Supplemental instructional materials and software will provide opportunities for targeted intervention in ELA and Math in all grades	\$34,702.00	Yes
5	Class Size Reduction at Chacon	Class sizes in primary grades shall be reduced to 24 to 1 and 28 to 1 in the intermediate classes in order to provide increased opportunity for targeted intervention in ELA and Mathematics within those classrooms by the classroom teacher	\$548,688.00	Yes
6	Encourage reading across the curriculum and at home (Chacon)	In addition to classroom libraries, students will have access to an expansive school library including books in both English and Spanish.	\$12,331.00	Yes
7	Intervention at Chacon	Provide intervention to support academic supports to students that are performing below grade-level	\$30,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	English Learners showing progress toward proficiency will increase from 50% to 55%.

An explanation of why the LEA has developed this goal.

Our school serves 45.8% English learners and all academic offerings must be done with that context in mind. Our English learners will not make adequate progress without specific attention to their academic and social-emotional strengths and needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard: English Learner Progress Metric 2019	50% Making progress toward English language proficiency				55% Making progress toward English language proficiency

Actions

Action #	Title	Description	Total Funds	Contributing
1	English language instruction and access to core content at McCoy	Provide Integrated and Designated ELD connected to content area instruction as well as appropriate content area intervention for English learners and recently reclassified students. Instructional aides support will be provided for older newcomer students.	\$95,739.00	Yes
2	Provide translation to increase parent involvement in education at McCoy	Offer translation services for meeting to increase the number of parents attending school meetings.	\$2,000.00	Yes
3	Monitor academic progress at Chacon	Academic Conferences to monitor academic progress	\$28,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Provide translation to increase parent involvement in education at Chacon	Offer translation services for meeting to increase the number of parents attending school meetings.	\$601.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Improve daily attendance and implement plans to improve chronic absenteeism rates, particularly among our African American students, students with disabilities, and socioeconomically disadvantaged students.

An explanation of why the LEA has developed this goal.

Chronic absenteeism and disengagement has been on the rise across the Bowling Green Charter School, increasing 1.5%. We will focus on improving our daily attendance to improve our overall attendance goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard: Chronic Absenteeism among African American students 2019	24.1%				20%
Dashboard: Chronic Absenteeism among students with disabilities 2019	12.5%				10%
Dashboard: Chronic Absenteeism among socioeconomically disadvantaged students 2019	9.3%				8%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Tracking	Daily phone calls to verify absences, home visits, and programs to encourage engagement.		Yes

Action #	Title	Description	Total Funds	Contributing
2	Attendance Incentive Programs	Incentives for students with improved attendance, perfect attendance awards.		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for our African American students.

An explanation of why the LEA has developed this goal.

Based on our needs assessment done by staff and steering committee, we notice that the gap for our African American students cuts across academics, attendance, and behavior data. We recognize that a root cause is likely our school climate and the way our African American students and families are experiencing school in general. We are committed to addressing this issue through efforts to improve our overall school climate, but also focusing efforts specifically to improve relationships with African American students and families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard: Parent and Family Engagement 2019	Standard Met				Standard Met
Dashboard: Suspension Rate Indicator 2019	1.3 percent suspended at least once				Maintain at 1.3 percent
Dashboard: School Climate Indicator 2019	Standard Met				Standard Met
School Climate Survey Data for African American Students 2020	64%				75%
School Climate Survey Data for All Students 2020	73%				80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Support/Parent Resource Center (McCoy)	Staff and supply a student support/parent resource center to support the social-emotional needs of students, connect families to community resources, provide family outreach, and actively develop school-community partnerships.	\$108,395.00	Yes
2	Encourage Parent Involvement (McCoy)	Provide fingerprinting fee waivers, translation, childcare, and snacks to encourage parent participation in school activities including, but not limited to field trips, ELAC, and Steering Committee	\$2,873.00	Yes
3	Build Stronger Peer Relationships (McCoy)	Support positive peer interactions during unstructured times and positive behavior support utilizing trained supervision staff and equipment. School Community Liaison to bridge the connections between school, student, and family.	\$92,813.00	Yes
4	Student Support/Parent Resource Center (Chacon)	Staff and supply a student support/parent resource center to support the social-emotional needs of students, connect families to community resources, provide family outreach, and actively develop school-community partnerships.	\$26,840.00	Yes
5	Encourage Parent Involvement (Chacon)	Provide fingerprinting fee waivers, translation, childcare, and snacks to encourage parent participation in school activities including, but not limited to field trips, ELAC, and Steering Committee	\$2,363.00	Yes
6	Build Stronger Peer Relationships (Chacon)	Support positive peer interactions during unstructured times and positive behavior support utilizing trained supervision staff and equipment.	\$23,375.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.3%	1,625,311

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 at Bowling Green Charter that are increasing or improving services for unduplicated students. The explanation below includes discussion of outcome data and implementation results.

Bowling Green has identified the use of funds to provide academic interventions to students across all subgroups, however there has been significant considerations for our English Learners. EL students are identified as 75.5 points below standard in ELA as compared to English only students being 39 points below standard. Our focus on reading across the curriculum and targeted interventions for students is aimed to increase the points towards standard as well as to increase student achievement in all subjects.

Bowling Green is maintaining the use of funds to reduce class size at grades K-3 and to provide targeted instruction in the form of additional staffing. Class size reduction (maintaining class size at 24:1) at K-3 allows the school 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 school's consideration of budget proposals during the 2020-21 school year, stakeholders emphasized the importance of maintaining current program offerings that enable the school to meet a range of student and family needs and interests.

The Student Support and Parent Resource Center is an important part of the schools effort to provide students wrap-around supports. Student Support and Parent Resource Services efforts are especially focused on students who have less access outside school to mental and physical health care and 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. Student Support Services staff have increased the scope of services provided significantly. In providing responsive services to students based on their Early Identification and Intervention System (EIIIS) indicators, the rates for unduplicated student groups were all above that for 'All students.' While all students received Tier 1 universal services from the SSC, Tier 2 targeted

intervention were provided to 11.3% (92 students) and Tier 3 intensive intervention was provided to 4.9% (40 students). 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.

Bowling Green has allocated funding towards improving peer relationships at school. The need for these supports as evidenced by Chronic Absenteeism Rates rising 1.5%. Higher rates were observed for socioeconomically disadvantaged students, increasing 2.2%. During distance learning, this gap has widened and a significant gap has emerged for Socioeconomically Disadvantaged students. In addition, we see a disproportion in the suspension rates of our English learners (increasing 1.1%). The funds allocated to improve peer relationships will serve as a means to lower these rates.

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 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:

- Academic Interventions in ELA and Mathematics
- Class Size Reduction
- Encouraging Reading Across the Curriculum
- Student Support and Parent Center
- Parent Involvement
- Build Stronger Peer Relationships

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include:

- English language instruction and access to core content
- Provide translation to increase parent involvement in education

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:

- Academic Interventions in ELA and Mathematics
- Encourage Parent Involvement

Actions that are funded only/primarily by LCFF 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:

- Class Size Reduction

- Encourage Reading Across the Curriculum
- Student Support and Parent Resource Center
- Build Stronger Peer Relationships

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,543,086.00			\$219,825.00	\$6,762,911.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$5,784,522.00	\$978,389.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Basic Operations Staffing for McCoy	\$361,622.00				\$361,622.00
1	2	All	Basic Teaching Staff for McCoy	\$1,953,051.00				\$1,953,051.00
1	3	All	Basic Operational Costs for McCoy	\$178,156.00				\$178,156.00
1	4	All	District Costs for McCoy	\$321,225.00				\$321,225.00
1	5	All	Basic Operations Staffing for Chacon	\$389,321.00				\$389,321.00
1	6	All	Basic Teaching Staff for Chacon	\$1,468,096.00				\$1,468,096.00
1	7	All	Basic Operational Costs for Chacon	\$150,024.00				\$150,024.00
1	8	All	District Costs for Chacon	\$247,720.00				\$247,720.00
2	1	English Learners Foster Youth Low Income	Implement academic interventions and support in ELA and Math at McCoy	\$101,571.00				\$101,571.00
2	2	Foster Youth Low Income	Class Size Reduction at McCoy	\$568,891.00				\$568,891.00
2	3	English Learners Foster Youth Low Income	Encourage reading across the curriculum and at home (McCoy)	\$14,093.00				\$14,093.00
2	4	English Learners Foster Youth Low Income	Implement academic interventions and support in ELA and Math at Chacon	\$21,191.00			\$13,511.00	\$34,702.00
2	5	English Learners Low Income	Class Size Reduction at Chacon	\$548,688.00				\$548,688.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	English Learners Foster Youth Low Income	Encourage reading across the curriculum and at home (Chacon)	\$12,331.00				\$12,331.00
2	7	English Learners Foster Youth Low Income	Intervention at Chacon	\$21,979.00			\$8,021.00	\$30,000.00
3	1	English Learners	English language instruction and access to core content at McCoy	\$95,739.00				\$95,739.00
3	2	English Learners	Provide translation to increase parent involvement in education at McCoy	\$2,000.00				\$2,000.00
3	3	English Learners	Monitor academic progress at Chacon				\$28,421.00	\$28,421.00
3	4	English Learners	Provide translation to increase parent involvement in education at Chacon	\$601.00				\$601.00
4	1	English Learners Foster Youth Low Income	Attendance Tracking					
4	2	All	Attendance Incentive Programs					
5	1	English Learners Foster Youth Low Income	Student Support/Parent Resource Center (McCoy)				\$108,395.00	\$108,395.00
5	2	Foster Youth Low Income	Encourage Parent Involvement (McCoy)				\$2,873.00	\$2,873.00
5	3	English Learners Foster Youth Low Income	Build Stronger Peer Relationships (McCoy)	\$78,482.00			\$14,331.00	\$92,813.00
5	4	English Learners Foster Youth Low Income	Student Support/Parent Resource Center (Chacon)				\$26,840.00	\$26,840.00
5	5	English Learners	Encourage Parent Involvement (Chacon)				\$2,363.00	\$2,363.00
5	6	Foster Youth Low Income	Build Stronger Peer Relationships (Chacon)	\$8,305.00			\$15,070.00	\$23,375.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,473,871.00	\$1,693,696.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$97,739.00	\$97,739.00
Schoolwide Total:	\$1,376,132.00	\$1,595,957.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Implement academic interventions and support in ELA and Math at McCoy	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCoy Academy	\$101,571.00	\$101,571.00
2	2	Class Size Reduction at McCoy	Schoolwide	Foster Youth Low Income	Specific Schools: McCoy Academy	\$568,891.00	\$568,891.00
2	3	Encourage reading across the curriculum and at home (McCoy)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCoy Academy	\$14,093.00	\$14,093.00
2	4	Implement academic interventions and support in ELA and Math at Chacon	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bowling Green Chacon Science & Language Academy	\$21,191.00	\$34,702.00
2	5	Class Size Reduction at Chacon	Schoolwide	English Learners Low Income	Specific Schools: Chacon Language & Science Academy	\$548,688.00	\$548,688.00
2	6	Encourage reading across the curriculum and at home (Chacon)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bowling Green Chacon Science & Language Academy	\$12,331.00	\$12,331.00
2	7	Intervention at Chacon	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bowling Green Chacon Science & Language Academy	\$21,979.00	\$30,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	English language instruction and access to core content at McCoy	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: McCoy Academy 3-6 grade	\$95,739.00	\$95,739.00
3	2	Provide translation to increase parent involvement in education at McCoy	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: McCoy Academy	\$2,000.00	\$2,000.00
3	3	Monitor academic progress at Chacon	Schoolwide	English Learners			\$28,421.00
3	4	Provide translation to increase parent involvement in education at Chacon	Schoolwide	English Learners		\$601.00	\$601.00
4	1	Attendance Tracking	Schoolwide	English Learners Foster Youth Low Income			
5	1	Student Support/Parent Resource Center (McCoy)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCoy Academy		\$108,395.00
5	2	Encourage Parent Involvement (McCoy)	Schoolwide	Foster Youth Low Income	Specific Schools: McCoy Academy		\$2,873.00
5	3	Build Stronger Peer Relationships (McCoy)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCoy Academy	\$78,482.00	\$92,813.00
5	4	Student Support/Parent Resource Center (Chacon)	Schoolwide	English Learners Foster Youth Low Income			\$26,840.00
5	5	Encourage Parent Involvement (Chacon)	Schoolwide	English Learners			\$2,363.00
5	6	Build Stronger Peer Relationships (Chacon)	Schoolwide	Foster Youth Low Income	Specific Schools: Chacon Science & Language Academy	\$8,305.00	\$23,375.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- f) 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.
- g) 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.

- h) 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.
- i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	George Washington Carver School of Arts and Science
CDS Code:	34-67439-0101899
LEA Contact Information:	Name: Allegra Alessandri Position: Principal Phone: 916-395-5266
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$2,531,041
LCFF Supplemental & Concentration Grants	\$236,436
All Other State Funds	\$181,264
All Local Funds	\$0
All federal funds	\$41,005
Total Projected Revenue	\$2,753,310

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2,682,332.68
Total Budgeted Expenditures in the LCAP	\$387,303
Total Budgeted Expenditures for High Needs Students in the LCAP	\$266,298
Expenditures not in the LCAP	\$2,295,029.68

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$1,676,689
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$1,679,000

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$29,862
2020-21 Difference in Budgeted and Actual Expenditures	\$2,311

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund Expenditures for the school year not included in the Local Control and Accountability Plan include funds to cover the cost of most personnel, instructional supplies, pro-rata facility use fees, special education costs, and administrative costs to the school district.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: George Washington Carver School of Arts and Science

CDS Code: 34-67439-0101899

School Year: 2021-22

LEA contact information:

Allegra Alessandri

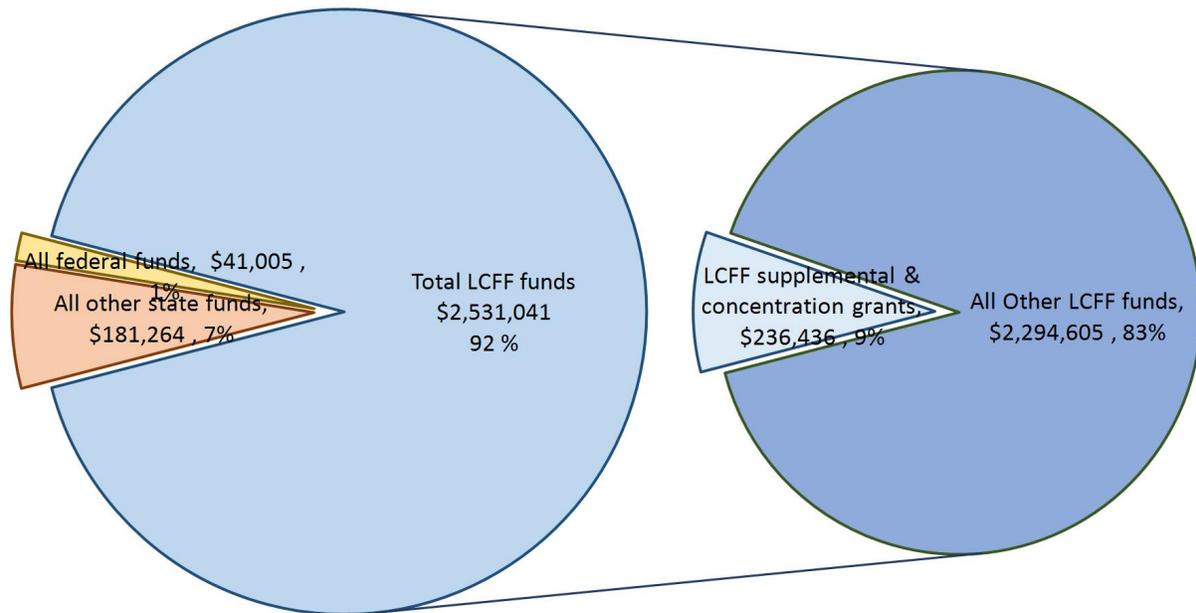
Principal

916-395-5266

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

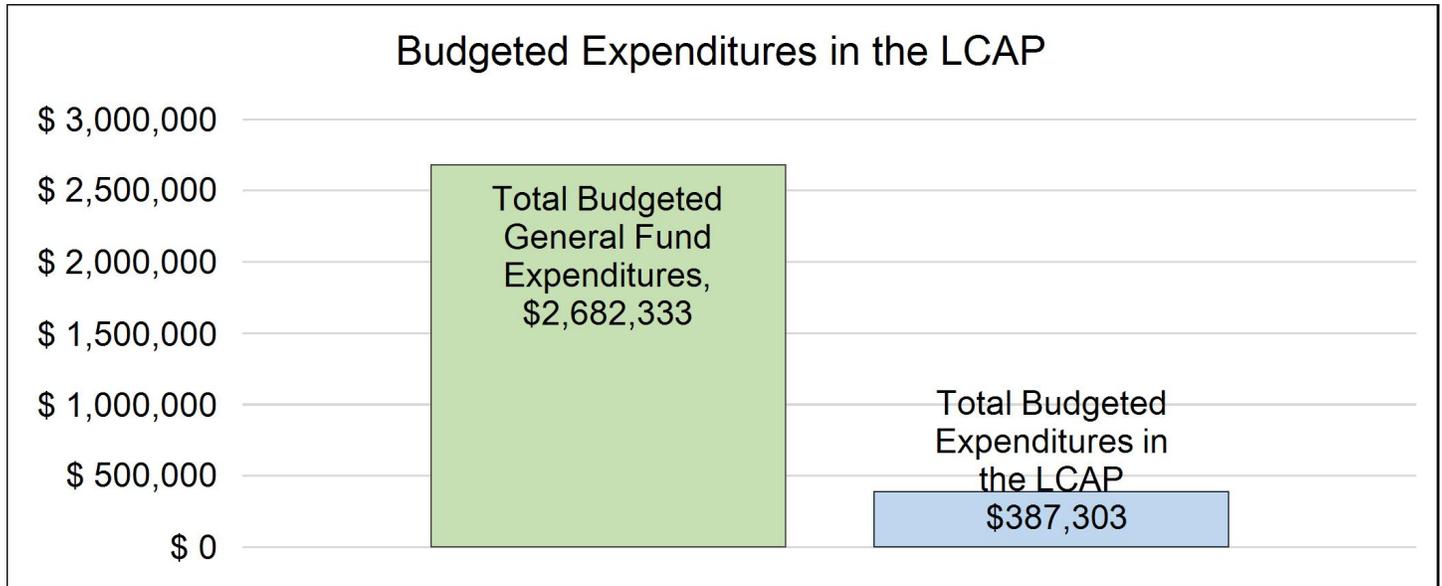


This chart shows the total general purpose revenue George Washington Carver School of Arts and Science expects to receive in the coming year from all sources.

The total revenue projected for George Washington Carver School of Arts and Science is \$2,753,310, of which \$2,531,041 is Local Control Funding Formula (LCFF), \$181,264 is other state funds, \$0 is local funds, and \$41,005 is federal funds. Of the \$2,531,041 in LCFF Funds, \$236,436 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 George Washington Carver School of Arts and Science plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

George Washington Carver School of Arts and Science plans to spend \$2,682,332.68 for the 2021-22 school year. Of that amount, \$387,303 is tied to actions/services in the LCAP and \$2,295,029.68 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

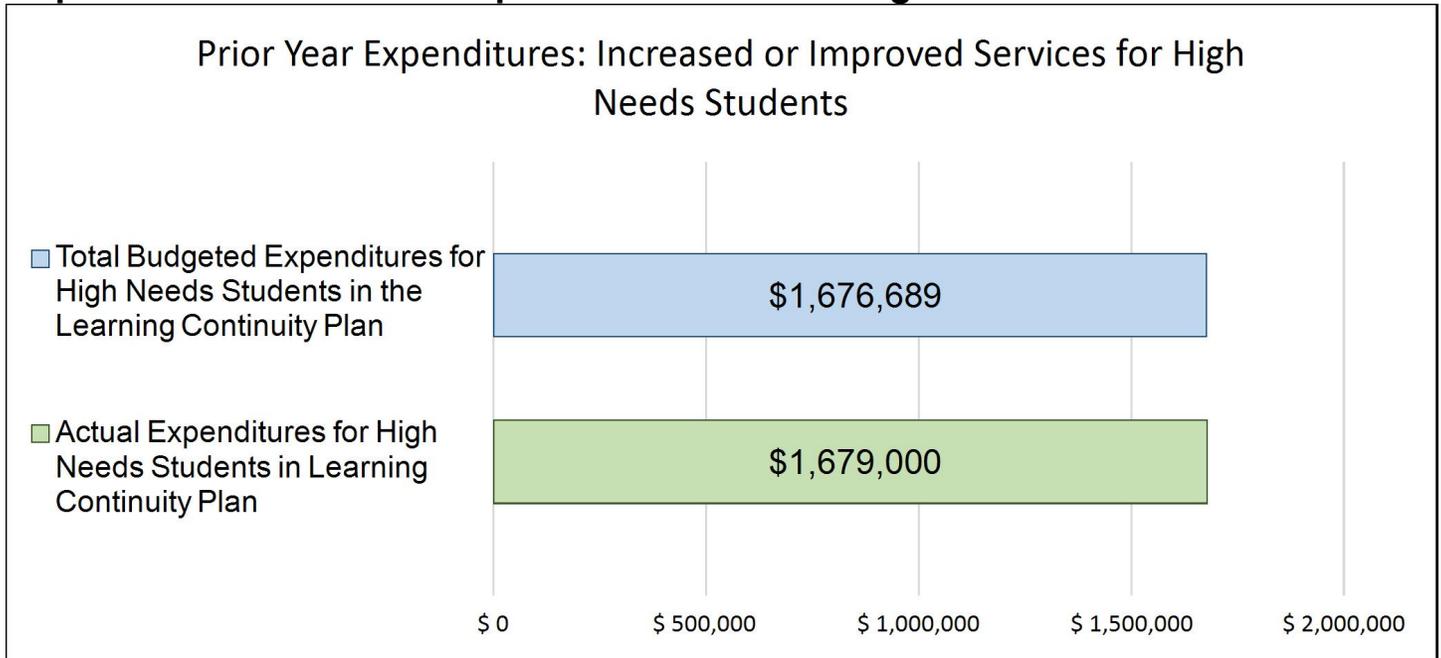
General Fund Expenditures for the school year not included in the Local Control and Accountability Plan include funds to cover the cost of most personnel, instructional supplies, pro-rata facility use fees, special education costs, and administrative costs to the school district.

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

In 2021-22, George Washington Carver School of Arts and Science is projecting it will receive \$236,436 based on the enrollment of foster youth, English learner, and low-income students. George Washington Carver School of Arts and Science must describe how it intends to increase or improve services for high needs students in the LCAP. George Washington Carver School of Arts and Science plans to spend \$266,298 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 George Washington Carver School of Arts and Science 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 George Washington Carver School of Arts and Science 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, George Washington Carver School of Arts and Science's Learning Continuity Plan budgeted \$1,676,689 for planned actions to increase or improve services for high needs students. George Washington Carver School of Arts and Science actually spent \$1,679,000 for actions to increase or improve services for high needs students in 2020-21.

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
George Washington Carver School of Arts and Science	Allegra Alessandri Principal	allegra-alessandri@scusd.edu 916-395-5266

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

Goal 1

In order to increase percentage of students who are on track to graduate college and career ready, there is a need to provide additional academic support for struggling students.

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 Pillar 1; GTS

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teachers appropriately assigned and credentialed.	100% of teachers are appropriately assigned and credentialed. Due to the Pandemic and school closure, state testing was suspended. Provided professional learning in Visual and Performing Arts focusing on Arts Integration for 100% of teachers Maintained 100% textbook sufficiency which included one to one lap top for each student. Increased a-g completion to 40%.

Expected	Actual
<p>19-20 Maintain high school graduation rate at 90% or greater.</p> <p>Math & ELA proficiency goals increase by 5 points</p> <p>Continue to provide professional learning in Visual and Performing Arts focusing on Arts Integration for 100% of teachers</p> <p>Maintain 100% textbook sufficiency</p> <p>Increase percent of students who demonstrate college and career readiness on the California School Dashboard from 28% to 35%</p> <p>Increase a-g completion to 35% or greater</p> <p>Increase percent of students scoring 3 or above on AP exams</p> <p>Increase percent of students earning 3 or more California State University, Sacramento -ACE credit from 35% to 37%</p> <p>Increase reclassification rate from 22% to 25%</p>	
<p>Metric/Indicator Student access to standards-aligned instructional materials.</p> <p>19-20 100% of students have access to standards-aligned instructional materials</p> <p>Baseline 100% of students have access to standards-aligned instructional materials</p>	<p>100% of students have access to standards-aligned instructional materials. We increased access to technology, offering one to one laptops for every student.</p>
<p>Metric/Indicator</p>	<p>Administrator and teachers possess knowledge of state standards, including ELD standards, and demonstrated the capacity to develop standards-aligned lessons and assessments. Teacher</p>

Expected	Actual
Administrator and teachers possess knowledge of state standards, including ELD standards, and have the capacity to develop standards-aligned lessons and assessments.	collaborated to contribute to the Families Project during the pandemic-- writing a K-12 curriculum centered on learning from home.
<p>Metric/Indicator Student achievement in grade 11 on standardized ELA assessment (CAASPP)</p> <p>Baseline 2015-16 CAASPP achievement (status) is 43.1 points above level 3.</p>	CAASPP was suspended due to the Pandemic and school closure.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
English teacher integrating the arts through drama and other artistic activities to support the Waldorf model.	Salary 1.0 FTE (expected) 1000-3000 Suppl/Con 105,599 CSI funding for 19-20 4000-4999: Books And Supplies Grant	Salary 1.7 FTE 1000-3000 Suppl/Con 205,406 CSI 4000-4999: Books And Supplies Grant 24630
Partial FTE for English teacher integrating the arts through drama and other artistic activities to support the Waldorf model.	Salary .5 FTE 1000-3000 Suppl/Con 55,525 Supplemental Instructional Materials 4000-4999: Books And Supplies Suppl/Con 333	0 0

Goal Analysis

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

Funding and addressing issues were diverted to address the pandemic and finding new was to support students, teachers, families and staff.

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

The major challenge was school closure. Supporting struggling students was far more difficult in the distance learning model. Different students began to struggle in different ways due to school closure and the Pandemic. Teachers tried to engage students and encourage them to join office hours for support.

Goal 2

The school will provide more varied opportunities to enhance student learning and increase student engagement through the arts.

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:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facilities	Due to school closure, learning occurred at home and not on campus. All metrics and outcomes were altered with distance learning.
Attendance	
Chronic Absence	Maintained FIT (Facilities Inspection Tool) Inspection Rating at 100%.
Suspension	Decreased Chronic Absence rate to 4%.
Expulsion	Suspension: decreased from 8 to 0 per100 students
Dropout rate	Maintained Expulsion Rate of 0%.
	Dropout rate was maintained at 2014-15 level: 0% school wide; EL 0%; Low income 0%.

Expected	Actual
<p>19-20 Maintain FIT (Facilities Inspection Tool) Inspection Rating at 100%</p> <p>School-wide Attendance Rate for 2014-15 is unavailable; 2013 baseline was 95.66%; 2016-17 goal is increase to 97.5%</p> <p>Decrease Chronic Absence rate to 8% or below</p> <p>Suspension: decrease from 8 to 7.5 per 100 students</p> <p>Maintain Expulsion Rate of 0%.</p> <p>Dropout rate will be maintained at 2014-15 level: 0% school wide; EL 0%; Low income 0%.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Visual Arts Teacher teaches every ninth grade and AP Art for advanced students in 11th and 12th grades. As a Waldorf school, we use arts to engage all students in learning throughout the entire curriculum. We also use the arts to address social emotional development	Visual arts teacher 1000-3000 Suppl/Con 125,591	1000-3000 Suppl/Con 74563

Goal Analysis

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

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

Arts integration is a fundamental component of our school. Teachers continued to do so through the pandemic, though were limited in their ability to actively support students because they were not in a classroom setting. Art displays, artistic activities, drama, music, and expos were all cancelled.

Goal 3

Improve school climate and student engagement with targeted intervention and support to include parent engagement for college going culture

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Dashboard Suspension Indicator</p> <p>19-20 Fall 2019 Dashboard: 6% or lower (green)</p> <p>Baseline Fall 2017 Dashboard: 3.1% suspended (green)</p>	<p>Suspensions fell dramatically during the pandemic and school closure.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Implement Restorative Practices and Parent Engagement for College Going Culture</p>	<p>CSI Funds 1000-6000 Other 40,000</p>	<p>1000-6000 Grant 23395</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.

By contracting with Trauma Literacy, we were able to hold parent forums. We were able to conduct in depth student study, hold empathy interviews, and work collaboratively with teachers to address restorative practices with teachers. We also contracted with a college adviser to work with parents to consult about college going culture and to support students applying to early college classes and community college classes as well as applying to college.

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

All staff participated in restorative practices through district trained specialist and an outside consultant from Trauma Literacy. Staff reviewed suspension data and the disproportionality of student of colors suspensions. They learned and developed new ways to address discipline. Working with Trauma Literacy coach enabled a smooth transition to distance learning. Due to COVID19 school closure

Goal 4

Carver will add academic supports for struggling students in three ways: add an independent study model to increase students attending school; add after school academic support and credit recovery.

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 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Increase student attendance and academic achievement.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator independent study enrollment</p> <p>19-20 open program and enroll those students otherwise leaving to attend outside SCUSD</p> <p>Baseline there are currently no students enrolled</p> 	<p>We are working on a material revision of the charter to officially add an Independent Study program.</p>

Expected	Actual
<p>Metric/Indicator reduce attrition by 75% from 20 to 5 students</p> <p>19-20 enroll 15 new students to program by 11/20/19</p> <p>Baseline 20 students disenroll</p>	<p>Six students worked with an independent study teacher.</p>
<p>Metric/Indicator after-school academic support enrollment</p> <p>19-20 Start after school program 2x week by 11/20/19.</p> <p>Baseline There are no students enrolled.</p>	<p>Twenty students took advantage of the after school program for study support. The program was cut short due to school closure.</p>

Expected

Actual



Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
We planned to offer Independent Study for up to 10 students and to offer after school homework support on a drop in basis.	CSI funding 1000-1999: Certificated Personnel Salaries Other \$50,000	CSI 1000-1999: Certificated Personnel Salaries Grant 4037

Goal Analysis

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

Due to COVID19 school closure, we were unable to build the desired attendance in the after school program.

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

The independent study program was an important step to supporting students continuous learning despite mental health concerns. When school closure occurred, the need arose for an alternative to large classrooms and ZOOM classes, and a total of seven students took advantage of the program. The after school home work support class was starting to be accessed by students but closed at a critical time due to school closure. The class experienced peaks at the end of the semester and at Quarter grading periods.

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
While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. SCUSD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom.	5000	5000	Yes

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.

At this writing, the plan is to reopen high schools on May 6, 2021. Office staff returned to the school campus, but students and teachers have not. Google Classroom was implemented in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including interaction via virtual 'breakout room' groups. Teachers would use a camera to record lessons, enabling students to later watch or rewatch instruction. This model of delivery would also ensure that continuity of instruction would be maintained in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

Most of the District's related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.

Additional considerations for Students with Disabilities: For some special education instructional programs and certain related services, the optimum service delivery model is in-person, face-to-face. As each program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.

School reopened high schools on April 22, 2021

Analysis of In-Person Instructional Offerings

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

In person began on April 22. For over a year learning was through zoom and google classrooms. For some students, distance learning was a great support due to the organization of GC. Fewer, shorter classes enabled students to stay organized and complete more home work. For others the lack of in -person learning was not successful. For some, attendance was a huge challenge. By March, everyone was exhausted and any novelty was well worn off. The technology for each students, access to ZOOM and Google classrooms were huge benefits. Mental health needs became a top priority.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>We moved 100% to distance learning using ZOOM and Google Classrooms. All students who needed one were able to borrow a Chromebook. Classrooms were outfitted for hybrid learning as well, adding large monitors and polycams to every classroom. Teachers developed a distance learning model that incorporated focus group and survey feedback from all stakeholders. Clubs returned to meeting through ZOOM.</p> <p>All community meetings were held through ZOOM which increased participation of parents.</p>	333,633	334,000	Yes

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.

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.

- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

The total (synchronous and asynchronous combined) instructional minutes for each grade-level is subject to district negotiations with labor partners, but at minimum, student instructional minutes will meet state requirements for high school 240 minutes.

In addition to the instructional day, teachers will be available for office hours on a regular schedule. We will utilize Google Classroom and Infinite Campus as a way of facilitating ongoing communication between families and staff members.

As GWC begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. Carver's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning. During the spring school closures Carver distributed Chromebook devices for every student who was in need. In planning for the fall, the school has prepared sufficient devices to supply all those in need.

Also continuing into the fall are partnerships with city/regional agencies and corporate entities to provide connectivity. The 'super hotspot' program launched in partnership with Sacramento Regional Transit provides connectivity to strategic zones via city buses that have been equipped with free internet/Wi-Fi. The Sac City Kids Connect program provides eligible families with several months of free internet access through a partnership with the City of Sacramento and Comcast's Internet Essentials program. The district will continue to promote both of these opportunities in its outreach to families and explore how additional partnerships might expand connectivity access. Existing and future communications and information requests concerning district learning will continue to assess technology access and support needs. Parent Election forms for schedule options (Distance Learning or Blended) and outreach efforts from the Attendance and Engagement Office specifically assess technology needs and connect students and families to services. This includes specific technology support following Home Visits conducted for 'unreachable' students. On a case-by-case basis, hot spots may be provided to families who are in need of internet access and are not eligible for the Sac City Kids Connect Program.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of instruction was a challenge at first, though students and teachers found a rhythm to that. For some students it was successful, for others it was not. We were able to ensure 100% access to devices and connectivity. Pupil participation was good considering the enormous disruptive change, though it was significantly less than usual. We met as staff weekly to review student progress. Professional learning was robust as we were able to spend more time dedicated to our work on anti-bias teaching and curriculum. Supporting students with unique needs was most challenging due to distance learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Classroom teachers are being provided a full month of time in which to administer the initial assessment to ensure that students and teachers can effectively create a safe learning environment and re-engage students in school. As noted in the Council of Great City Schools' (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures:</p> <p>Learning Loss will be addressed through a Multi-tiered system of supports. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. Eligible Foster Youth will be provided online tutoring services based upon needs identified in the case management support process.</p>	1,338,056	1,340,000	Yes

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

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.

Assessing learning loss is our greatest challenge. There is no doubt that we could not achieve the same robust and demanding curriculum as we would offer in person. However, teachers were creative using a wide variety of techniques and methodologies and media to support students' learning. Learning happened best when it was non-traditional: creating assignments where students were asked to discover cooking or observing the outdoors from their homes. Students' greatest needs at the high school level were in the social emotional realm.

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.

SCUSD has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive in across all of the 'Return' plans

To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary and secondary and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include:

1. Opening of each class with a welcoming/inclusion activity
 - a. Includes all voices
 - b. Supports new learning ahead
 - c. Can be related to an academic content area or be non-academic
2. Engaging Activities
 - a. Anchor thinking and learning throughout the experience
 - b. Individual and collective engagement and learning are supported
 - c. Balance of interactive and reflective experiences to meet the needs of all participants
3. Ending each class with an optimistic closure
 - a. Highlights individual and shared understanding of the importance of the work
 - b. Provides a sense of accomplishment and supports forward-thinking
 - c. Engages group in reflection, helps identify next steps, and/or makes connections

Also available is a set of supports focused on racial and social justice for the SCUSD community. Included is support for educator advocacy for students, guidance for community collaboration and collective efficacy, self-care resources, and resources for supporting youth.

Expanding upon the work in the SEL lesson materials, the Social Emotional Learning team has developed two full web pages that provide support, resources, and guidance. The first, Social Emotional Learning for Distance Learning and Beyond, includes specific resources for students, family members, and educators, including resources specific to SEL as a lever for racial justice and anti-racism. The second, The Anti-Racist Classroom, provides teachers and other instructional staff guidance and resources to guide learning, reflection, connection, and engagement specific to eliminating racism in our school system.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation.

As was done during spring school closures with the 'SEL Check-in Survey,' staff will use the results to guide targeted outreach to students/families and potential referral to tiered supports for mental health and/or social and emotional well-being interventions.

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that ‘the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region’s and the world’s collective consciousness.’ Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students. Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.

Tiered supports for mental health promotion, awareness, and supports are outlined below and will be supported by a full-time Student Support Center:

TIER 1: UNIVERSAL MENTAL HEALTH PROMOTION AND AWARENESS STRATEGIES-provide to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional and behavioral skills and well-being of all students

*Virtual Calming Room

*Community Resources

*Mindful Classes

*School-wide SEL curriculum and lessons

*Parent Teacher Home Visits

*Professional Learning for staff: Trauma-Informed Practices k-12, Mindfulness, Suicide Prevention and Mental Health Crisis Response

*District-wide focus on promoting well-being

*Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc.

*Wellness Warm-line (available 9am-3pm, Mon-Fri) (916) 643-2333

TIER 2: TARGETED STRATEGIES-Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning system, Early Identification and Intervention System (EIS), as well as other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using EIS, with a focus on connection students to school and supporting their engagement.

*Coordination of Services Team (COST) process

*Check-in/Check-out

*Psycho-educational groups: provides additional practices in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.

- *Linkage to community-based services
- *School-based mental individual counseling (in person or virtually) for students and their caregivers
- *mentoring
- *Case Management services (ensuring needs are met)

Professional Learning for staff & caregivers

TIER 3: INTENSIVE STRATEGIES-Individualized support to improve a student's behavioral and academics outcomes. Goal is to enhance a student;s quality of life by increasing adaptive skills and decreasing problems behaviors. Continuing to use EIS and all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

- *Referral and linkage to community-based services
- *Suicide Risk Assessment & Safety Planning
- *Crisis Intervention
- *Behavior contract support
- *Special Education advocacy
- *504 advocacy & supports
- *School Attendance Review Board (SARB) process
- *Student Behavior and Placement advocacy to assist with appropriate school placement

District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines.

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.

SCUSD’s ‘Return to Connect’ plan begins by reaffirming the important of attendance and engagement in school. It states, ‘A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. We believe this to be true regardless of what school looks like when we return this fall. Not only do we want students to be present or “logged in,” we want them to be engaged: interacting, thinking and connecting.’ During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district’s strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district’s definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

1. Behavioral engagement (physical actions) The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching

2. Cognitive Engagement (Cognitive Processing) Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task

3. Emotional Engagement (Motivation and Emotional Response) Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning.

The core expectations for each stakeholder group for attendance/engagement are: Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school. Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model. Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary. Administrators: Ensure attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the SCUSD Attendance and Engagement Office.

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports (MTSS) mode:

TIER 1-Students attending school regularly *Positive relationships, engaging school climate, clear and consistent communication between school and families

TIER 2-Students who attend/engage moderately *Phone calls home, informal postcards, training with technology, provide device for distance learning (as needed), referral to student support center or Connect Center

TIER 3-Students who attend 40% or less *Referral to Student Support Center or Connect Center, Action Plan created with student and family, School Attendance Review Team (SART) meeting

TIER 4-Unreachable students: No contact or engagement *Home visits, referral to ACCESS, referral to outside agencies

To support implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. Data review is supported by the Early Identification and Intervention System (EIIIS), a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind. When a student is unable to attend/engage daily, either virtually or in person, the school site will offer Short Term Independent Studies contracts. This option would not be distinct from the full distance learning model for all students. Students on Short Term Independent Studies contracts are required to work independently without synchronous learning time.

Analysis of School Nutrition

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

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru,

curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders.

With summer meal flexibility and the associated waivers ending on August 30, 2020, SCUSD will be opening on September 3, 2020 with limited flexibility in place under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to SCUSD enrolled students only and meal eligibility requirements at non-Community Eligibility Provision (CEP) schools. The Nutrition Services department is actively seeking additional waivers to include the continuance of the Summer Food Service Program from state and federal agencies that would extend meal flexibilities, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but a waiver for this flexibility has not been confirmed at the time of this writing.

The district is also seeking to qualify more schools under the Community Eligibility Provision (CEP) due to the increased number of students relying on Cal Fresh food assistance since March. This status allows schools to serve breakfast and lunch to all students at no cost to the student and without the added burden of eligibility applications. Currently 57 SCUSD schools qualify under the CEP and early data suggests that 9 more may be approved for the 2020-21 school year plus 3 more years. The Nutrition Services department will likely experience staffing shortages so it is our intention to provide meals at the most needy of our schools and all of them being CEP schools where breakfast and lunch is served at no cost. Enrollment documents are required for both school-aged children as well as child development enrolled students in order to obtain meals. All SCUSD, charter school, and child development families will be advised where meals will be available for their children and the process for obtaining meals.

When SCUSD moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria at elementary schools and in multiple locations on campus at secondary schools (using longer bell schedules and multiple meal periods) including outdoors. All students will either consume meals in the classroom or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning. In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone. The Nutrition Services Department is collaborating with community partners including The Food Bank of Sacramento, Food Literacy Center, and Farmers to Family Food Box Program to offer additional food resources and support for our families and students in the new school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

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.

We learned the value of hybrid learning especially enhanced with google classrooms and one to one technology. We know there is a need to address the social emotional development of our students.

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

We continue to check in daily and weekly with our studnets with unique needs. We will take a qualitative and quantitative approach to monitoring students.

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.

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.

Assessing learning outcomes was a challenge for 2019-2021. School closure tested our ability to imagine and create new forms of teaching and learning for all students. The Families Project-- a joint collaboration between AM Winn, Alice Birney and Carver to create weekly menus of Waldorf activities meeting the CCSS- was an innovative and enriching program for all students and families who engaged. For teachers it was a healthy and robust deep professional learning linking the entire Waldorf program k-12 around one theme weekly. Some students and teachers were able to participate extensively which increased their participation and engagement. We focussed on attendance and social emotional support for all students which helped to increase attendance and participation. The disruption of the school year has led us to consider more carefully the systemic bias of the school system. If high school is compulsory and if students attend, how is it that they can flunk out? The rules change without warning for students. We will be addressing how our high school students who attend our program will all pass and meet the requirements for graduation in a multitude of ways as we dismantle and reassemble our school system.

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	377,048.00	332,031.00
	0.00	0.00
Grant	0.00	52,062.00
Other	90,000.00	0.00
Suppl/Con	287,048.00	279,969.00

* 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	377,048.00	332,031.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	50,000.00	4,037.00
1000-3000	286,715.00	279,969.00
1000-6000	40,000.00	23,395.00
4000-4999: Books And Supplies	333.00	24,630.00

* 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	377,048.00	332,031.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Grant	0.00	4,037.00
1000-1999: Certificated Personnel Salaries	Other	50,000.00	0.00
1000-3000	Suppl/Con	286,715.00	279,969.00
1000-6000	Grant	0.00	23,395.00
1000-6000	Other	40,000.00	0.00
4000-4999: Books And Supplies	Grant	0.00	24,630.00
4000-4999: Books And Supplies	Suppl/Con	333.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	161,457.00	230,036.00
Goal 2	125,591.00	74,563.00
Goal 3	40,000.00	23,395.00
Goal 4	50,000.00	4,037.00

* 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	\$5,000.00	\$5,000.00
Distance Learning Program	\$333,633.00	\$334,000.00
Pupil Learning Loss	\$1,338,056.00	\$1,340,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,676,689.00	\$1,679,000.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$5,000.00	\$5,000.00
Distance Learning Program	\$333,633.00	\$334,000.00
Pupil Learning Loss	\$1,338,056.00	\$1,340,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,676,689.00	\$1,679,000.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
George Washington Carver School of Arts and Science	Allegra Alessandri Principal	allegra-alessandri@scusd.edu 916-395-5266

Plan Summary [2021-22]

General Information

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

George Washington Carver School of Arts and Science is located in the Sacramento City Unified School District. Carver is located in the city of Rancho Cordova, surrounded by the City and County of Sacramento. Results of the 2010 Census reported that the racial makeup of Rancho Cordova was 60.4% White, 13.1% African American, 1.0% Native American, 12.1% Asian (3.6% Filipino, 2.0% Indian, 1.6% Vietnamese, 1.4% Chinese, 1.0% Korean, 0.4% Japanese, 2.0% Other), 0.9% Pacific Islander, 8.5% from other races, and 7.0% from two or more races. Hispanic or Latino of any race make up 19.7%. Nearly 50% of students are identified as socioeconomically disadvantaged. The student population also includes a significant percentage of Students with Disabilities (22 %). Many Carver students speak a primary language other than English: Spanish and Russian are the most frequently occurring languages other than English.

Carver is guided by the SCUSD Core Value and overarching Equity, Access, and Social Justice Guiding Principle. These both address the notion 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. 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 COVID-19 pandemic, closure of the physical school site, and implementation of distance learning have had profound and lasting impacts on our school. 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. The learning loss experienced by students during the pandemic will require focused effort in the coming years to address. In responding to the challenges of school closures and distance learning, Carver benefitted from the district's accelerating 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 school and district operations.

Our mission here at Carver High School is to help teenagers become in the deepest sense, the people they are meant to be. This is an education that prepares students for college and more. It is not simply an education geared to the requirements of national tests. At Carver, the curriculum is rigorous; academic classes emphasize the development of independent investigation, critical thinking, and applied academic and creative skills that Carver students will later use to contribute to their community.

To achieve this vision, we will engage all students in developing 21st Century Skills—critical thinking and creative problem-solving skills—in an integrated and rigorous college-preparatory curriculum that integrates the arts and environmental stewardship. Ultimately, through the course of four years at Carver, each student will find his/her own unique path toward becoming intelligent, self-confident, and socially responsible individuals. Our students will have the skills and knowledge to address the question: How will you engage the world?

At Carver, our mission is to implement Waldorf methods as our best teaching practices. Teaching and learning is a process that engages the head (the intellect and academic content), the heart (students must feel excited and in relationship to what they are learning), and hands (students transform what they have learned and how they felt about it into a product). We integrate creativity, critical thinking and creative problem solving in all our lessons. Students write across the curriculum and engage in discussion of ideas, theories and findings in all their subjects.

Each day students and teachers greet each other with a handshake. Class begins with a poem, verse or song. Teachers engage students in an active review of the previous day's class, refreshing the memory and rebuilding the subject. The teacher delivers new material in an artistic way through imagery, or storytelling, which activates the visual memory. The lesson offers students opportunities to activate their thinking, their feeling and the lesson ends with students doing—turning their new knowledge into an essay, illustration, research or math problem. Every lesson is three-fold in this way with artistic, reflective and active work by every student. We train our teachers so that they practice teaching as an art form—reading the class and individual students before them; masters of their subject matter and State Standards; expertly weaving in creativity, discussion, and critical thinking through the lesson. At Carver, the central themes that weave throughout the curriculum and school activities are Social and Environmental Justice with a lens on racial justice.

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. As a small high school, Carver is a safe place that focuses on each individual. Due to COVID and school closure, we have not assessed students in two years. Despite the move to online learning, we found that our strong school culture and bonds between teachers and students helped carry students and teachers through the transitions. The school Climate Survey results showed very positive growth in school culture and a sense of belonging. The overall rate of Belonging/Connectedness increased from 65% in 2019-20 to 80% in Fall 2020-21. There was a double-digit increase in the “Almost all of the time” and “Often” markings by students on each of the five surveyed areas: “At least one adult at this school thinks I’m smart” (increase of 11%), “I have at least one adult at school that I can go to for support” (increase of

14%), “Adults at this school encourage me to work hard and help me when I need it” (increase of 15%), “I am happy to be at this school” (increase of 16%) “I have chances at school to share my voice and give ideas” (increase of 18%).

College Readiness indicators grew: On track status 55%; ON Track retention rate 82%; readiness and a-g on track 72%. School successes reflected in the California Data Dashboard are: College/ Career Green; ELA Blue; Mathematics Green.

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.

Due to school closure, we experienced the loss of social emotional learning and support that we provide as a school within every classroom. SEL is at the very core of our program and distance learning interrupted this integrated part of our program. School closure made teaching and learning more challenging and we see the results in more student disengagement measured by attendance and grades. We see the need to add opportunities for students to engage in social emotional experiences like extra-curriculars, hands on and experiential learning. We also continue to focus on College Readiness by focusing on our graduate profile and a-g readiness. Areas of Need as reflected in the California Data Dashboard are Suspension rates Orange; Graduation Rates Orange.

LCAP Highlights

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

Highlights of this LCAP are the broad and focused goals on the mission of our high school education: college readiness. Under this broad umbrella, we are focusing on our graduate profile, a-g readiness, and students on track for graduation. We will also look at MTSS to offer layered supports for struggling students. We will continue to do work required to dismantling racism in our curriculum, school processes and systems.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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Stakeholder Engagement

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

The Parent Guild meets monthly to review and discuss school improvement and school goals. Based on these discussions we surveyed the parents four times in the last twelve months, most recently in April 2021. We have also surveyed students and asked them to join a review committee. Teachers share input weekly in staff meetings. All considerations were discussed and reviewed. For over three years the staff has focused on understanding racism and the implications for curriculum, policies and procedures that are part of a white dominant culture. Continuing this work is a priority for our staff and students.

A summary of the feedback provided by specific stakeholder groups.

Stakeholders are generally supportive of the school and the teaching and learning that occurred throughout school closure. They report that they feel their input is heard and incorporated into plans. Specifically stakeholders request more experiential learning to address learning loss. They request more artistic opportunities and college classes and more in person time with teachers and at school. Stakeholders requested more supports for students, especially those who do not receive Special Education supports.

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

Stakeholder input influenced the broad and focused goals of the LCAP. Specifically, stakeholders requested access to college level classes through the ACE program, developing more robust Waldorf methods and arts integration, and more access to academic support in the form of tutoring. Student stakeholders, teachers and parents also requested continuation of racial equity training and program review to dismantle racism. The LCAP reflects this specific stakeholder input.

Goals and Actions

Goal

Goal #	Description
1	BROAD: College and Career Readiness BROAD: Every student 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, and other student groups with gaps in outcomes until gaps are eliminated. We are committed to increasing student success and removing barriers to success, with special attention to racist practices.

An explanation of why the LEA has developed this goal.

Our vision and mission are to prepare every student to graduate college and career ready with a wide array of post-secondary options. We are working to build supports and remove barriers to student success as measured by a-g course completion, graduation rates, students enrolled in college classes like ACE and community college courses, and college application submission.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students on track for a-g coursework completion	32% of seniors are on track for a-g completion				100% of seniors graduate with a-g courses
Number of College applications	20% of seniors apply to 4 year colleges				80% of seniors apply to 4 year colleges
Number of students enrolled in ACE classes	30% of 11th and 12th graders apply for ACE classes				75% of students in 11th and 12th grades apply for CE classes
Number of Students earning Ds and Fs	30% of students earn Ds or Fs				No students earn Ds or Fs
CA Data Dashboard College/Career 2019	Green				Blue
CA Data Dashboard Graduation Rate 2019	Orange				Blue

Actions

Action #	Title	Description	Total Funds	Contributing
1	Grading Policy	Review grading policy and calibrate grading system. Ensure that grading policies and practices are equitable and removing barriers for students.		No
2	Academic Intervention	Regular review of progress and final grades to offer targeted support for students to provide ongoing, sustained intervention for all students who are struggling.	\$60,000.00	Yes
3	ACE and College Applications	Through the support of a college adviser and teaches of 11th and 12th grade classes, continue to promote, enroll and support students taking college classes on campus through the ACE program at Sac State. Support students so more are applying to 4 year colleges.	\$20,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	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. We are exploring behaviors and restorative ways to address both the harmed and the perpetrator. We are also in need of supports for student attendance, which contributes to student success and appropriate behaviors related to attendance. Our goal is to keep students at school learning, understanding barriers to behaviors and attendance to increase student success.

An explanation of why the LEA has developed this goal.

We are building a safe haven school. There has been a rise in race related incidents. Teachers are working to respond through restorative practices and changes to the curriculum. We also are committed to addressing incidents of bias, addressing the harmed and the person committing the biased incident. Restorative practices will be critical to addressing this concern.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	Disproportionate suspension rate between white, African American and Students with Disabilities				No suspensions
CA Data Dashboard Suspension Rate	Orange				Blue
Attendance Monitoring	Attendance rates fell to 89% in 2020				Attendance rate at 99%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Restorative Practice Training	Teachers will engage annually in Restorative Practice Training to address their curriculum and classroom practices for optimal equity. Trainings will be available to parents and student as well.	\$61,005.00	No
2	Attendance/Office technician	Create an FTE for Attendance/Office technician to monitor and support attendance more carefully	\$40,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Promote the achievement of all students, and particularly for low-income and English learner students, by working collaboratively with students, parents, teachers, and the community during the 2021-22 school year to review educational practice and research for the purpose of revising and updating our graduate profile using a holistic definition of a successful high school graduate and identifying an approach that in future years will increase the opportunities available to our students upon graduation from high school. This goal is essential to Carver's development as a social and environmental justice school, committed to addressing white dominant culture in the school system. It is important that we build in supports for all learners, review policies that act as barriers to success and increase the graduation rate to 100%. We also want to enhance and invigorate the holistic portfolio review and our graduate profile to better support all student learning and demonstrating learning.

An explanation of why the LEA has developed this goal.

Carver has a Graduate Profile that would benefit from updating to reflect our holistic definition of a successful high school graduate. Additionally, there is analysis and revision to be done to the grading system so that we remove barriers to graduation and college admissions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	90%				100%
Student completion of Portfolio Review Process	0% due to Covid19				100%
CA Data Dashboard Graduation Rate	Orange				Blue
Graduate Profile Update	adopted in 2017				revised Graduate Profile
Fully Credentialed teaching staff	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Graduate Profile	Review and Update Graduate Profile to reflect out stance on equity and social justice. It will also provide a more holistic approach to student success and graduation, beyond semester grades.		No
2	Integrating Waldorf Methods	Insuring that all classes integrate the arts, offer hands on projects, make connections to the community will offer students more creative ways to show their learning and to pass classes with a C or higher.	\$206,298.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.3%	\$236,436

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.

At Carver, a public Waldorf school, we integrate the arts throughout the curriculum which offers flexible, creative and alternative ways for students to become engaged, show their learning, and to practice high levels of critical thinking through analysis and synthesis. By broadening and deepening the types of assignments students have, struggling learners in particular find multiple entry points to the subject matter. The Arts increase student engagement. The Arts also provide supports for English Language learners by removing the words and showing the learning visually. The arts are also a medium for students to access their social-emotional learning through non-verbal creativity. The artistic process is one way for students to access their inner selves and learning, when words are difficult to find.

In addition, we will provide Academic Intervention to support all students, including those who would not have access through Special Education. Students who earn a D or F at anytime will be referred for targeted support. Foster Youth, EL, low income and Depending on the subject, they will be assigned a tutor-- a peer tutor, instructional aide or teacher to meet and intervene with targeted supports. This would occur during class work time, before or after school or at lunch time. The student and tutor will work closely with the teacher to support learning which will be reflected in the grading and passing the class.

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

We are increasing services to foster youth, ELL and low income students by targeting intervention services. We will focus our initial referral and intervention plans for these students. At Carver our main group of students for intervention are Title 1. Targeting interventions is a challenge because their status is highly confidential. Teachers and staff are prohibited from knowing who qualifies for Title 1. This is a

paradox: knowing but not knowing. This mystery is why we integrate the arts throughout the curriculum which offers flexible, creative and alternative ways for students to become engaged, show their learning, and to practice high levels of critical thinking through analysis and synthesis. By broadening and deepening the types of assignments students have, struggling learners in particular find multiple entry points to the subject matter. The Arts increase student engagement. The Arts also provide supports for English Language learners by removing the words and showing the learning visually. The arts are also a medium for students to access their social-emotional learning through non-verbal creativity. The artistic process is one way for students to access their inner selves and learning, when words are difficult to find.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$326,298.00		\$20,000.00	\$41,005.00	\$387,303.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$326,298.00	\$61,005.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Grading Policy					
1	2	English Learners Foster Youth Low Income	Academic Intervention	\$60,000.00				\$60,000.00
1	3	11th and 12th graders	ACE and College Applications			\$20,000.00		\$20,000.00
2	1	All	Restorative Practice Training	\$20,000.00			\$41,005.00	\$61,005.00
2	2	All	Attendance/Office technician	\$40,000.00				\$40,000.00
3	1	All	Graduate Profile					
3	2	English Learners Foster Youth Low Income	Integrating Waldorf Methods	\$206,298.00				\$206,298.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$266,298.00	\$266,298.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$266,298.00	\$266,298.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Academic Intervention	Schoolwide	English Learners Foster Youth Low Income		\$60,000.00	\$60,000.00
3	2	Integrating Waldorf Methods	Schoolwide	English Learners Foster Youth Low Income		\$206,298.00	\$206,298.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- f) 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.
- g) 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.

- h) 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.
- i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	New Joseph Bonnheim Community Charter
CDS Code:	34-67439-6034094
LEA Contact Information:	Name: Christie Wells-Artman Position: Principal Phone: 916 277-6294
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$3,122,037.00
LCFF Supplemental & Concentration Grants	\$626,065.00
All Other State Funds	\$192,711.
All Local Funds	\$0
All federal funds	\$78,956.00
Total Projected Revenue	\$3,393,704

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2,957,784.73
Total Budgeted Expenditures in the LCAP	\$795,141
Total Budgeted Expenditures for High Needs Students in the LCAP	\$692,091
Expenditures not in the LCAP	\$2,162,643.73

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$609,975
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$536,489

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$66,026
2020-21 Difference in Budgeted and Actual Expenditures	\$-73,486

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Central office department budgets(except for those specifically included) other employee salaries and benefits(except those specifically included)and special education services.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this	The planned actions for increasing or improving services for high needs students were overall, implemented as planned. The primary reasons for the difference between the total budgeted expenditures an estimated actual expenditures were reduced cost to implement expanded learning programs and a projected, because our school was closed for most of the year we spent less on this cost.

difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Joseph Bonnheim Community Charter

CDS Code: 34-67439-6034094

School Year: 2021-22

LEA contact information:

Christie Wells-Artman

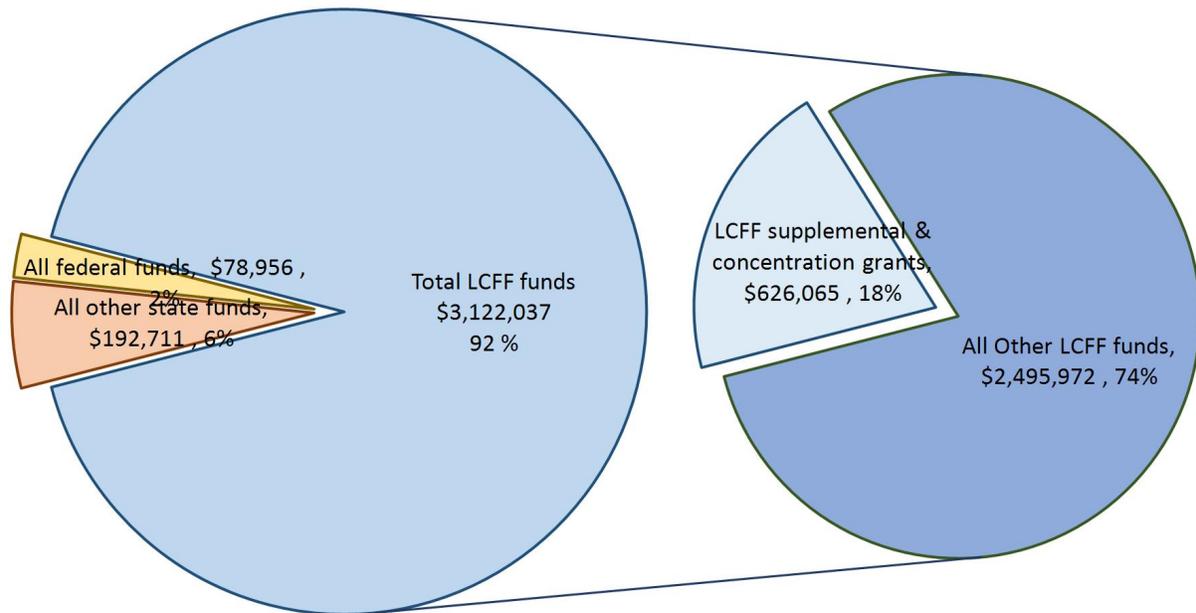
Principal

916 277-6294

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

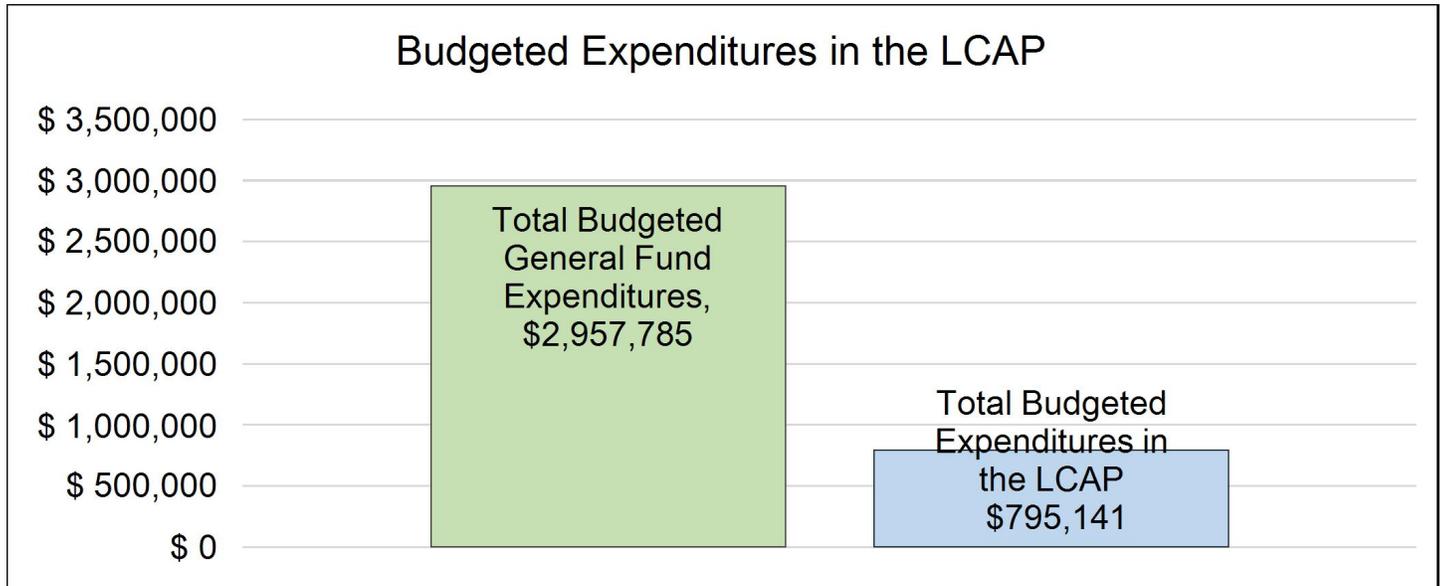


This chart shows the total general purpose revenue New Joseph Bonnheim Community Charter expects to receive in the coming year from all sources.

The total revenue projected for New Joseph Bonnheim Community Charter is \$3,393,704, of which \$3,122,037.00 is Local Control Funding Formula (LCFF), \$192,711.00 is other state funds, \$0.00 is local funds, and \$78,956.00 is federal funds. Of the \$3,122,037.00 in LCFF Funds, \$626,065.00 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 New Joseph Bonnheim Community Charter plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

New Joseph Bonnheim Community Charter plans to spend \$2,957,784.73 for the 2021-22 school year. Of that amount, \$795,141 is tied to actions/services in the LCAP and \$2,162,643.73 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

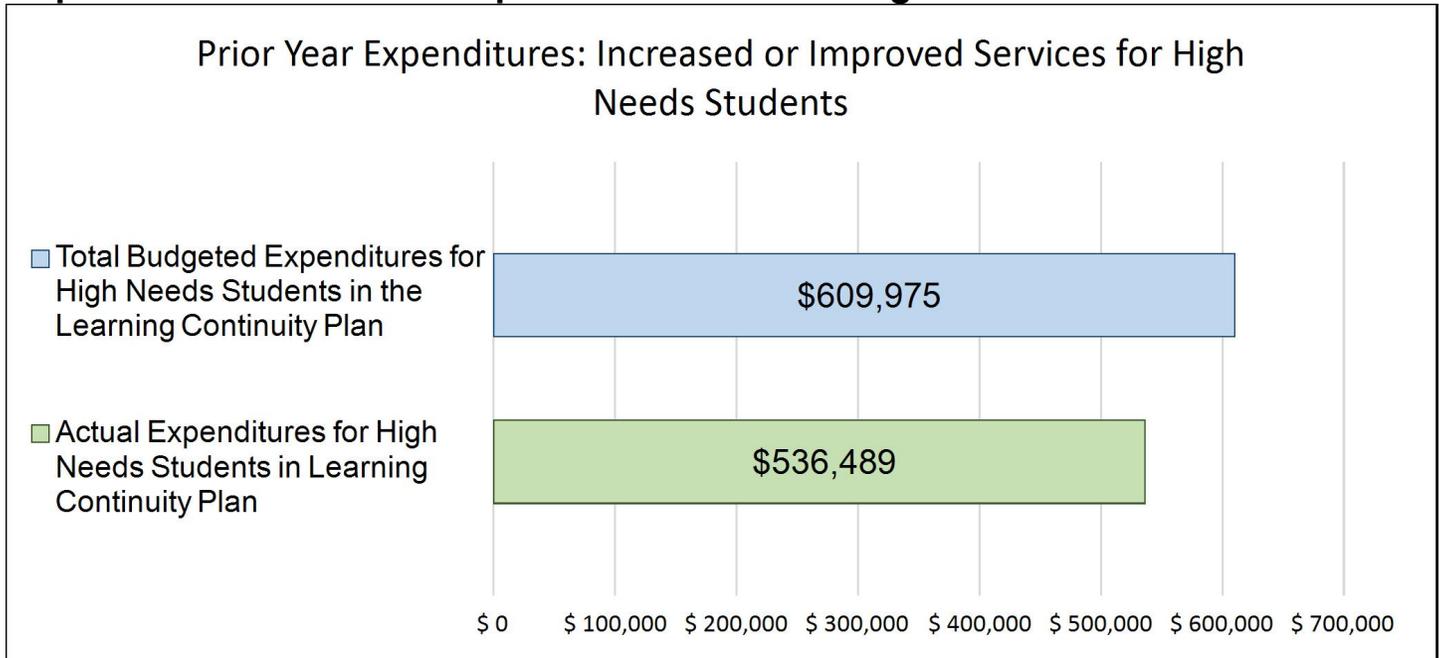
Central office department budgets(except for those specifically included) other employee salaries and benefits(except those specifically included)and special education services.

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

In 2021-22, New Joseph Bonnheim Community Charter is projecting it will receive \$626,065.00 based on the enrollment of foster youth, English learner, and low-income students. New Joseph Bonnheim Community Charter must describe how it intends to increase or improve services for high needs students in the LCAP. New Joseph Bonnheim Community Charter plans to spend \$692,091 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 New Joseph Bonnheim Community Charter 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 New Joseph Bonnheim Community Charter 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, New Joseph Bonnheim Community Charter's Learning Continuity Plan budgeted \$609,975 for planned actions to increase or improve services for high needs students. New Joseph Bonnheim Community Charter actually spent \$536,489 for actions to increase or improve services for high needs students in 2020-21.

The planned actions for increasing or improving services for high needs students were overall, implemented as planned. The primary reasons for the difference between the total budgeted expenditures and actual expenditures were reduced cost to implement expanded learning programs and a projected, because our school was closed for most of the year we spent less on this cost.



**NEW JOSEPH BONNHEIM
COMMUNITY CHARTER SCHOOL**
7300 MARIN AVENUE, SACRAMENTO, CA 95820 - PHONE (916) 277-6294

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
New Joseph Bonnheim Community Charter	Christie Wells-Artman Principal	christie-wells-artman@scusd.edu 916 277-6294

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

Create the foundation to support high quality teaching and learning.

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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Common Core aligned instructional materials to support the school's agricultural theme.</p> <p>Professional Learning to implement the body-brain approach to instruction and learning.</p> <p>HET Mastery Rubric with the 10 body/brain compatible learning elements are used to measure effectiveness of all staff.</p> <p>Observations and evidence of LIFESKILLS, respect agreements, body/brain movement with mindfulness used in each classroom daily.</p> <p>Checklist of cleaning dates/rooms/tasks for overall maintenance of clean school.</p> <p>CELDT Testing and Home Language Survey for EL scholars.</p> <p>Agricultural and Civic projects presented in three Celebration of Learning events in the school year.</p>	<p>Common Core aligned instructional materials to support the school's agricultural theme. We have FOSS, Soil Bourne Farms, Science equipment and other science kits.</p> <p>Ongoing and monitored Professional Learning to implement the body-brain approach to instruction and learning.</p> <p>Ongoing and monitored HET Mastery Rubric with the 10 body/brain compatible learning elements are used to measure effectiveness of all staff.</p> <p>Observations and evidence of LIFESKILLS, respect agreements, body/brain movement with mindfulness used in each classroom daily. Teachers use townhalls, units of study, and target talk daily.</p> <p>Checklist of cleaning dates/rooms/tasks for overall maintenance of clean school.</p> <p>CELDT Testing and Home Language Survey for EL scholars. Now move to ELPAC testing and teachers have been trained on GLAD (Guided Language Acquisition Development)</p> <p>Due to COVID, No Agricultural and Civic projects presented in three Celebration of Learning events in the school year.</p> <p>Continue to maintain instructional materials.</p> <p>2. In 2019, Teachers attended a training for body brain learning at YPSA for the need for staff and scholar training to implement the school's body-brain approach to instruction and learning. Traditional professional development does not focus on this approach. Outcomes were monitored throughout the year.</p>

Expected	Actual
<p data-bbox="107 175 726 245">19-20 Continue to maintain instructional materials.</p> <p data-bbox="107 289 1014 431">2. There is a need for staff and scholar training to implement the school's body-brain approach to instruction and learning. Traditional professional development does not focus on this approach.</p> <p data-bbox="107 472 1014 542">3. There is a need to focus on the foundational skills in Reading, Math, and Writing.</p> <p data-bbox="107 583 1026 834">4. There is a need to develop stronger relationships between teachers and students, between teachers and parents, and between teachers and teachers to improve academic and social skills of our scholars. The assumption is that students and parents don't care how much you know until they know how much you care. Reducing class size is a strategy to increase the quality of relationship between all three groups.</p> <p data-bbox="107 875 951 945">5. There is a need to maintain a clean, safe, and welcoming school.</p> <p data-bbox="107 985 1020 1273">6. There is a need to support English learners with effective core instruction as well as appropriate learning supports and interventions to ensure that EL's make expected progress in attaining English and in academic achievement. The 2018-19 CELDT/ELPAC identified 72 English learners out of 289 enrolled students. The English learners are primarily native Spanish speakers. There is a need to continue training all teachers on GLAD, and progress monitor the effectiveness.</p> <p data-bbox="107 1313 993 1624">7. There is a need to provide social emotional support to many NJB students and for teachers to learn and use restorative strategies to keep students in schools and turn them into scholars. In 2017-18 eight boys accounted for 16 suspensions mainly for disobedience and secondarily for committing battery on another student. Two boys had two or more suspensions. The suspension rate was 3.0% based on Education Code sections 52060 and 52066. Leader in Me program and professional development grant was awarded to NJB to build</p>	<p data-bbox="1056 164 1986 266">3. Still a need to focus on the foundational skills in Reading, Math, and Writing. Due to COVID, a year and a half gap has been determined so we will focus on</p> <p data-bbox="1056 310 1986 561">4. There is a need to develop stronger relationships between teachers and students, between teachers and parents, and between teachers and teachers to improve academic and social skills of our scholars. The assumption is that students and parents don't care how much you know until they know how much you care. Reducing class size is a strategy to increase the quality of relationship between all three groups.</p> <p data-bbox="1056 602 1976 638">5. Still is a need to maintain a clean, safe, and welcoming school.</p> <p data-bbox="1056 678 1965 966">6. There is a need to support English learners with effective core instruction as well as appropriate learning supports and interventions to ensure that EL's make expected progress in attaining English and in academic achievement. The 2018-19 CELDT/ELPAC identified 72 English learners out of 289 enrolled students. The English learners are primarily native Spanish speakers. There is a need to continue training all teachers on GLAD, and progress monitor the effectiveness. In 19-20</p> <p data-bbox="1056 1006 1986 1442">7. There is a need to provide social emotional support to many NJB students and for teachers to learn and use restorative strategies to keep students in schools and turn them into scholars. In 2017-18 eight boys accounted for 16 suspensions mainly for disobedience and secondarily for committing battery on another student. Two boys had two or more suspensions. The suspension rate was 3.0% based on Education Code sections 52060 and 52066. Leader in Me program and professional development grant was awarded to NJB to build school culture and climate, support the LIFESKILLS, and transform leadership and academics. This will support and improve our suspension data along with a new afterschool program "Fathers for Families."</p> <p data-bbox="1056 1482 1976 1624">8. There is a need to increase annual attendance from 94.30% to 96% and to reduce the number of students who miss more than five days of school (aka chronically absent). Due to COVID, absenteeism dropped to 70.01% We are working with attendance</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue with 1 FTE Plant Manager and 1 FTE night custodian for clean environment	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Maintain 3.5 FTE attendance clerk who speaks Spanish to track attendance daily, call parents of absent scholars, prepare paperwork for attendance hearing, and related tasks.	177364 2000-2999: Classified Personnel Salaries Other	172018 2000-2999: Classified Personnel Salaries
Continue second step to LIFESKILLS using the Leader In Me Program to support conflict resolution and restorative practices in Social-Emotional Learning. This will continue build on positive school climate, low suspension rates, and equity and access.	8,500 4000-4999: Books And Supplies LCFF	8,500 4000-4999: Books And Supplies LCFF
Continue to use La Familia and UC Davis services to foster social-emotional growth and crises issues.		
Continue with 1 FTE office manager	95156 2000-2999: Classified Personnel Salaries	95156 2000-2999: Classified Personnel Salaries
Maintain full-time school principal.	167852 1000-1999: Certificated Personnel Salaries	167852 1000-1999: Certificated Personnel Salaries
Continue with three yard duties each 0.438 FTE to monitor yard before school, during recesses and lunch, and after school. Typically a school the size of NJB has two yard duties.	43158 2000-2999: Classified Personnel Salaries	56679 2000-2999: Classified Personnel Salaries
Continue with 15 teachers to meet collective bargaining agreement maximum class sizes of 31 in primary and 33 in intermediate. NJBCC is a CSR school with a ratio of 22 scholars in primary and 24 in intermediate grades. This includes Spanish/English speaking resource teacher to provide additional ELD intervention to EL students, coordinate reclassification, coordinate CEDLT administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for colleagues % parents.	1131647 1000-1999: Certificated Personnel Salaries 400508 1000-1999: Certificated Personnel Salaries LCFF	113167 1000-1999: Certificated Personnel Salaries 308116 1000-1999: Certificated Personnel Salaries LCFF
Not recommended		
Professional Development on Literacy and Writing across content areas.	20756 1000-1999: Certificated Personnel Salaries Title I	20756 1000-1999: Certificated Personnel Salaries Title I

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Progress monitoring on ELD Strategies and Supports to English Language Learners to Increase levels in ELPAC and reclassify to English. GLAD Training	2600 4000-4999: Books And Supplies Suppl/Con EL	8000 4000-4999: Books And Supplies Suppl/Con EL -5400
Continue to maintain academic tutoring program to improve mastery of foundational skills in ELA and Math.		
Professional development on ELD strategies, home visits, data inquiry, Common Core. Provide free by SCUSD or SCOE.		
Admission and transportation for off campus study trips to build prior knowledge to support ELA and science. There will also be free trips to public library, Science Night, and marches for civil rights on birthdays of MLK, Jr. and Cesar Chavez.	0: Due to COVID	0: Due to COVID
Curriculum Associates iReady one year license to support academic achievement via electronics	14000 4000-4999: Books And Supplies Title I	14000 4000-4999: Books And Supplies Title I
Various materials and supplies identified in school budget to support instruction and operation of the school. Does not include \$23,109.89 instructional reserve in this resource and object code.	30000 4000-4999: Books And Supplies Title I	32000 4000-4999: Books And Supplies Title I -2000
Books and instructional materials for all grades.	30000 4000-4999: Books And Supplies Title I	30000 4000-4999: Books And Supplies Title I
ESGI software to support data capture and analysis of student work.	745 4000-4999: Books And Supplies Title I	755 4000-4999: Books And Supplies Title I -15

Goal Analysis

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

There were no substantive differences between planned action and implemented action.

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

Goal 2

Create an organizational culture that supports and sustains high quality teaching and learning, and builds family and community engagement.

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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Attendance and Suspension Data form California Dashboard and Infinite Campus Portal</p> <p>Sign In Sheets from Parent Meetings and Events</p> <p>Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff</p> <p>Agendas of Meetings and notes posted</p>	<p>96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets.</p> <p>Maintain 81% staff participation in Parent Teacher Home Visit Program due to COVID.</p> <p>Parent, student and staff survey shows 100% agreement that the school is clean and welcoming.</p> <p>Parent survey shows 100% agreement that parents know when, where and how to participate in the Steering Committee process. The Steering Committee is the school's decision-making process described in the charter.</p> <p>A ELAC group was sustained, Survey of English learners and their parents shows 100% agreement that the EL students are progressing</p>

Expected	Actual
<p>19-20 96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets.</p> <p>Maintain 90% staff participation in Parent Teacher Home Visit Program.</p> <p>Parent, student and staff survey shows 100% agreement that the school is clean and welcoming.</p> <p>Parent survey shows 100% agreement that parents know when, where and how to participate in the Steering Committee process. The Steering Committee is the school's decision-making process described in the charter.</p> <p>Survey of English learners and their parents shows 100% agreement that the EL students are progressing</p> <p>Suspensions will be reduced.</p> <p>Baseline Attendance and Suspension Data form California Dashboard and Infinite Campus Portal</p> <p>Sign In Sheets from Parent Meetings and Events</p> <p>Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff</p> <p>Agendas of Meetings posted</p>	<p>Suspensions will be reduced and no suspensions this year due to COVID.</p> <p>We held many of our meetings through zoom due to COVID.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences.		
Continue after school enrichment programs with new program "Fathers For Families" and tutorial programs for students who need additional support. Implement 4-H program.		
Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring 2020 Charter School Leadership Institute to learn more about governance, budgeting and instruction.		
Continue Town Hall meetings to ensure two way communication with families regarding LCAP. Also maintain Parent Academy to meet the needs of parents and community.		

Goal Analysis

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

There were no substantive differences between planned action and implemented action.

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

Goal 3

Increasing the percentage of scholars demonstrating:

- a) Mastery of state standards;
- b) college and career orientation;
- c) knowledge of how American democratic institutions work; and
- d) the ability to recite the Gettysburg Address and discuss it orally and in writing.

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 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Rubrics and CAASPP Data Benchmarks</p>	<p>Increase the percent of students meeting/exceeding standards on the CAASPP, due to COVID, SCUSD and collective bargaining group SCTA decided on using Iready benchmarks instead. We will have the data end of June/ early July 2021.</p> <p>Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.</p> <p>Each classroom will participate in at least one social action project during the 2019-20 school year, as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives, Due to COVID classes were unable to do projects and display at our Celebration of Learning. Classes did a smaller tailored version, i.e. powerpoint, or zoom presentation via zoom.</p>

Expected	Actual
<p>19-20 Increase the percent of students meeting/exceeding standards on the CAASPP.</p> <p>Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.</p> <p>Each classroom will participate in at least one social action project during the 2019-20 school year, as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives</p> <p>Student surveys will show that 100% of 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 100% can also identify at least two colleges/universities and what they have to offer.</p> <p>100% of sixth grade scholars can recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.</p> <p>Baseline Rubrics and CAASPP Data Benchmarks</p>	<p>Due to COVID, the 5th and 6th grade scholars had speakers joined them via zoom, instead of college and career day.</p> <p>100% of sixth grade scholars can recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. Due to COVID classes were unable to do projects and display at our Celebration of Learning.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks.</p>		
<p>School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights. School will have College Fridays each month for awareness.		
Provide a Career Day and three trimester set Celebration of Learning that showcases and provides information of opportunities in the Agricultural and Civic Services.		
Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. Continue with Academic Olympic challenge to support middle school readiness.		

Goal Analysis

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

There were no substantive differences between planned action and implemented action.

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

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
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering the school site 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.	District and County Funded	n/a	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	District and County Funded	n/a	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of hightouch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks	District and County Funded	n/a	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. 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.	District and County Funded	n/a	No
Custodians/Plant Managers: Maintain staffing at sites to ensure that, in addition to standard maintenance and cleaning, facilities are routinely disinfected high-touch areas.	151,756	148,009	Yes
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	District and County Funded	n/a	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	District and County Funded	n/a	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.

-3747 difference in because the custodian did start until September.

Analysis of In-Person Instructional Offerings

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home. HP Laptops or Apple MacBooks provided to teachers for distance learning. Hot spots provided as needed on a case-by-case basis.	District funded	n/a	No
Maintain staffing and access to district provided instructional supports for students with disabilities with .Speech and RSP.	Funded Under SELPA	n/a	No
Collaboration Time: Continue 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 further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	Part of teacher contract (collective Bargaining)	n/a	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.

There were no substantive differences between planned action and implemented action.

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.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Data Dashboard and Software Tools: Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard.	District oversight costs: 131,728	n/a	Yes

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

There were no substantive differences between planned action and implemented action.

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.

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.

Families, staff and school following the current data give by county.

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.

Able to provide learning hubs, hot spots, and computers for children who needed it.

Analysis of School Nutrition

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

Some of our successes is that our students got planned meals for both breakfast and lunch, every day ,that nutrition services handed out during the school closure.

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 Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	District funded		No
Mental Health and Social and Emotional Well-Being	Utilize district provided SEL coach and support. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	District funded		No
Mental Health and Social and Emotional Well-Being	Utilize district provided Nurses and Social Workers to provide critical health information, referrals, and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	District funded		No
Mental Health and Social and Emotional Well-Being	Staff a Student Support Center to 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, attendance interventions. Collaborate 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.	District Funded		No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Implement Virtual Parent Teacher Home Visit Program: Utilize existing staffing and supports.	Home Visit Grant		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.

Because the school year remained closed, there is substantial as differences between the planned actions and budget expenditures that are far less because we were closed.

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.

Because the achievement gap has widened with distance learning for the last 18 months, and now we're going back into in person learning, we have learned many lessons from this; one is to strategically offer our tutoring and summer programs for students to learn, and to is to progress monitor effectively throughout the year the 21 through 23 to close the gap.

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

Data and progress monitoring will be used and address with all stakeholders.

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.

IN/A

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.

Again, an analysis of student outcomes in 2019 and the continued Learning Continuity and Attendance Plan have informed our 21-22 through 23-24 in a myriad of ways; we will continue to progress monitor and change any plans that we need to.

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	0.00	-7,415.00
Suppl/Con EL	0.00	-5,400.00
Title I	0.00	-2,015.00

* 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	0.00	-7,415.00
4000-4999: Books And Supplies	0.00	-7,415.00

* 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	0.00	-7,415.00
4000-4999: Books And Supplies	Suppl/Con EL	0.00	-5,400.00
4000-4999: Books And Supplies	Title I	0.00	-2,015.00

* 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	0.00	-7,415.00

* 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	\$151,756.00	\$148,009.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$151,756.00	\$148,009.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$151,756.00	\$148,009.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$151,756.00	\$148,009.00



**NEW JOSEPH BONNHEIM
COMMUNITY CHARTER SCHOOL**
7300 MARIN AVENUE, SACRAMENTO, CA 95828 - PHONE (916) 277-6294

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Joseph Bonnheim Community Charter	Christie Wells-Artman Principal	christie-wells-artman@scusd.edu 916 277-6294

Plan Summary [2021-22]

General Information

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

Welcome to New Joseph Bonnheim Community Charter School!

The New Joseph Bonnheim team extends a warm welcome to all of our scholars, parents, family, and community partnerships. NJB is an excellent neighborhood charter school that is centered on agriculture and science, and on the very community it serves. With a dedicated and caring team of highly qualified teachers, support staff, wonderful children, and involved and supportive parents and partnerships, our mission is to develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.

We are deeply committed in all aspects of our scholars' learning by providing a quality education using the Highly Effective Teaching model, LIFESKILLS and the Leader in Me/ 7 Habits to promote positive relationships, and implementing the Common Core State Standards. At NJB, scholars are fully engaged in their thinking and demonstrate mastery of learning effectively. Our goal is to guide children to become fully participating citizens by giving them a strong academic education in a nurturing environment that recognizes diversity, promotes healthy choices, positive mindset, and embraces community involvement.

Our scholars receive a challenging and rigorous academic curriculum that is thematic and based in science and agriculture. Our project based learning and inquiry is supported with enrichment activities, hands-on and real-life experiences, community resources, and active parent participation and involvement. Parent and community partnerships are encouraged and continue to provide vital assistance to our educational program.

In addition to instruction in the core curriculum and units of study in science, students are provided learning opportunities in our community garden, library, art and music, sports, technology, and various after school and enrichment programs. NJB also has smaller class sizes to support learning and every grade level has a bi-lingual teacher.

To further optimize our students' learning and development of staff, this year we are utilizing a year-round calendar designed to support a high level of on-going professional development without interfering with the instructional day.

Our school's Steering Committee, PTA, and other site committees are very active and highly committed to supporting and improving the educational program and school environment through its involvement with the school and its many planned school and family activities.

New Joseph Bonnheim Community Charter is a wonderful neighborhood school establishing a tradition of curious intellectual learners, high student achievement and academic success for all students, and outstanding parent and community involvement. We believe in our scholars and their educational success is our priority!

Reflections: Successes

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

Based on i-ready data and data from Illuminate, NJBCC went up 11 points from the previous year in ELA, and 12 points in Math. It is not a apples to apples comparison to the SBAC. With that stated, we feel at NJB a huge loss of reading and math skills has opened the achievement gap for the last 19 months of the pandemic.

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.

As highlighted on the previous page, our NJB mission is to develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim (NJB) being centered on agriculture and on the very community it serves.

“Our NJB vision is to create a quality education program through a variety of learning intelligences to prepare students for the 21st Century.”

1. Improve academic and social outcomes through ethical practices.
2. Create a school culture that emits a civic, social and educational responsibility and involves parents, scholars and staff.
3. Foster communication and positive relationships between school personnel, students, parents and community.
4. All persons will take personal responsibility and accountability for their actions and the actions of others.

5. Have a school climate in which every student, parent, and teacher is willing to help one's neighbor, respectful of all people around them, and is willing to be the light in the darkness.

With that said our focus using surveys, CA data dash board, SBAC, I-ready, and district assessments from the previous years, there are four identified needs:

1. Serving our EL's and create the foundation to support high quality teaching and learning in supporting EL's.
2. Create an organizational culture that supports and sustains high quality teaching and learning, and builds family and community engagement and inclusionary practices for African American and Hispanic/Latino scholars. We will increase the sense of community pride on campus.
3. Increasing the percentage of scholars demonstrating:
 - a) Mastery of state standards;
 - b) college and career orientation;
 - c) knowledge of how American democratic institutions work; and
 - d) the ability to recite the Gettysburg Address and discuss it orally and in writing.
4. Due to COVID, Improve attendance and engagement during Distance and in person Learning. Hire an attendance clerk and form attendance committee team to support outreach and engagement to families in need. Address operational needs to mitigate learning loss and ensure a safe learning environment.

LCAP Highlights

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

As previously stated our focus using surveys, CA data dash board, SBAC, I-ready, and district assessments from the previous years, there are four identified needs:

1. Serving our EL's and create the foundation to support high quality teaching and learning in supporting EL's.
2. Create an organizational culture that supports and sustains high quality teaching and learning, and builds family and community engagement and inclusionary practices for African American and Hispanic/Latino scholars. We will increase the sense of community pride on campus.
3. Increasing the percentage of scholars demonstrating:
 - a) Mastery of state standards;
 - b) college and career orientation;
 - c) knowledge of how American democratic institutions work; and
 - d) the ability to recite the Gettysburg Address and discuss it orally and in writing.
4. Due to COVID, Improve attendance and engagement during Distance and in person Learning. Hire an attendance clerk and form attendance committee team to support outreach and engagement to families in need. Address operational needs to mitigate learning loss and ensure a safe learning environment.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

The LCAP was developed in collaboration by the Steering Committees (which serve as School Site Councils) of each small learning community (SLC) within New Joseph Bonnheim Elementary School. Input is provided in the way of recommendations by the English Learner Advisory Committee. Input was also requested from staff and was shared with Steering Committee to inform their decision making process.

Dates of Engagement: All meetings cover the LCAP process.

NJB Steering - 9/4/20, 10/8/20, Special Meeting 10/25/20, 11/2/20, 12/3/20, 1/6/21, 3/5/21, 4/6/21, 5/3/21, 06/04/21 and special meeting 06/15/21 (all virtual meetings)
ELAC - 04/18/21, and 05/25/21

A summary of the feedback provided by specific stakeholder groups.

The NJB staff specifically set priorities for the 21-22 budget through an anonymous survey. Their priorities included adopting a core curriculum for ELA and Math, English Language Learner support and a focus on reading. Closing the achievement gap between African-American and Hispanic students. Improving the proficiency of the English language in our EL students. Parents within the Steering Committee also expressed the need for a fully staffed bi-lingual reading intervention teacher and 2 bi-lingual aides to support for high risk students .A data team to be formed to progress monitor and present to all stakeholders of aligned common assessments. Training and development of body/brain compatible learning and full use of the agricultural units of study. The Steering Committee also provided feedback that the goals needed to be worded in such a way that parents can understand them more easily.

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

The goals were created collaboratively with Steering Committee by reviewing data as well as reviewing staff recommendation based on their data review.

Goals were revised to be more specific and clearer to people by removing "educational jargon."

The metrics were presented and Steering Committee collaboratively set objectives with those metrics that would show us we were achieving our goals. When the LCAP requirement for 20-21 was removed, the LCAP goals were the basis for our cycle of improvement. The stakeholder groups for each small learning community reviewed the document and make necessary revisions to actions based on the distance learning context we are faced with for the 21-22 school year. Due to COVID, we are continuing to develop the plan for 21-22.

Goals and Actions

Goal

Goal #	Description
1	<p>1. Create the foundation to support high quality teaching and learning in supporting EL's. We will increase the number of students approaching proficiency in English Language Arts and Mathematics, particularly our underserved subgroups. NJB serves 58.6% English learners. Everything we do academically must be done with that context in mind. Our English learners will not make adequate progress without specific attention to their academic and social-emotional strengths and needs. At NJB, English Learners at 41.03% (36 EL scholars) Kinder- 3rd grades are not meeting Foundational Standards and are off track, receiving a 1 or 2 (did not meet standards) on their Trimester 2 and Trimester 3 report card. NJB has identified a need to address early literacy and foundational reading skills in grades K-3rd.</p> <p>2. There is a need for integrated curriculum to support EL's in both ELA and Math. Supplemental foundational skills in the SIPPS program and EL leveled texts are used along with instructional invention to support EL's to meet and exceed grade level standards and mastery of skills. Provide Integrated and Designated ELD connected to content area instruction as well as appropriate content area intervention for English learners and recently reclassified students. (Certificated Staff) add details on curriculum supports texts.... readers....</p> <p>3. Continue with 15 teachers trained in GLAD (Guided Language Acquisition Development) trained in ELD strategies, SIPPS Professional Development and SCUSD trainings on ELD.</p> <p>4. Provided to all, but targeting needs of parents who speak languages other than English, and address the lack of consistency in opportunities for parents to engage in their child's learning.</p>

An explanation of why the LEA has developed this goal.

Integrated ELD in all content areas is not consistently occurring. Students lack effective ELD instruction, intervention opportunities for supporting student foundational skills are limited and inconsistent. A lack of professional knowledge, of ELA/EL Foundational standards, strategies and implementation. To monitor this we do the following:

1. ELPAC 2021-22 - 60% making progress
2. District Common Assessments Benchmark- 80% of ELs increase proficiency
3. SIPPS and Foundational Skills BPST/CORE/PASS Assessments- 80% of ELs increase proficiency

Purchase Core ELA/EL and Math Curriculum using the CARES and other funding resources. Provide supplemental materials to provide access and meet the needs of English Learners (LCFF EL)

SIPPS Professional Development and Instructional Program for EL's (LCFF EL). All purchased in December 2020 and 3 year adoption. Teachers will be trained to implement. Progress Monitoring on ELD Strategies and Supports to English Language Learners to Increase levels in ELPAC and reclassify to English. GLAD Training. This includes all teachers trained in GLAD strategies to provide additional ELD intervention to EL students, coordinate reclassification, coordinate ELPAC administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for scholars and support parents, and finally, increase EL parent involvement in education by removing barriers to participation (e.g., translation, interpretation, childcare, etc.)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC	2019 - 55% making progress				2023-24 - 85% making progress
District Common Assessment Benchmark	Baseline coming out in October 2021				2023-24 - 85% making progress
SIPPS and Foundational Skills BPST/CORE/PASS Assessments	Baseline coming out in October 2021				2023-24 - 85% making progress

Actions

Action #	Title	Description	Total Funds	Contributing
1	Monitor and implement ELA/EL and Math Curriculum (Supplemental) Provide supplemental materials to provide access and meet the needs of English Learners (LCFF EL)	Purchase Core ELA/EL and Math Curriculum using the CARES and other funding resources. Provide supplemental materials to provide access and meet the needs of English Learners (LCFF EL)	\$24,000.00	No
2	SIPPS and GLAD Professional Development and Instructional Program for EL's (LCFF EL)	Continue with 15 teachers trained in GLAD (Guided Language Acquisition Development) trained in ELD strategies, SIPPS Professional Development and SCUSD trainings on ELD.	\$31,000.00	Yes
3	Progress Monitoring ELD Strategies and Supports	Progress Monitoring on ELD Strategies and Supports to English Language Learners to Increase levels in ELPAC and reclassify to English. GLAD Training. This includes all teachers trained in GLAD	\$59,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strategies to provide additional ELD intervention to EL students, coordinate reclassification, coordinate ELPAC administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for scholars and support parents.		
4	Provide training to all ELD parents, and increase EL parental involvement.	Provided to all, but targeting needs of parents who speak languages other than English, and address the lack of consistency in opportunities for parents to engage in their child's learning. Increase EL parent involvement in education by removing barriers to participation (e.g., translation, interpretation, childcare, etc.)	\$2,500.00	Yes
5	Resource Teacher	Hire a resource teacher to serve the EL population with push in and out.	\$200,000.00	Yes
6	2 Bilingual aids	Hire 2 bilingual aids to support resource teacher to serve the EL population with push in and out.	\$28,992.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	<p>There is a need to create an organizational culture that supports and sustains high quality teaching and learning, and builds family and community engagement and inclusionary practices for African American and Hispanic/Latino scholars. We will increase the sense of community pride on campus.</p> <ol style="list-style-type: none"> 1. All students will be provided access to a responsive school community as well as case- management, mental-health services, with particular attention paid to African American and Hispanic/Latino students and families. 2. There is a need for highly trained teachers to support the charter and getting every child to grade level readiness and support social-emotional growth within the charter's tenets and agricultural focus in science that supports children of color, cultural and language diversity to be ready for the 21st Century college and careers in science. Agriculture is shifting from rural to urban areas in the United States. By providing an educational program unique to NJB, such as the school and community farm, bio-diversity environments, 4-H programs and other science agricultural programs such as sustainability, we are closing the gap in achievement, promoting critical thinking and learning, and providing more hands on, inclusionary programs in science to engage our scholars. 3. Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences. Develop the Leader In Me program in creating a nurturing and empowering school culture and climate. 4. Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring Charter School Leadership Institute to learn more about governance, budgeting and instruction and serving cultural/racial diversity

An explanation of why the LEA has developed this goal.

There is a need to have highly trained teachers in body brain compatible learning, Leader In Me and culturally responsive teaching and learning to address the learning gaps in African-American and Hispanic students, by creating a school-wide culture that is inclusionary in practices, through our data collection, NJB noticed that the gap for our African American and Hispanic students cuts across academics, attendance, and behavior data. We recognize that a root cause is likely our school climate and the way our African American and Hispanic students and families are experiencing school in general. We are committed to addressing this issue through efforts to improve our overall school climate, but also focusing efforts specifically to improve relationships with African American and Hispanic students and families. While much of the needs assessment/baseline used Dashboard data, the dashboard has been eliminated for this school year. Some metrics will have to move to local data.

We see a consistent discrepancy across different types of data (academics, attendance, and behavior), showing that our African American students are not benefiting from our school services in the same way as other demographic groups in our unique agricultural programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism - Whole Site	10.2%				6%
School Climate Survey Data positive responses - Whole site	83%				97%
Chronic Absenteeism - African American Students	23.5%				10%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences. Develop the Leader In Me program in creating a nurturing and empowering school culture and climate.	Train teachers on culturally responsive teaching and learning, race and gender bias, and understanding and changing systems. If we provide consistent school communication and highly trained staffing focused on removing barriers to school success, students and families will have a stronger sense of belonging at school which will lead to increases in attendance and achievement.		Yes
2	Maintain highly trained teachers in developing and integrating science and agriculture, (4-H, Foss Science program, UC Davis program, UC Davis	Maintain highly trained teachers in developing and integrating science and agriculture, (4-H, Foss Science program, UC Davis Agricultural, and Soil Born and Urbano Farm programs, in delivering the tenets of the charter's program and closing the achievement gap in AA and H/L students. All teachers are to be progress monitored and coached in charter.	\$113,591.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Agricultural, and Soil Born and Urbano Farm programs.			
3	Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring Charter School Leadership Institute to learn more about governance, budgeting and instruction and serving cultural/racial diversity	Train SC members on inclusionary practices and understanding biases and racism. Provide Leader In Me Training to SC and parents.	\$12,000.00	Yes
4	There is a need for smaller class sizes for each grade level to support the instructional differentiation model and tier intervention supports in closing the achievement gap and have every scholar at grade level readiness.	Reduce class sizes in K-6 to 24 to 1 in order to develop meaningful relationships, provide more targeted instructional time for students working below grade-level. Differentiated model to include academic tutoring, small group instruction, computer adaptive programs such as I-Ready, and collecting meaningful data to spiral in the standards. Offered to all students, but targeted at low income students, African-American, Hispanic/Latino, and EL's. (I-Ready, 16,000 Title Funds to be used) the remaining funds are used to support class size reduction.	\$39,600.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Increasing the percentage of scholars demonstrating: a) Mastery of state standards; b) college and career orientation; c) knowledge of how American democratic institutions work; and d) the ability to recite the Gettysburg Address and discuss it orally and in writing.

An explanation of why the LEA has developed this goal.

in our charter, the significance of the Gettysburg Address is the very center of NJB's mission in developing citizens to be proactive in democracy, by creating a community charter and school of excellence that is truly for the people, by the people. In that we use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, I-ready diagnostics and ESGI software to support data capture and analysis of student work. PDSA and improvement science utilized to measure academic growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, I-ready diagnostics and ESGI	A pre-test shows overall low depth of knowledge in skills and key enduring understandings about agriculture and content in the units of study.				All students will have depth of knowledge in skills and key enduring understandings about agriculture and content in the units of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
software to support data capture and analysis of student work. PDSA and improvement science utilized to measure academic growth					
Use the CCI beta tool and SBAC Summative to measure grade level readiness in ELA	NJB has identified a need to address literacy and reading skills in grades 4th-6th. Overall 4th-6th grade performance on reading comprehension skills: 45.09% (62 scholars out of 159) are not meeting Reading Standards and are off track, receiving a 1 or 2 (did not meet standards) on their Trimester 2 report card.				Increase percent of 4th-6th grade students who are on grade level on-track in ELA (reading) in understanding genre specific text from 42.6% to 80% as measured on the CCI tool EOY and SBAC administered in May 2023.
Use the CCI beta tool and district common assessments/benchmarks to measure grade level readiness in ELA	NJB has identified a need to address early literacy and foundational reading skills in grades K-3rd. Overall 3rd grade performance on Foundational Skills:				Increase percent of K-3rd grade students who are on grade level on-track in ELA (reading) in foundational reading skills from 41.03% to 80% as measured on the district common

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	41.03% (53 scholars out of 165) Kinder- 3rd grades are not meeting Foundational Standards and are off track, receiving a 1 or 2 (did not meet standards) on their Trimester 2 report card.				assessments, CCI tool EOY, and SBAC 3rd grade administered in May 2023.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, diagnostics and ESGI software to support data capture and analysis of student work. PDSA and improvement science utilized to	Under the above mentioned the funding listed below will support training, conferences and professional development in these area: Highly Effective Teaching and Learning with Kovalik Associates, Agricultural Conference at Soil Born and Urbano Farms, 4-H Academy at UC Davis, and SCUSD trainings for academic and social-emotional needs. These programs support EL's and low-income students to provide career and college of choice opportunities and pathways, 21st century skills for jobs that are not even yet created or conceptualized.	\$116,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	measure academic growth.			
2	School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community.	School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community. Following the UBD approach.	\$21,846.00	Yes
3	Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights.	School will have College Fridays each month for awareness. Each scholar will create a Leadership Notebook and use the Leader in Me program to support academics and social-emotional growth within the 7 Habits. Each scholar will develop a project based in science and agriculture in our college and career readiness day.	\$26,562.00	Yes
4	Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. (6th grade students)	Provide Instructional support and curriculum, texts, being there experiences for grades K-6 on agricultural and cultural projects that aligns to the charter mission and supports EL's and all learners. CLOSE Analytical training for teachers to implement with enriched text dependent questions and thematic units will expand and promote English proficiency in our EL scholars in all ELD standards. Continue with Academic Olympic challenge to support middle school readiness.	\$30,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Improve attendance and engagement during Distance Learning. Hire an attendance clerk and form attendance committee team to support outreach and engagement to families in need. Address operational needs to mitigate learning loss and ensure a safe learning environment.

An explanation of why the LEA has developed this goal.

In the Spring of 2020, distance learning attendance and engagement was much lower than in- person instruction. There is a need for hot spots and technology needs for families that cannot access learning. Based on experience in Spring of 2020, many students did not progress academically and many families struggles to engage meaningfully in the academic work. Additionally, the district's return to health plan outlines an increased need for custodial services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
COVID-19 Attendance	Spring 2020 - 89% attendance				23-24 school year 98% attendance
COVID-19 Attendance and Engagement	COVID-19 Attendance and Engagement				20-21 - 95% engagement in distance learning

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provide supplies to students for at-home learning activities.	Provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provide supplies to students for at-home learning activities. Provide adequate technology for teachers to teach at home and students to engage in learning at home. Tools and programs such as Standards Plus, I-ready computer adaptive learning programs, Class Dojo and other programs promote and support distance learning and grade level readiness. Hot spots for low income scholars in need	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that cannot access curriculum and instruction.(Title I-funds of 4,000 will be used for the hot spots)		
2	Launch Parent Academy	There is a need to inform and support parents with remote learning tools to improve academics, social emotional growth, attendance and engagement. A parent academy will be created to support families with tools.	\$3,000.00	Yes
3	Maintain Attendance Clerk and office Manager	Maintain and train Attendance Clerk and Office manager	\$79,050.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.08%	\$626,065

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 at in JB that are increasing or improving services for unduplicated students. The explanation below includes discussion of outcome data and implementational results.

In JB has identified the use of funds to provide academic interventions across all subgroups, however there has been a significant considerations for English learners. EL students are identified at 65.3 points below the standard and ELA as compared two English only students being at 43% below standard. Our focus on reading across the curriculum and writing have targeted interventions for students and into increased the points toward standard as well as increase student achievement in all subjects.

In JB is maintaining the use of funds reduce class sizes are all grades K– Six and to provide targeted instruction in the form of additional staffing period class size reduction(maintaining class size at twenty-four to 1 in grades K-6) allows the school to maintain programs above and beyond what would possibly be possible with base funding alone. Given that the broad nature of this action is difficult to attribute to any specific causal relationship or correlation to the specific improvement of other outcomes. There is a community interest in maintaining the breath and depth of program offerings. In the schools consideration of budget proposals during the 2021 school year, stakeholders emphasize importance of maintaining current program offerings that enable the school to meet a range of student and family needs an interest.

In JB has allocated funding towards improving. Relationships at school, the need for the supports as evidenced by chronic absenteeism rates rising 2.4%. Higher rates were observed for socially and economically disadvantaged students increasing to 2.1%. During distance-learning the gap was widened as significant gap has emerged for socially economic disadvantage students. In addition we see it just proportion and suspension rates of our English learners increasing to 1.5%. The funds allocated to improve peer relationships Will all serve as a means to lower these rates.

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 to foster youth, English learners and low income students are being increased to improve the range of actions that include focusing only on one or more unduplicated student groups. Actions that are funded by multiple resources with one or more consequences components focus on the needs of under the case students, and actions that funded only/primarily by LCFF funds and implemented broadly, with the expectation that the implementation is principally benefiting unduplicated students.

The actions and services described in the plans that are being provided as an increase or improvement to unduplicated students include:

- -class size reduction
- -Parent involvement
- -building stronger relationships with all stakeholders
- -Academic interventions in ELA and mathematics
- -Reading intervention and writing

Of the actions described within this plan, several are services that are provided only or primarily to;

- -English language instruction in access to core content
- -provide translation to increase parent involvement in education and in the school

Actions described in this plan that are funded by multiple sources and half components with a particular focus on increasing and improving services for an duplicated peoples include;

- -Academic interventions in ELA and mathematics
- -encourage parental involvement

Actions that are funded only /primarily by LCFF at funding, are being implemented on a broad basis, and are intended to principally benefit unduplicated students include the following. Detail descriptions of these actions have been provided in the previous section.

- --class size reduction
- --encourage reading and writing across the curriculum
- --building stronger. Relationships through leader in me and life skills

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$716,245.00			\$78,896.00	\$795,141.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$540,433.00	\$254,708.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Monitor and implement ELA/EL and Math Curriculum (Supplemental) Provide supplemental materials to provide access and meet the needs of English Learners (LCFF EL)	\$24,000.00				\$24,000.00
1	2	English Learners	SIPPS and GLAD Professional Development and Instructional Program for EL's (LCFF EL)	\$31,000.00				\$31,000.00
1	3	English Learners	Progress Monitoring ELD Strategies and Supports	\$59,000.00				\$59,000.00
1	4	English Learners	Provide training to all ELD parents, and increase EL parental involvement.	\$2,500.00				\$2,500.00
1	5	English Learners	Resource Teacher	\$200,000.00				\$200,000.00
1	6	English Learners	2 Bilingual aids	\$28,992.00				\$28,992.00
2	1	English Learners Foster Youth Low Income	Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences. Develop the Leader In Me program in creating a nurturing and empowering school culture and climate.					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Maintain highly trained teachers in developing and integrating science and agriculture, (4-H, Foss Science program, UC Davis Agricultural, and Soil Born and Urbano Farm programs.	\$113,591.00				\$113,591.00
2	3	English Learners Foster Youth Low Income	Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring Charter School Leadership Institute to learn more about governance, budgeting and instruction and serving cultural/racial diversity	\$12,000.00				\$12,000.00
2	4	English Learners Foster Youth Low Income	There is a need for smaller class sizes for each grade level to support the instructional differentiation model and tier intervention supports in closing the achievement gap and have every scholar at grade level readiness.	\$23,600.00			\$16,000.00	\$39,600.00
3	1	English Learners Foster Youth Low Income	Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, diagnostics and ESGI software to support data capture and analysis of student work. PDSA and improvement science utilized to measure academic growth.	\$87,000.00			\$29,000.00	\$116,000.00
3	2	English Learners Foster Youth Low Income	School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community.	\$8,000.00			\$13,846.00	\$21,846.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights.	\$26,562.00				\$26,562.00
3	4	English Learners Foster Youth Low Income	Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. (6th grade students)	\$30,000.00				\$30,000.00
4	1	English Learners Foster Youth Low Income	Provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provide supplies to students for at-home learning activities.	\$4,000.00			\$4,000.00	\$8,000.00
4	2	English Learners Foster Youth Low Income	Launch Parent Academy	\$3,000.00				\$3,000.00
4	3	All	Maintain Attendance Clerk and office Manager	\$63,000.00			\$16,050.00	\$79,050.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$629,245.00	\$692,091.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$321,492.00	\$321,492.00
Schoolwide Total:	\$307,753.00	\$370,599.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	SIPPS and GLAD Professional Development and Instructional Program for EL's (LCFF EL)	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NJBCC K-6	\$31,000.00	\$31,000.00
1	3	Progress Monitoring ELD Strategies and Supports	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NJBCC K-6	\$59,000.00	\$59,000.00
1	4	Provide training to all ELD parents, and increase EL parental involvement.	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NJBCC K-6	\$2,500.00	\$2,500.00
1	5	Resource Teacher	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NJBCC K-6	\$200,000.00	\$200,000.00
1	6	2 Bilingual aids	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: NJBCC K-6	\$28,992.00	\$28,992.00
2	1	Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences. Develop the Leader In Me program in	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC K-6		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		creating a nurturing and empowering school culture and climate.					
2	2	Maintain highly trained teachers in developing and integrating science and agriculture, (4-H, Foss Science program, UC Davis Agricultural, and Soil Born and Urbano Farm programs.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC K-6	\$113,591.00	\$113,591.00
2	3	Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring Charter School Leadership Institute to learn more about governance, budgeting and instruction and serving cultural/racial diversity	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC	\$12,000.00	\$12,000.00
2	4	There is a need for smaller class sizes for each grade level to support the instructional differentiation model and tier intervention supports in closing the achievement gap and have every scholar at grade level readiness.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC K-6	\$23,600.00	\$39,600.00
3	1	Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC	\$87,000.00	\$116,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, diagnostics and ESGI software to support data capture and analysis of student work. PDSA and improvement science utilized to measure academic growth.					
3	2	School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC	\$8,000.00	\$21,846.00
3	3	Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC	\$26,562.00	\$26,562.00
3	4	Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC	\$30,000.00	\$30,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. (6th grade students)					
4	1	Provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provide supplies to students for at-home learning activities.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC	\$4,000.00	\$8,000.00
4	2	Launch Parent Academy	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: NJBCC	\$3,000.00	\$3,000.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- f) 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.
- g) 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.

- h) 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.
- i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Sacramento City Unified School District
CDS Code:	34-67439-0101881
LEA Contact Information:	Name: Jessica Martin Position: Principal Phone: 916 395 5254
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$2107111
LCFF Supplemental & Concentration Grants	\$367250
All Other State Funds	\$123002
All Local Funds	\$
All federal funds	\$38631
Total Projected Revenue	\$2,268,744

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2,174,822
Total Budgeted Expenditures in the LCAP	\$528,884
Total Budgeted Expenditures for High Needs Students in the LCAP	\$528,884
Expenditures not in the LCAP	\$1,645,938

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$409330
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$366450

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$161,634
2020-21 Difference in Budgeted and Actual Expenditures	\$-42,880

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Staffing, both certificated and classified, instructional materials and supplies. Building, utility, and service fees imposed by the district.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of	Data-driven decision making, support programs for students, focus on individual students and individual needs to find trends and create an MTSS that meets the needs of all students at various levels of needed support.

the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	Staffing that enables students to receive instruction and content that supports college and career readiness, higher math achievement, and increased proficiency in ELL students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento City Unified School District

CDS Code: 34-67439-0101881

School Year: 2021-22

LEA contact information:

Jessica Martin

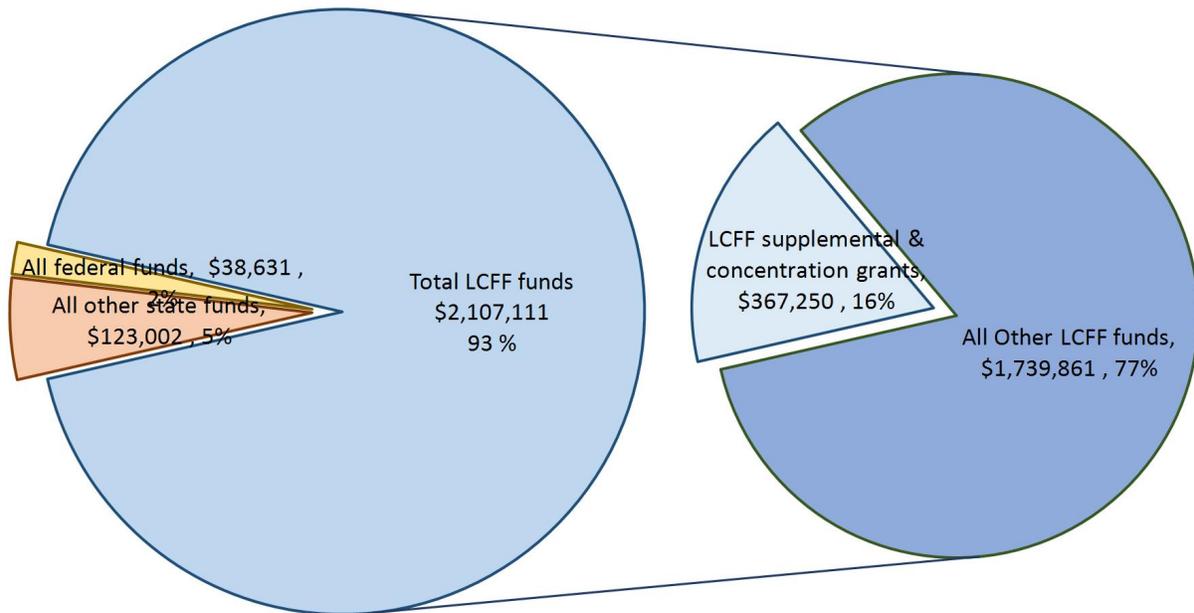
Principal

916 395 5254

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

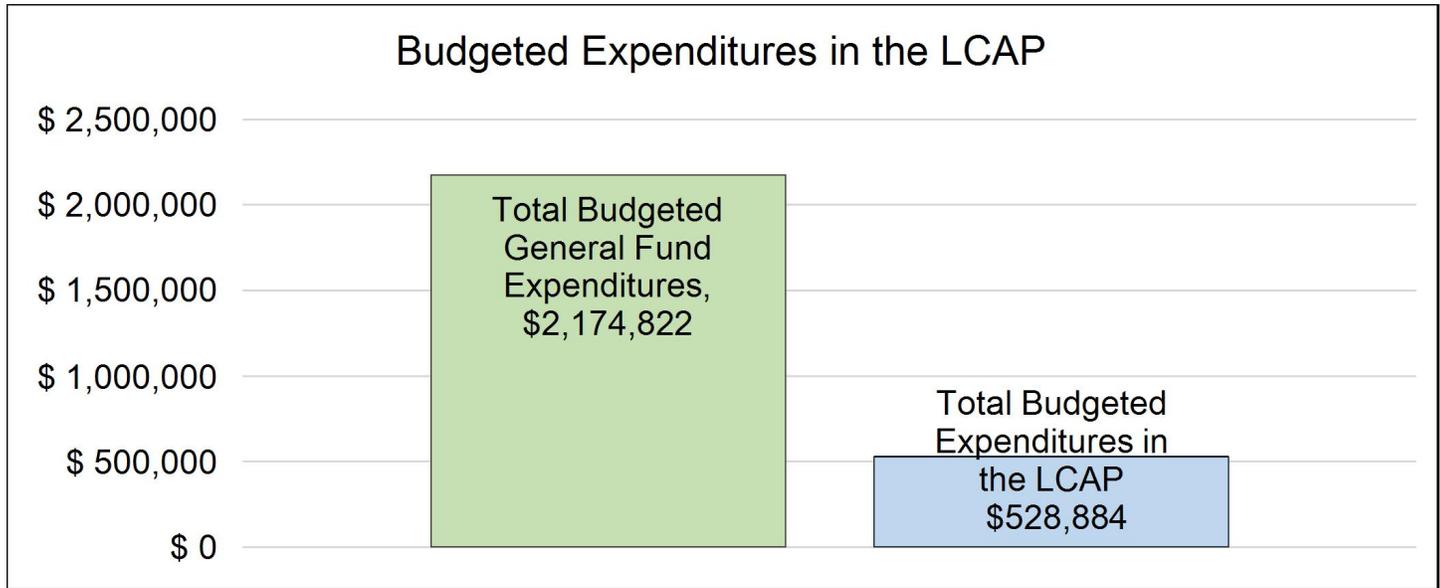


This chart shows the total general purpose revenue Sacramento City Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Sacramento City Unified School District is \$2,268,744, of which \$2,107,111 is Local Control Funding Formula (LCFF), \$123,002 is other state funds, \$ is local funds, and \$38,631 is federal funds. Of the \$2,107,111 in LCFF Funds, \$367,250 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 \$2,174,822 for the 2021-22 school year. Of that amount, \$528,884 is tied to actions/services in the LCAP and \$1,645,938 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Staffing, both certificated and classified, instructional materials and supplies. Building, utility, and service fees imposed by the district.

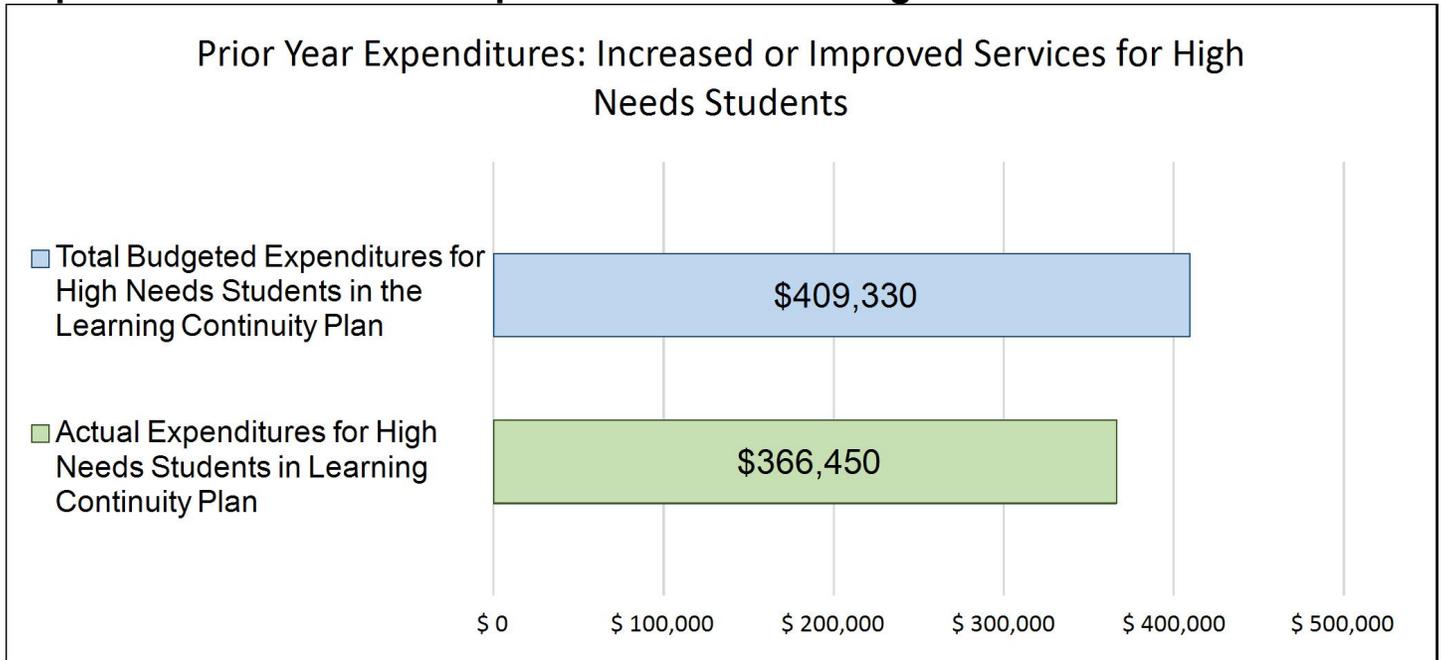
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sacramento City Unified School District is projecting it will receive \$367,250 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 \$528,884 towards meeting this requirement, as described in the LCAP.

Data-driven decision making, support programs for students, focus on individual students and individual needs to find trends and create an MTSS that meets the needs of all students at various levels of needed support.

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 \$409,330 for planned actions to increase or improve services for high needs students. Sacramento City Unified School District actually spent \$366,450 for actions to increase or improve services for high needs students in 2020-21.

Staffing that enables students to receive instruction and content that supports college and career readiness, higher math achievement, and increased proficiency in ELL students.



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

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

LEA Name	Contact Name and Title	Email and Phone
Sacramento City Unified School District	Jessica Martin Principal	jessica-martin@scusd.edu 916 395 5254

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

Priority One Humanities

Expand the capacity to assess individual student academic growth by implementing activities where students will with greater independence, read, analyze and draw meaning from multiple forms of text, develop and articulate more comprehensive written and spoken responses to text, utilize literature to substantiate thoughts and respond to essential and provocative questions within course projects, and develop writing skills that demonstrate growth in mastery of language.

These activities will include measurable benchmarks and/or formative assessments, and follow-up testing to ensure individual student progress, including EL students, students who have a 504 plan or IEP and students who are not producing grade level work.

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 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Participation in Pathways/Career Academy</p> <p>19-20 Maintain 100% of students participating in Pathways/Career Academy.</p> <p>Baseline 100%</p>	<p>100% of the students continue to participate in one or more of the CTE Pathways</p>

Expected	Actual
<p>Metric/Indicator CAASPP English Language Arts</p> <p>19-20 Increase by 2% a year</p> <p>Baseline Established math (11% Met/Exceeded) and ELA (42% Met/Exceeded) proficiency baselines as measured by 2015 CAASPP 2016 Math (15%) and ELA (30%) proficienc</p>	<p>Due to the COVID-19 Pandemic, the CAASPP was not administered in the 2019-20.</p>
<p>Metric/Indicator Graduation Rate</p> <p>19-20 Graduation Rate will increase to 95% (schoolwide)</p> <p>Baseline Graduation Rate will increase to 95% (schoolwide)</p>	<p>Graduation rate for 2019-20 decreased by 4.6%. In large, this was likely do to the March 2019 school closures during the COVID-19 pandemic.</p>
<p>Metric/Indicator A-G Completion</p> <p>19-20 A-G completion rate will increase by 2% per year</p> <p>Baseline A-G completion rate will increase by 2% per year</p>	<p>21 of the 28 cohort graduates met A-G requirements in the 2019-20 school year.</p>
<p>Metric/Indicator College Readiness (ELA)</p> <p>19-20 Increase by 2% a year</p> <p>Baseline</p>	<p>Due to the COVID-19 Pandemic, the CAASPP was not administered in the 2019-20.</p>

Expected	Actual
<p>Establish baseline for College Readiness with 11th Grade CAASPP results (2015: 11% Exceeded 2016: 7% Exceeded)</p> <p>Metric/Indicator Formative Assessments</p> <p>19-20 Discontinued metric</p> <p>Baseline Literacy Tasks, Benchmark Assessments, Admin Walk-through log, Checks for Understanding, as evidenced by Administration walk-through log and teacher peer feedback; Student Progress on Ongoing Interventions</p>	
<p>Metric/Indicator Attendance Rate</p> <p>19-20 Maintain attendance at 97%</p> <p>Baseline Increase attendance to 97%</p>	<p>Due to the COVID-19 Pandemic and school closures, attendance for the 2019-20 school year could not be accurately reported.</p>
<p>Metric/Indicator Chronic Absence</p> <p>19-20 Decrease Chronic Absence rate from 12%</p> <p>Baseline Chronic absence rate over 12%</p>	<p>Due to the COVID-19 Pandemic and school closures, chronic absenteeism for the 2019-20 school year could not be accurately reported.</p>
<p>Metric/Indicator Suspension Rate</p> <p>19-20 Decrease suspension rate from 5.882%</p> <p>Baseline Suspension rate is over 5%</p>	<p>Due to the COVID-19 Pandemic and school closures, suspension rates for the 2019-20 school year could not be accurately reported.</p>

Expected	Actual
<p>Metric/Indicator Restorative Practices Implementation</p> <p>19-20 Continue Restorative Practices Implementation</p> <p>Baseline Implementation</p>	<p>Due to the COVID-19 Pandemic and school closures, restorative practices could not be measured for the 2019-20 school year could not be accurately reported.</p>
<p>Metric/Indicator Parent Information Events</p> <p>19-20 Maintain parent information events at 2 per year.</p> <p>Baseline Offer at least two parent information events each year.</p>	<p>Monthly parent meetings were held for the duration of the 2019-20 school year, despite the COVID-19 Pandemic.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staffing (Teachers, Counselor)	Staffing 1000-3000 Suppl/Con 139,768	Staffing 1000-3000 Suppl/Con 251,070.64
Professional Development	Staffing 1000-3000 Title I 13,523	Staffing 1000-3000 Title I 22,095.38
Supplemental Instructional Materials	Professional Learning 1000-6000 Suppl/Con 2500 Supplemental Instructional Materials 4000-7000 Title I 6000	Professional Learning 1000-6000 Suppl/Con 0 Supplemental Instructional Materials 4000-7000 Title I 0
Parent Outreach and Communication	Staffing: Clerk/Parent Advisor 1000-3000 Suppl/Con 35,383 Niche Software: Website 1000-6000 Suppl/Con 10,000 Security and Safety: Cameras, Fencing, Signage 1000-7000 Suppl/Con 25,000	Staffing: Parent Advisor 2000-2999: Classified Personnel Salaries Suppl/Con 17,322.16 Niche Software: Website 1000-6000 Suppl/Con 0 Security and Safety: Cameras, Fencing, Signage 1000-7000 Suppl/Con 0

Goal Analysis

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

Please note, there was another principal assigned to this site at the time this plan was created. The responses to this analysis are based on current available data and conversations with various site and district staff. Due to the school shut down as a result of the COVID-19 Pandemic, professional learning did not occur in the 2019-2020 school year. The Parent Advisor position was covered but the Clerk position funding was transferred to general fund, so supplemental funds were not used. No extra cameras, fencing, or signage was installed. No software was purchased.

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

Due to the former principal needing to take personal time off, the site had several substitute administrators. In March 2020, the school has to shut down due to the COVID-19 Pandemic. As a result of several administrator behavior management styles, the suspension rate increased from 6.7% in 2018-19 to 7% in the 2019-2020 school year before the school shut down in March. Also, as a result, the 4-Year Adjusted Cohort Graduation rate decreased from 90.9% in 2018-19 to 85.7% in 2019-20.

Goal 2

Priority Two Mathematics

Improve student understanding and performance in mathematics by designing learning opportunities where content is organized into coherent, rigorous and relevant units of study or “critical areas”. Project Based Learning fosters an independent and team capacity to apply learned concepts, develop ‘agency’ and persevere. Measurable benchmarks and/or formative assessments, and follow-up testing will be utilized to ensure individual student progress, including EL students, students who have a 504 plan or IEP and students who are not producing grade level work.

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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Student learning results on Individual Assessments of Knowledge and Thinking (IAKTS)</p> <p>19-20 Metric discontinued</p> <p>Baseline Student learning results on Individual Assessments of Knowledge and Thinking (IAKTS)</p>	<p>Since the metric was discontinued, no data was collected for this metric/indicator.</p>
<p>Metric/Indicator Student progress on four year math sequence</p> <p>19-20 Student progress on four year math sequence</p>	<p>Due to the COVID-19 Pandemic and school closure, many students did not complete a 4th year of math.</p>

Expected	Actual
<p>Baseline Students encouraged to take four years of math</p> <p>Metric/Indicator Formative assessments</p> <p>19-20 Metric discontinued</p> <p>Baseline Student progress on targeted interventions, Admin Walk-through log, Checks for Understanding, as evidenced by Administration walk-through log and teacher peer feedback</p>	<p>It is unknown if formative assessments were given. Due to the COVID-19 pandemic, the school shut down and students participated in distance learning. The math teacher at the time has since resigned and the principal at the time also resigned. This data is not currently available.</p>
<p>Metric/Indicator CAASPP Mathematics</p> <p>19-20 Increase by 2% a year.</p> <p>Baseline Established math (11% Met/Exceeded) proficiency baseline as measured by 2015 CAASPP Actual 2016: 15%</p>	<p>Due to the COVID-19 Pandemic, the CAASPP was not administered in the 2019-20. Results for 2018-19 according to the CA Dashboard indicated that New Tech had an increase of 16.9 points but an overall score of 100.3 points below standard.</p>
<p>Metric/Indicator College Readiness as measured by CAASPP Mathematics</p> <p>19-20 Increase by 2% a year.</p> <p>Baseline Percent exceeded: Actual 2015 1%; Actual 2016: 4%</p>	<p>Due to the COVID-19 Pandemic, the CAASPP was not administered in the 2019-20. Results for 2018-19 according to the CA Dashboard indicated that New Tech had an increase of 16.9 points but an overall score of 100.3 points below standard.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staffing	Staffing 1000-3000 Suppl/Con 112,311	Staffing 1000-1999: Certificated Personnel Salaries Suppl/Con 112,311
Professional Development	Professional Development 1000- 6000 Suppl/Con 2500	Professional Development 1000- 6000 Suppl/Con 0
Supplemental Instructional Materials	Hardware/Software Title I 0	Hardware/Software Title I 0
	Supplemental Instructional Materials 1000-6000 Title I 6000	Supplemental Instructional Materials 1000-6000 Title I 0

Goal Analysis

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

Please note, there was another principal assigned to this site at the time this plan was created. The responses to this analysis are based on current available data and conversations with various site and district staff. Due to the COVID-19 Pandemic, the site was not able to accurately measure student success in math.

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

Due to the COVID-19 Pandemic, the site was not able to obtain assessment data in order to identify growth or decline in this goal.

Goal 3

Priority Three English Language Learners

Examine how the school supports its English Language Learners and increase the percentage of students meeting the requirements of reclassification. Establish a school-wide identification of the EL learners and increase collaboration and consistency of system practices of all adult stakeholders at New Technology High School, by calibrating norms and implementing school-wide and New Technology theories of practice, especially in regard to EL students.

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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Formative assessments</p> <p>19-20 Metric discontinued</p> <p>Baseline Individual Assessments of Knowledge and Thinking (IAKTS), Projects, Defense of Learning; Student success on ELD objectives and interventions</p>	<p>Metric discontinued, no data collected</p>
<p>Metric/Indicator College Readiness assessments</p> <p>19-20 Increase by .5%</p>	<p>College and Career indicator on the CA Dashboard reports 31.4% are prepared with 1.7% maintained for 2019-20.</p>

Expected	Actual
<p>Baseline CAASPP ELA: N size of EL students too small CAASPP Math: N size of EL students too small</p>	
<p>Metric/Indicator Reclassification rate</p> <p>19-20 English Learner Reclassification Rate will increase by 2%</p> <p>Baseline Reclassification rate 2016-17: 5.3%</p>	<p>Zero ELL students were reclassified in the 2019-20 school year.</p>
<p>Metric/Indicator Annual Measurable Achievement Objective (AMAO) 2</p> <p>19-20 Metric discontinued</p> <p>Baseline Increase AMAO 2 by 2%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Staffing</p> <p>Supplemental Instructional Materials</p> <p>Parent Outreach/Workshops</p>	<p>Staffing 1000-3000 Suppl/Con EL 80,700</p> <p>Supplemental Instructional Materials 1000-6000 Title I 4123</p> <p>Supplemental Instructional Materials 1000-6000 Suppl/Con EL 1165</p> <p>Parent Workshops 4000-7000 Title I 827</p>	<p>Staffing 1000-1999: Certificated Personnel Salaries Suppl/Con EL 66,653.92</p> <p>Supplemental Instructional Materials 1000-6000 Title I 0</p> <p>Supplemental Instructional Materials 1000-6000 Suppl/Con EL 444.28</p> <p>Parent Workshops 4000-7000 Title I 0</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.

Please note, there was another principal assigned to this site at the time this plan was created. The responses to this analysis are based on current available data and conversations with various site and district staff. Due to the COVID-19 Pandemic, the site was not able to accurately measure student success of ELL students. The funds allocated for student supports were not able to be used as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

After the March 2020 school closures, the site was not able to administer the ELPAC nor the CAASPP and therefor was not able to accurately measure the success or need of the ELL population. While the staff did meet regarding teaching and learning strategies, the focus was on how to conduct distance learning for all students rather than a focus on any single subgroup.

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
Custodian: Maintain staffing at sites to ensure that, in addition to standard maintenance and cleaning, facilities are routinely disinfected high-tough areas.	36456	36456	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.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

There were a total of 4 staff working on campus through April 21st. On April 22nd, about 50% of the student population returned to campus for in-person learning 2 days a week for 3 hours each day. All of the teaching staff were also on campus at those times. A stated success would be that students were able to return to a very clean and sterile learning environment complete with hand sanitizing stations and extra masks as needed. The campus was also staffed with a medical tech and voluntary COVID-19 testing that was funded by the district. There have been no challenges in this area.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Echo User Agreement - learning management system used by all school stakeholders	8840	8840	No
Maintain staffing and access to district provided instructional supports for students with disabilities	79504	79504	No
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	10000	0	No
Get Focused Stay Focused Online Program - Articulated with college credits, students create a 10 year plan that starts in 9th grade and goes into post-secondary life choices and plan.	2200	0	

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.

Chromebook devices were provided by the district, therefore the site did not need to spend the allocated amount for chromebooks. Get Focused, Stay Focused Online Program was not purchased because although the program itself is online, the instruction that coincides with the online program is best when it is done in person. The teacher for this course was able to provide a model that fit better with the distance learning model.

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.

Some of the challenges that we faces as a result of distance learning were:
 *While students had access to devices, there were frequent connectivity issues
 *Several students experienced loss of motivation, or were in situations where they had to care for younger siblings during the day. This gravely effected attendance and continuity of instruction.
 Some of the successes were:
 *The Echo Learning Management system did provide support for students and parents to track current grades and progress

- *Staff collaborated weekly on instructional supports for students with disabilities and all other student subgroups
- *The class schedule remained consistent throughout the school year and this supported continuity of instruction and pupil participation
- *Teachers were still able to use the PBL model to engage students in their own learning even in the distance learning model

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

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.

Due to the COVID-19 Pandemic and school closures along with the CDC Health and Safety Guidelines, money that was budgeted for college and career field trips along with special event field trips were not used. The amount of supplemental material that would be used in a regular year when students are on campus, was also not used. Funding was instead used on online services and programs that would benefit student achievement in a distance learning model.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The largest challenge was the ability to effectively intervene with students in the distance learning model. Many students were at home while their parents were at work. As a result some students were not engaged in learning for a variation of personal issues happening in the home. For some students, distance learning was easier as students did not have to spend extra time getting ready for school. Everything they needed to be successful was with them on their computers. In our small school learning community, our leadership student group continued to provide opportunities for students to stay connected with school and participate in some enrichment and culture building activities.

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.

Social and Emotional Well-Being was monitored. As a small school, our administration, school counselor, and parent advisor maintained contact with every family throughout the school year. The school provided many opportunities for students to engage in enrichment activities both online and in person once students were allowed to return to campus. The counselor provided virtual college tour opportunities and a weekly meditation session. The administration and teaching staff did weekly student success recognition. The school was able to maintain several traditional activities (awards ceremonies, competitions, and clubs). The largest challenge was keeping unmotivated students connected to these events. Despite many phone calls to parents, students who were living in unsupportive or difficult home situations were still hard to connect with on a regular basis.

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.

Family Outreach was a success. Parents seemed to be more available to attend a zoom call, than if meetings were in person. Monthly evening meetings for parents to talk to the principal occurred consistently. The School Site Council met 6 times this year. Parents were able to attend virtual awards ceremonies. PTSA General meetings were planned in collaboration with the school staff to provide engaging and helpful topics to parents as they navigated distance learning with their students. Every pupil and family had the ability to directly connect with the school principal through a cell phone along with email.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We are a dependent charter school, so students do not all live in our surrounding areas. Nutrition services was provided at select school sites. This may have been beneficial for some students. However, students who live outside of the district or who did not live near a school that provided meal services may have struggled to get free school provided meals. During in-person learning which started in April, students who attended the school in person had the opportunity to get a meal for the in-person day plus one meal for the following day.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

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 largest lesson learned from the distance learning program was the importance of maintaining collaboration and involvement from all stakeholders. This is much more difficult in a virtual environment when stakeholders are accustomed to being in person. In a small school environment, all departments and actions are closely linked and easily affect each other. Using data from the year prior to the school closures and comparing that to the available data during school closures is important and all stakeholders should be aware of what the data says in order to collectively create goals and actions for the 21-24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The school will start to use the district created benchmarks to help measure the success or decline of our student subgroups. The school team will meet quarterly to specifically look at math and EL proficiency assessment results and create and adjust learning outcome plans to better meet the needs of our students.

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.

A substantive difference between the prior actions and services provided to students will be the school community's ability to analyze data and collaborate on student need based on data. This will include, but is not limited to content benchmark data and school climate data.

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.

The 2019-20 LCAP called out the need for improvement in mathematics and EL student proficiency. During the school closures and the distance learning program, we believe many of our students suffered great learning loss as a result of not being able to be present at school and obtain the additional support that generally comes from a small school environment. Many students struggled with motivation which directly impacted attendance. In developing the 21-22 and 23-24 LCAP, we know that we must create an in-person program that supports students academically but that also creates enrichment opportunities for students to be able to reconnect with the school.

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	439,800.00	469,897.38
Suppl/Con	327,462.00	380,703.80
Suppl/Con EL	81,865.00	67,098.20
Title I	30,473.00	22,095.38
	30,473.00	22,095.38

* 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	439,800.00	469,897.38
	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	178,964.92
1000-3000	381,685.00	273,166.02
1000-6000	26,288.00	444.28
1000-7000	25,000.00	0.00
2000-2999: Classified Personnel Salaries	0.00	17,322.16
4000-7000	6,827.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	439,800.00	469,897.38
	Title I	0.00	0.00
1000-1999: Certificated Personnel Salaries	Suppl/Con	0.00	112,311.00
1000-1999: Certificated Personnel Salaries	Suppl/Con EL	0.00	66,653.92
1000-3000	Suppl/Con	287,462.00	251,070.64
1000-3000	Suppl/Con EL	80,700.00	0.00
1000-3000	Title I	13,523.00	22,095.38
1000-6000	Suppl/Con	15,000.00	0.00
1000-6000	Suppl/Con EL	1,165.00	444.28
1000-6000	Title I	10,123.00	0.00
1000-7000	Suppl/Con	25,000.00	0.00
2000-2999: Classified Personnel Salaries	Suppl/Con	0.00	17,322.16
4000-7000	Title I	6,827.00	0.00
		6,827.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	232,174.00	290,488.18
Goal 2	120,811.00	112,311.00
Goal 3	86,815.00	67,098.20

* 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	\$36,456.00	\$36,456.00
Distance Learning Program	\$100,544.00	\$88,344.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$137,000.00	\$124,800.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$36,456.00	\$36,456.00
Distance Learning Program	\$100,544.00	\$88,344.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$134,800.00	\$124,800.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento City Unified School District	Jessica Martin Principal	jessica-martin@scusd.edu 916 395 5254

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Sacramento New Technology High School (SNTHS), a “dependent” charter, is a small, safe, college preparatory, innovative high school based upon a very successful national model of project based learning associated with the over 200 NewTech Network schools across the country and around the globe. New Tech uses Project Based Learning as its primary method of curriculum delivery and technology as a primary tool. Project Based Learning or “PBL” is where learning is contextual, creative, and shared. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant to them in this way, students see a purpose for mastering state-required skills and content concepts. This is a challenging and exciting approach to learning that will better prepare students for college and careers in the 21st Century. All New Tech graduates will be proficient in the Sacramento New Technology Five Learning Outcomes: Knowledge and Thinking, Agency, Collaboration, Written Communication and Oral Communication. New Tech’s vision is to support the unique needs of every student in an environment where they can feel safe and experience academic success. New Technology student’s complete additional graduation requirements: 260 credits, 12 college units, Profession Digital Portfolio, job shadows, community service, and an Internship.

Sacramento New Technology High School was founded, developed and continues to be governed by highly-qualified and vision-aligned educators and community leaders. The entire staff shares the explicit belief that all students, regardless of socio-economic background, can learn and should have access to a high quality public high school education. Our school community works with the greater community to support student-centered learning which enables New Tech to offer a challenging college preparatory education for all students in the greater Sacramento Metropolitan area. At full implementation, New Tech will be a small (9-12) high school with 200-300 students. The School is located on a District property and does not project any facilities needs at this time.

Sacramento City Unified School District is a forward thinking district that chooses to offer a broad range of secondary educational environments and opportunities to a diverse population of students. Sacramento New Technology High School is a school that has proven to help SCUSD fill this need by preparing and graduating high percentages of students who are College and Career Ready. Furthermore, New Tech students are enrolling and persisting in two and four-year schools at an extraordinary rate. New Tech offers students interested in a small, safe, and academically challenging and supportive environment a place to engage, learn and achieve.

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, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. From our local data, we have seen an increase in overall attendance since starting in-person learning. It seems the ability to connect with students in person has also increased their likeliness to attend their online courses more often. Although attendance has increase from first semester, we have also seen an increase in D and F grades. It is believed that students are feeling fatigued after spending more than a year and a half in distance learning from their homes and on their computers. In additions, several of our students experienced monetary family issues, evictions, deaths of family members, and much more during the COVID-19 pandemic. When parents had to return to work leaving their students at home to care for younger siblings and to be self-motivated to attend classes online, we saw a decline in positive grades and in attendance. In the area of college and career readiness, we had 13 students graduate with the Golden State Seal Diploma, 1 graduate with the Seal of Biliteracy, and 35 of the 38 graduates, completed one or more CTE pathway.

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.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. It would be remiss to attempt to identify areas that need significant improvement based on the data we have collected during the COVID-19 pandemic. Since the plan is to return to school full time in the fall, it seems most reasonable to continue to address the areas that needed improvement prior to the school shut down when all students were on campus attending live instruction. Those areas remain to be math achievement, ELL achievement and re-designation, and college and career readiness rate. The school was not able to address the math achievement rate

during the 2020-21 school year due to the math teacher resigning at the beginning of February and the district not allowing the school to rehire in that position. This left the students with a 30-day substitute to teach Math II, Math III, and Pre-Calculus. With regard to ELL support, the staff were given Professional Development on a weekly basis on the topics of Project Based Learning, Student Centered Lesson Design and Universal Design for Instruction. With regard to graduation rate, there were 6 students who started the year with extreme credit deficiency and they were sent to the district's Sacramento Accelerated Academy to attempt to recover the needed credits for graduation. 3 of the 6 students were able to do that. Of the students who remained in the school's regular program, of the 37 12th graders, one decided to drop out of school in the middle of the second semester. The school counselor met with every 12th grader as needed to ensure they were keeping up with their current grades and any credit recovery courses they were enrolled in. In addition, the school has one 11th grader who will be graduating this year. The school counselor and the principal held meeting with the parents of every 12th grader who was in danger of not graduating at the beginning of the Spring semester.

Math Achievement:

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. The 2019 Data Dashboard indicated that the 35 students that took the CAASPP assessment were on average 100.3 points below the standard. This was a slight increase (16.9 points) from 2018 which gave the color indicator of YELLOW for 2019. Due to the low number of students in each subgroup, no color indicators were given for specific student demographic groups.

College and Career:

According to the 2019 CA Data Dashboard, the school achieved a color indicator of Orange with a maintained 1.7% and 34.1% prepared. Due to the low number of students in each subgroup, no color indicators were given for specific student demographic groups.

ELL:

According to the CA Data Dashboard in 2019, the EL student group (27 Students) had a performance level of "Very Low" with 18.5% of the students making progress towards English Language Proficiency

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP will show the identification and recognized need for improvement in the areas of Mathematics, College and Career Readiness, and EL Student Achievement. In Goal 1: Mathematic Achievement, actions that will be take to improve mathematic achievement will include, all students in Math I, Math II, and Math III will take the district developed math benchmark assessments using the district assessment timeline. The assessment results will be analyzed by the administration and math department and planned, specific, target goals will be set and reviewed throughout each school year. Afterschool tutoring will be available to students for specific support in math practice and instruction. Additional staff support will be provided to students in their math courses. In Goal 2: ELL Achievement and Proficiency, along with extra support from additional staff and after school tutoring, the certificated staff will continue to participate in professional development that targets the needs of EL students through Project-Based Learning and Universal Design for Instruction using the district's MTSS model to

provide appropriate interventions to students based on individual student need. Goal 3 will focus on College and Career Readiness by creating a master schedule that allows 100% of the student body to complete one or more of the 3 CTE pathways. The administration and school counselor will maintain the school's graduation requirement of 100% of the students must take one or more college course at the community college through the advanced education program. Guidance is provided to students every step of this process from registering and enrolling to requesting a transcript to submit to the high school upon completion of the course. Students and parents will also be training and informed on A-G requirements and students will be provided content that meets A-G in their content courses.

This LCAP represents this school's vision for the next three years to continue its efforts to level the playing field and provide opportunities for all students to learn and grow. We believe that ALL students can set goals and meet those goals no matter what they are. At New Tech, we develop "round" students through out 5 Learning Outcomes. We specifically teach our student to sharpen their Knowledge & Thinking, have excellent Agency and self-advocacy skills, learn how to effectively Collaborate with others, learn how to effectively communicate in writing, and finally, learn how to be great oral communicators.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

At New Tech, stakeholder engagement is at the forefront of any LCAP decision making process. Stakeholders are defined as parent, students, staff, and community members. Parent Stakeholders have the following opportunities to engage in the LCAP decision making processes:

1. Monthly meetings with the Principal
2. PTSA board and general meetings
3. School Site Council
4. Monthly School Newsletter
5. Weekly Phone and email announcements

Student stakeholders have the following opportunities to engage in the LCAP decision making process:

1. Weekly ASB Meetings
2. Students can also attend all of the above meetings listed for parent stakeholders

Staff stakeholders have the following opportunities to engage in the LCAP decision making process:

1. Weekly Collaboration Meetings
2. Staff can also attend all of the above meeting listed for parent stakeholders

Community members have the following opportunities to engage in the LCAP decision making process:

1. School Site Council Meeting
2. Neighborhood Association meetings (principal attends all surrounding area meetings)

At each of these meetings and opportunities, school data was presented with pre-covid data and current data in the areas of academic achievement, attendance and graduation rates. Proposed goals were reviewed and discussed. Final goals were drawn.

A summary of the feedback provided by specific stakeholder groups.

The stakeholders agreed that Math Achievement and ELL Achievement are significant weaknesses based on the data that was provided. It was also suggested that Math 1 and math 2 are year long courses like humanities instead of a semester course on our block schedule like the other content areas.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholders are in agreement to use the ELO funding to hire .5 math teacher and a part time instructional assistant could positively impact math and ELL achievement.

Goals and Actions

Goal

Goal #	Description
1	Increased achievement in mathematics

An explanation of why the LEA has developed this goal.

In May 2021, 10th and 11th grade students enrolled in Math II and Math III were given the end of year math assessment that was developed by the district. 68% of the students who took the test scored in the "Standard Not Met" range. Only 5% of the students who took the test scored in the "Standard Met" range. We know our students received math instruction via distance learning and in February of 2021 the full time math teacher resigned and the students had a substitute that did not have a math credential through the remainder of the school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessment Data	68% scored "Standard Not Met" - 5% scored "Standard Met"				40% or more students will meet the Standard for math.
Number of D's and F's in Math I	50% of the students enrolled in Math I achieved a D or F				10% or less of students enrolled in Math I will receive a D or F

Actions

Action #	Title	Description	Total Funds	Contributing
1	All students will take the Math Benchmark Assessments	All New Tech students who are enrolled in Math I, Math II or Math III will take the SCUSD Benchmark Assessments in accordance with the districts assessment windows. The math department will analyze those assessments and create plans to increase achievement in math based on indicated student weaknesses.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2	After School Tutoring provided	Students will receive after school tutoring from peer tutors and teachers, 1-2 days per week.	\$70,682.69	Yes
4	Instructional Assistant Support provided for EL and High Risk Students	A part time instructional aide will be assigned to assist EL and High Risk Students both in class and after school in Math achievement.	\$6,401.50	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	English Language Learner Achievement and Re-designation

An explanation of why the LEA has developed this goal.

Due to the school shut down and the COVID 19 Pandemic, it was difficult to get our ELL students to attend testing sessions for the ELPAC. As such, we do not have comprehensive data for the 2020-2021 School year. It was also very difficult to provide specific resources and support to our 32 EL students due to being in distance learning for the entire year. Although we did come back in person for just over a month, this was optional for students. Over half of our EL students elected to remain in distance learning for the duration of the school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC	1 Student Reclassified in 2020				5 or more students Reclassified each year
Benchmark Assessments	ELA Assessment - 46% avg correct, Math - 36.3% correct				EL students will score 60% correct or above on both ELA and Math District Benchmark Assessments

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Assistant provided for ELL Support	An instructional assistant will be assigned to support ELL students in math and English both in their classes and in the after school program	\$6,401.50	Yes

Action #	Title	Description	Total Funds	Contributing
2	After School Tutoring made available to students	ELL students will be able to access a computer lab/learning center that is staffed by at least one teacher and 1 instructional assistant for support in Math and English	\$32,269.00	Yes
3	Professional Development in PBL/PrBL and Student Centered Learning	All staff will participate in Project-Based/Problem-Based Learning with a specific emphasis on supporting ELL students through this method of teaching and learning.	\$31,408.00	Yes
4	Parent Training Opportunities provided in English and Spanish	Parents of ELL students will be given opportunities and workshop offerings on how to effectively use ECHO, how to support students at home, and knowledge of post secondary options so they can better support their students academically. The Parent Advisor will help coordinate these training and provide translation to Spanish Speaking families.	\$40,463.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	College and Career Readiness

An explanation of why the LEA has developed this goal.

With the change of leadership and school closures to to the COVID 19 pandemic, the college and career data dropped in the metrics listed below. As a result, we will be taking steps to bring our numbers back up for College and Career readiness as stated below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion Rate	97% completion in 1 or more CTE Pathways				100% completion in 1 or more CTE Pathways
Enrollment in College Courses	95% of the graduating students completed at least one college course prior to graduating high school				100% of the graduating students will complete at least one college course prior to graduating high school
A-G Completion	11% 5/43 students completed A-G requirements				85% of all 12th graders will complete A-G requirement

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling and guidance in CTE Pathways and Programs	Students will complete 1 or more of the 3 CTE pathways at new Tech. Computer Science, Graphic Design, and Animation Motion Graphics. The school counselor and administrator will inform, guide, and	\$25,423.50	Yes

Action #	Title	Description	Total Funds	Contributing
		schedule students in a way that will make pathway completion possible.		
2	Counseling and Guidance for Enrollment in College Courses	Every student student will enroll in at least one community college course through the Advance Learning program before they are able to graduate from New Tech. The school counselor will guide students through this process from beginning to end. Completing the college application, navigating the online college system, and obtaining a transcript to turn in to the high school registrar.	\$25,423.50	No Yes
3	Highly Qualified and fully credentialed teachers provide content in A-G Courses	Students will complete all course work with a grade of C or higher in order to meet the A-G completion requirements. The school counselor, faculty, administration, and support staff will assist students in this area through the MTSS system of support. Highly qualified, fully credentialed teachers will provide content and support for students.	\$290,411.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.11%	367,250

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.

Sacramento New Technology High School is a small dependent charter school. This allows us the ability to quickly identify students who need the most support. We have 32 ELL students, 0 foster youth, and 65% of our students are considered low-income. When we look at the data for each subgroup compared to the general population of the school we are quickly able to identify specific needs within the subgroup. This allows us to use our MTSS to determine higher levels of intervention as needed. Our goal is to ensure that all of our students have the maximum amount of post-secondary options possible so they can choose the path they want to proceed down after they graduate. Our data shows that our ELL student struggle more significantly with the ability to have as many post-secondary options. The goals we have developed in this LCAP were designed to specifically target weaknesses as indicated by school data and add supports that will specifically help these students. For our low-income students, these goals and actions are designed to ensure they have access to resources they may not have in order to maximize their learning and success potential.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Because we are a small school, we are able to quickly identify every single ELL student, every foster student (when we have them) and every single low-income student, and we know them by name. In addition, we are able to individually identify their specific needs, as well as their group needs. Through this, we are able to design a school program that engages our students in project-based, hands-on learning. Our teaching and learning strategies are based on providing our students lessons that will allow them to reach mastery in our 5 Learning Outcomes (Agency, Knowledge and Thinking, Collaboration, Written Communication, and Oral Communication). Rather than grade on just content knowledge, our students are graded on each of the learning outcomes independently. This allows us to identify weaknesses and provide extra support to strengthen them. Our school is known for its 3 CTE Technology based pathways so our students choose to attend

with us for these programs. Every student will graduate as a pathway completer of one or more pathways. Because we are able to provide so many engaging opportunities in our small school environment, our smaller subgroup students have opportunities to be higher achievers than they would at a large comprehensive high school.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$367,250.00	\$123,002.69		\$38,631.00	\$528,883.69

Totals:	Total Personnel	Total Non-personnel
Totals:	\$473,315.69	\$55,568.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	All students will take the Math Benchmark Assessments					\$0.00
1	2	English Learners Low Income	After School Tutoring provided		\$48,236.69		\$22,446.00	\$70,682.69
1	4	English Learners Low Income	Instructional Assistant Support provided for EL and High Risk Students		\$6,401.50			\$6,401.50
2	1	English Learners	Instructional Assistant provided for ELL Support		\$6,401.50			\$6,401.50
2	2	English Learners	After School Tutoring made available to students	\$1,714.00	\$30,555.00			\$32,269.00
2	3	English Learners	Professional Development in PBL/PrBL and Student Centered Learning		\$31,408.00			\$31,408.00
2	4	English Learners	Parent Training Opportunities provided in English and Spanish	\$24,278.00			\$16,185.00	\$40,463.00
3	1	English Learners Low Income	Counseling and guidance in CTE Pathways and Programs	\$25,423.50				\$25,423.50
3	2	All English Learners Low Income	Counseling and Guidance for Enrollment in College Courses	\$25,423.50				\$25,423.50
3	3	English Learners Low Income	Highly Qualified and fully credentialed teachers provide content in A-G Courses	\$290,411.00				\$290,411.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$367,250.00	\$528,883.69
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$25,992.00	\$110,541.50
Schoolwide Total:	\$341,258.00	\$418,342.19

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	After School Tutoring provided	Schoolwide	English Learners Low Income	All Schools		\$70,682.69
1	4	Instructional Assistant Support provided for EL and High Risk Students	Schoolwide	English Learners Low Income	All Schools		\$6,401.50
2	1	Instructional Assistant provided for ELL Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$6,401.50
2	2	After School Tutoring made available to students	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,714.00	\$32,269.00
2	3	Professional Development in PBL/PrBL and Student Centered Learning	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$31,408.00
2	4	Parent Training Opportunities provided in English and Spanish	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$24,278.00	\$40,463.00
3	1	Counseling and guidance in CTE Pathways and Programs	Schoolwide	English Learners Low Income	All Schools	\$25,423.50	\$25,423.50

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	Counseling and Guidance for Enrollment in College Courses	Schoolwide	English Learners Low Income	All Schools	\$25,423.50	\$25,423.50
3	3	Highly Qualified and fully credentialed teachers provide content in A-G Courses	Schoolwide	English Learners Low Income	All Schools	\$290,411.00	\$290,411.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- f) 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.
- g) 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.

- h) 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.
- i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	The Met Sacramento High School
CDS Code:	34-67439-0101907
LEA Contact Information:	Name: Denise Lambert Position: Principal Phone: (916)395-5417
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$2,649,874.00
LCFF Supplemental & Concentration Grants	\$264,856.00
All Other State Funds	\$179,762.00
All Local Funds	\$
All federal funds	\$44,054.00
Total Projected Revenue	\$2,873,690

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2,624,432.00
Total Budgeted Expenditures in the LCAP	\$308,910.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$309,910.00
Expenditures not in the LCAP	\$2,315,522

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$364,682.00
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$318,214.00

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$45,054
2020-21 Difference in Budgeted and Actual Expenditures	\$-46,468

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All general fund expenditures are being utilized for staffing, charter oversight fees, and general supplies.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this	All of the LCFF funds were not utilized because of COVID funds received and had to be utilized first.

difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Met Sacramento High School

CDS Code: 34-67439-0101907

School Year: 2021-22

LEA contact information:

Denise Lambert

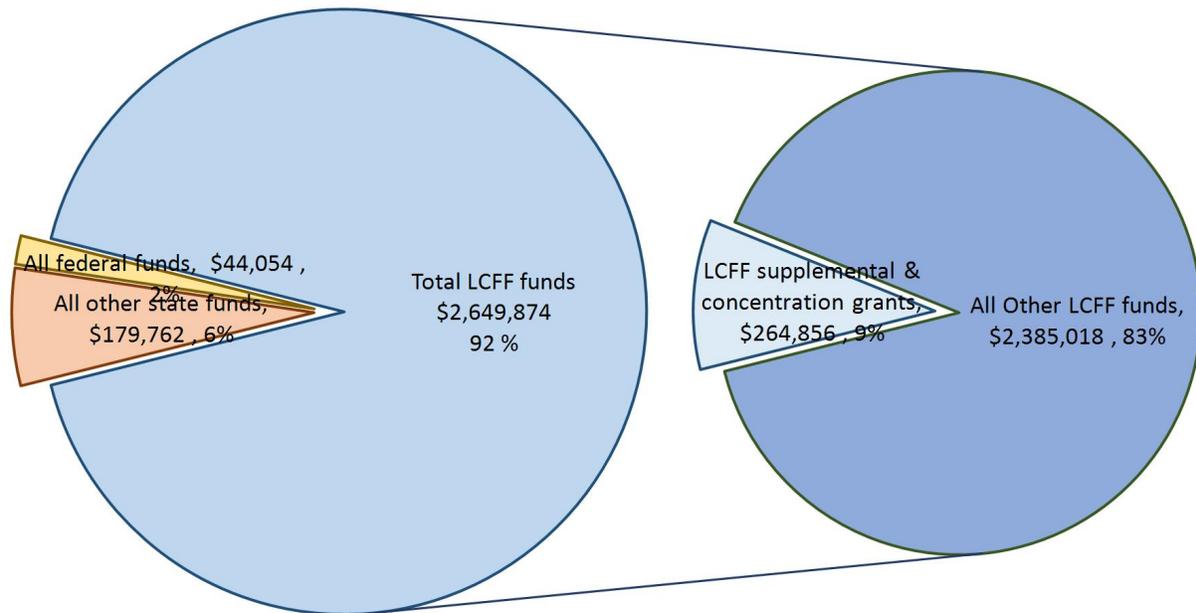
Principal

(916)395-5417

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

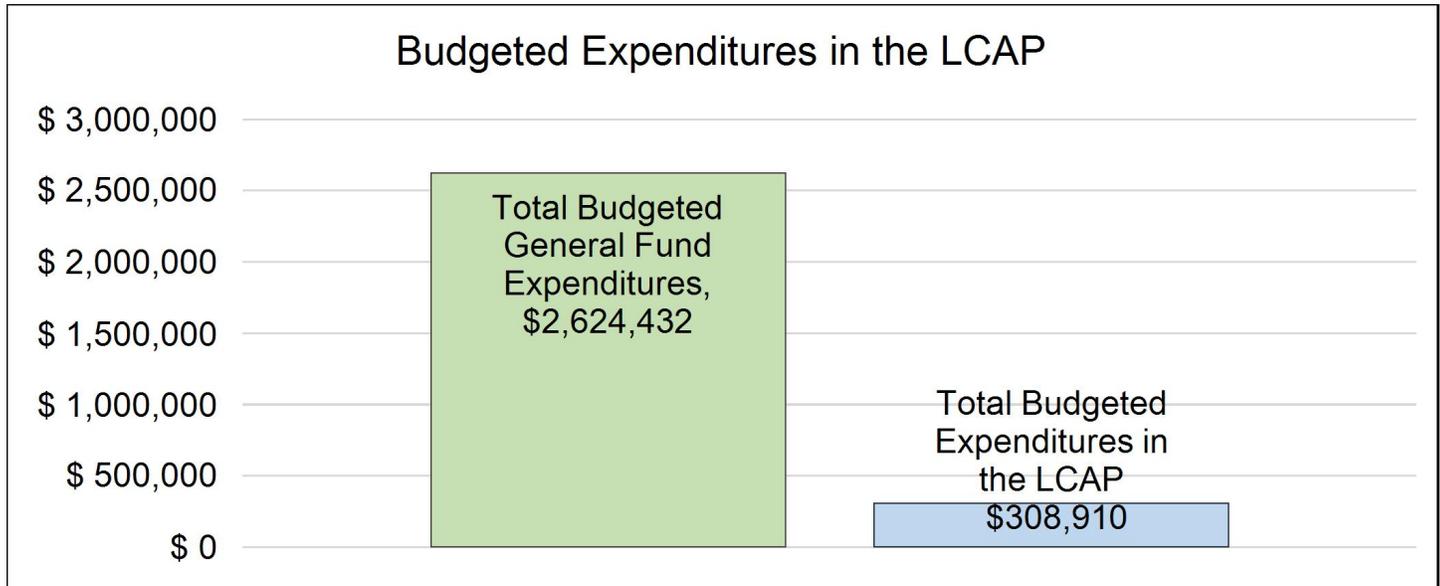


This chart shows the total general purpose revenue The Met Sacramento High School expects to receive in the coming year from all sources.

The total revenue projected for The Met Sacramento High School is \$2,873,690, of which \$2,649,874.00 is Local Control Funding Formula (LCFF), \$179,762.00 is other state funds, \$ is local funds, and \$44,054.00 is federal funds. Of the \$2,649,874.00 in LCFF Funds, \$264,856.00 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 The Met Sacramento High School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

The Met Sacramento High School plans to spend \$2,624,432.00 for the 2021-22 school year. Of that amount, \$308,910.00 is tied to actions/services in the LCAP and \$2,315,522 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

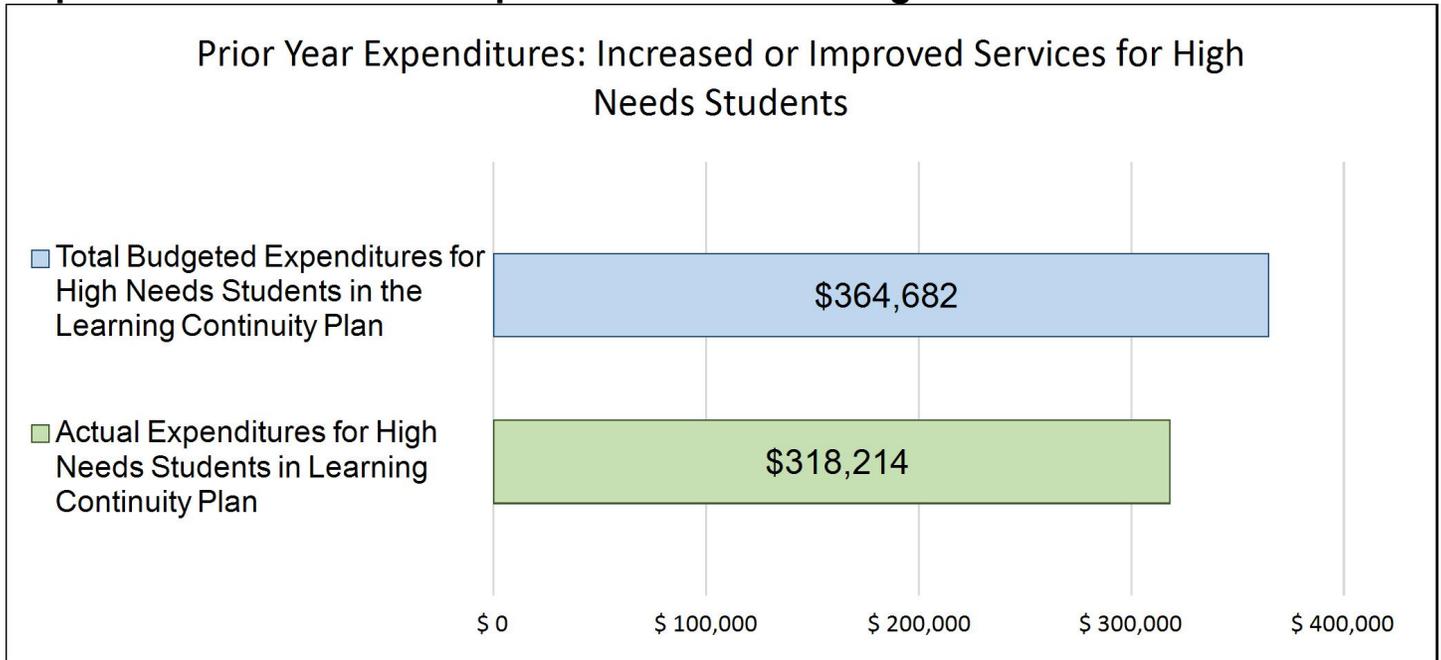
All general fund expenditures are being utilized for staffing, charter oversight fees, and general supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, The Met Sacramento High School is projecting it will receive \$264,856.00 based on the enrollment of foster youth, English learner, and low-income students. The Met Sacramento High School must describe how it intends to increase or improve services for high needs students in the LCAP. The Met Sacramento High School plans to spend \$309,910.00 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 The Met Sacramento High School 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 The Met Sacramento High School 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, The Met Sacramento High School's Learning Continuity Plan budgeted \$364682.00 for planned actions to increase or improve services for high needs students. The Met Sacramento High School actually spent \$318214.00 for actions to increase or improve services for high needs students in 2020-21.

All of the LCFF funds were not utilized because of COVID funds received and had to be utilized first.



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
The Met Sacramento High School	Denise Lambert Principal	Denise-lambert@metsacramento.org (916)395-5417

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

Goal 1 has been modified to reflect the WASC goals developed after the completion of our self study and WASC visit. Support student learning with staff development in the implementation of the Common Core Standards in a way that works with the Met Sacramento's ideology and model and concurrently helps prepare students to be career and college ready. Staff development will include greater uniformity of expectations school wide including syllabi, curriculum maps and rubrics for project work and exhibition expectations. In addition the school management system will be streamlined and there will be an updated staff handbook. Specific goals for students include identified by the Met are: critical thinking, communication, content knowledge, and action (raising expectations on creating authentic projects that apply to the real world or to real issues, and raising expectations on the presentation of that project work for authentic assessment.). The Met should continue to develop and use assessments that capture career and college readiness alongside the more traditional assessments.

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 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Appropriately assigned and credentialed teachers</p> <p>19-20 100% teachers appropriately assigned and credentialed</p> <p>Baseline 100% teachers appropriately assigned and credentialed</p>	<p>100% of teachers assigned and credentialed.</p>
<p>Metric/Indicator - Work with the district to maintain school facilities [district building, appropriate budget allocation in 2016-17 budget]</p>	<p>Appropriate amounts budgeted to maintain school facility. We continue to work closely with district in maintaining the facilities.</p>

Expected	Actual
<p>19-20 - Continue to maintain school facilities</p> <p>Baseline Appropriate budgeted amounts to maintain school</p>	<p>Due to COVID the site has undergone many upgrades to help in the return process for staff and students.</p>
<p>Metric/Indicator</p> <ul style="list-style-type: none"> Continue to implement CCSS in ELA and Math across the curriculum [Master Schedule, professional development] <p>19-20 Spend at least 8,000 on professional development (in house, over the summer).</p> <p>Baseline Professional Development opportunities provided (in school, district, and out of district)</p>	<p>During the summer of 2019 3 days of professional development was provided to teachers and staff. Approximately 50% of the professional development was spent working on ELA and Math.</p>
<p>Metric/Indicator - Continue to provide access for English learners to the CCSS standards. Increase reclassification rate.</p> <p>19-20 Increase reclassification rate at 5%.</p> <p>Baseline Current year is 0%. Baseline in previous years 5%</p>	<p>Due to the COVID-19 Pandemic, no results for the English Learner. Progress Indicator (ELPI) were published on the 2020 Dashboard.</p>
<p>Metric/Indicator - Continue to provide curriculum and classes that meet the A-G requirements</p> <p>19-20 - Continue to provide curriculum and classes that meet the A-G requirements</p> <p>Baseline</p>	<p>Our master schedule was created to ensure that students have the opportunity to meet all of the A-G requirements.</p>

Expected	Actual
<p>- Continue to provide curriculum and classes that meet the A-G requirements</p>	
<p>Metric/Indicator</p> <ul style="list-style-type: none"> Increase percentage of students who graduate having met the A-G requirements [Current year - 35%] <p>19-20 45% A-G completion</p> <p>Baseline Baseline is 35%</p>	<p>A-G rates remained the same at 35%. Students in this graduating class decided to go onto junior college rather than applying to 4 year colleges. Our Panther Pipeline program which is a partnership with Sacramento City College works with our students and develops college grad plans to ensure they are on track to transfer to 4 year colleges and universities.</p>
<p>Metric/Indicator</p> <ul style="list-style-type: none"> Maintain internship program, which includes CTE, applied arts, work-based learning, and real-world learning [95% internship rate] <p>19-20 Maintain internship program at 95%</p> <p>Baseline 90% internship rate</p>	<p>Our internship rate remained the same at 95% before COVID. After March of 2020 students were no longer able to attend internships due to COVID.</p>
<p>Metric/Indicator</p> <ul style="list-style-type: none"> Maintain low dropout rates for all groups [EL - 0%; SPED - 0%, Low Income - 3.4%, All students - 3.4%] <p>19-20 Maintain dropout rate at below 5% for SPED and low income</p> <p>Baseline</p>	<p>Our dropout rate for EL, SPED, Low Income has remained below 7%.</p>

Expected	Actual
<p>The Met's dropout rate should be maintained at below 7%.</p>	
<p>Metric/Indicator - Increase cohort graduation rates for EL and SPED students, maintain for Low Income and All students [EL - 60%, SPED - 66.7%, Low Income - 90%, All students - 90%].</p> <p>19-20 - Increase reclassification rate to 6%. Maintain dropout rate at below 5% for SPED and low income</p> <p>Baseline The Met's graduation rate should be 85% minimum.</p>	<p>Graduation rate for the 19-20 school year was not calculated by the CA dashboard due to COVID.</p>
<p>Metric/Indicator - Maintain Early College program for 9-12.</p> <p>19-20 Maintain Early College program for 9-12. Maintain current enrollment of students in college classes [30% over school year].</p> <p>Baseline The Met has approximately 30% of it's students participate in the early college program.</p>	<p>The number of students enrolled in college courses increased to 35%.</p>
<p>Metric/Indicator Increase percentage of students who met or exceeded standards on the Smarter Balanced 11th Grade assessments by 2% annually</p> <p>19-20 ELA: 57.36% Math: 21.3%</p> <p>Baseline Baseline: 2016-17 ELA 55.36% Math 19.30%</p>	<p>Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A basic educational program is provided to all students attending the Met as the foundation to developing Career and College-ready students. Services include a part time Internship coordinator and an ELA specialist.</p>	<p>Teachers, regular Ed 1000-1999: Certificated Personnel Salaries LCFF 1,500,000</p> <p>Teacher, ELA specialist position (.25 FTE) 1000-1999: Certificated Personnel Salaries Title I 28,000</p>	<p>1000-1999: Certificated Personnel Salaries Other 1,510,635</p> <p>1000-1999: Certificated Personnel Salaries Suppl/Con EL 18,029</p>
<p>Offer on-going professional learning. Services will include:</p> <ul style="list-style-type: none"> • On-site collaboration, • Instructional coaching at the district, • Attending conferences, • Professional Learning for SPED staff, • Substitutes for teachers attending professional development 	<p>Pay for conferences, Professional development, and corresponding fees for Common Core 5000-5999: Services And Other Operating Expenditures Suppl/Con 10,000</p> <p>Teacher substitute pay (for conference attendance) 1000-1999: Certificated Personnel Salaries Suppl/Con 2000</p> <p>Work-based learning Professional development, at district and over summer on site 2000-2999: Classified Personnel Salaries Suppl/Con 3000</p> <p>Special Ed Encroachment 7000-7439: Other Outgo LCFF 200,000</p> <p>Special Education Digital materials (eBooks), particularly for Low income SPED students. Can be utilized by RSP teacher and other staff. 4000-4999: Books And Supplies Suppl/Con 1500</p> <p>Summer, collaboration training for returning and new staff 1000-1999: Certificated Personnel Salaries Suppl/Con 4500</p>	<p>0</p> <p>0</p> <p>7000-7439: Other Outgo Other 300,450</p> <p>0</p> <p>0000: Unrestricted Other 4,500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide technology (devices) that can help deliver digital CCSS-aligned instructional materials and curriculum. Services include:</p> <ul style="list-style-type: none"> • Providing eBooks, especially for Low-income students, • CCSS instructional materials/software with embedded assessments, • Computer Hardware including Chromebooks and Carts, • Software for student portfolios and Hapara student-management systems. • Fleet of Chromebooks to send home with students who need them (borrowed) 	<p>Technology (OverDrive eBooks and digital Library) 4000-4999: Books And Supplies Suppl/Con 7,000</p> <p>Tech 4000-4999: Books And Supplies Suppl/Con 16,000</p> <p>Carts, etc. 4000-4999: Books And Supplies LCFF 3,000</p> <p>Hapara Software 4000-4999: Books And Supplies Suppl/Con 1500</p> <p>13 more Chromebook laptops with protective shells 4000-4999: Books And Supplies Suppl/Con 4500</p>	<p>7000-7439: Other Outgo Other 1000</p> <p>0</p> <p>0</p> <p>7000-7439: Other Outgo Other</p>
<p>Align Common Core curriculum/metrics with current Met curriculum. Services include:</p> <ul style="list-style-type: none"> • Incorporating Common Core strategies, particularly ELA, into systems already in place, such as exhibitions, internship work, and advisory. • Summer Pay for teachers to create curriculum and innovate new ways to utilize Big Picture model in service of the Common Core. • Purchasing supplemental novels, textbooks, and art curriculum 	<p>Summer pay for teachers (curriculum writing) 1000-1999: Certificated Personnel Salaries Suppl/Con 2000</p> <p>Purchase supplemental novels, textbooks, art materials 4000-4999: Books And Supplies Suppl/Con 3000</p> <p>Continual staff development 7000-7439: Other Outgo 0</p>	<p>0000: Unrestricted Other 1574.76</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 the budgeted funds were in this goal area were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. Areas in which funds were expended on other actions or services and/or additional funds were used for:

Providing technology and materials to ensure distance learning. Beginning with one device per family, chromebooks were distributed to all students who needed a device. Hotspots were provided upon request.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The closure of school sites due to COVID-19 pandemic presented unique and significant challenges to the implementation of some actions/services in this area. Beginning in March 2019 and lasting through the end of the school year, many school site activities had to postponed, canceled, or significantly modified. In addition, the cancellation of state assessments in Math, English Language Arts, and Science and the changes in how 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 affirming the need to address inequitable outcomes between student groups and improve outcomes for all students.

Successes:

- 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.
- The professional development provided for staff also included self-paced modules for instructional staff in a variety of distance learning tools - collaborative tools, 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 for staff to implement hybrid instruction and other uses of instructional technology in the future.

Challenges:

- Physically connecting with unengaged students was and remains a challenge.
- Providing the appropriate technology (hardware) and connectivity to deliver distance learning.

Goal 2

Improve communication with parents and students, including those who speak languages other than English. Including establishing an ELAC and assuring that non-English speaking parents can participate on the SAB. Provide a space for parents to use technology to check on their students' progress, research college and career. Increase parent and mentor involvement in the school by streamlining the district mandated protocols for volunteers on campus and as much as possible encouraging parents to be involved in the school on a day to day basis.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Promote overall parent participation in exhibitions, along with other school events</p> <p>19-20 Maintain at 85% exhibition rate</p> <p>Baseline 80% parent exhibition rate for exhibitions</p>	<p>At the start of the year we had 90% of parents attending exhibitions. During the spring exhibitions were cancelled due to COVID.</p>
<p>Metric/Indicator Increase parental participation from parents of EL students at back-to-school night and other school events.</p> <p>19-20 60% of participation from parents of EL students</p> <p>Baseline 50% participation of parents of EL students</p>	<p>EL family participation remains relatively low. Less than 50% for EL families attended the back to school night.</p>

Expected	Actual
<p>Metric/Indicator Maintain suspension numbers at below 5 per year for non-drug or non-violence related offenses</p> <p>19-20 Maintain at below 5 per year for non-drug or non-violence related offenses</p> <p>Baseline Below 5 per year for non-drug or non-violence related offenses</p>	<p>Suspension rates for the 19-20 were not available due to COVID</p>
<p>Metric/Indicator Maintain 0% expulsion rate</p> <p>19-20 Maintain 0% expulsion rate</p> <p>Baseline Maintain 0% expulsion rate</p>	<p>There were no expulsions for the 19-20 school year.</p>
<p>Metric/Indicator Continue to monitor parent, staff, and student surveys about school safety</p> <p>19-20 50% parent survey participation, 60% student survey participation</p> <p>Baseline 30% parent survey participation, 50% student survey participation</p>	<p>School surveys were not administered at the end of the year due to COVID</p>
<p>Metric/Indicator Use of Schoology by parents</p> <p>19-20 90% of families regularly using Schoology</p> <p>Baseline 75% of families regularly using Schoology (question needs to be added to parent survey)</p>	<p>The Schoology usage rate of parents remained approximately the same at 75%</p>
<p>Metric/Indicator Use of translation services by Spanish-speaking families</p> <p>19-20</p>	<p>We continue to use staff to help with translation in meetings and documents that contain important information for families</p>

Expected	Actual
Maintain log of meetings between staff and families Baseline Maintain log of meetings between staff and families	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Using Technology to communicate with all families. Services include: <ul style="list-style-type: none"> Funding Schoology, the Met's in-house Learning Management System (LMS). Schoology allows all parents, students, and staff to curriculum, access content, and monitor grades, attendance, and content mastery. 	Schoology: cost for use, link to Infinite campus 4000-4999: Books And Supplies Suppl/Con 5000	0000: Unrestricted Other 5000
Provide funding for Spanish translation services. Services include: <ul style="list-style-type: none"> One-on-one translation for parent/teacher meetings or parent/principal meetings. Translation services for all call messaging to families Translation services for important document translation Spanish-language presentations and information at Back to school night. 	Provide funding for Spanish translation service for one-on-one parents meetings with teachers. 1000-1999: Certificated Personnel Salaries Suppl/Con 2000 Provide funding for Spanish translation service for all-call messaging to families and to help with translating important documents into Spanish. 1000-1999: Certificated Personnel Salaries Suppl/Con 1500 Provide food at back-to-school night to draw in all families. Provide spanish-language presentations and information at the event, including LMS adoption for these families. 4000-4999: Books And Supplies Suppl/Con 400	0 0 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of the budgeted funds in this goal area were dedicated to our data management system, Schoology and continued to support student learning during our school closure. The budget amount for translation services was not utilized due to the school closure and staff taking on the responsibility to translate primarily for our Spanish speaking families. Also, due to the school closure we were not able to sponsor events on campus and thus did not utilize the budgeted amount that would have been used to help bring more of our Spanish speaking families to school events.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The closure of our school site due to COVID-19 pandemic during the second half of the 2019-20 school year brought new and unexpected challenges and opportunities. Due to the program of our school, students already were expected to do independent work. Our schedule prior to COVID-19 was students attended school three days a week and the other two days they were at their internships. Students were already used to doing independent work and were adjusted to a modified schedule of direct instruction. Challenges continued to be connecting with student that were unengaged.

Goal 3

School Culture and student engagement

- Increase the college-going culture at the Met through college-oriented events and better utilization of California College Guidance Initiative (CCGI).
- Continue to provide school-wide cultural events, such as Black History Celebration, Cinco de Mayo, and the Winter Formal
- Provide more mental health support for students
- Continue to provide opportunities for students to engage in Art and Music opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Maintain attendance rates at 97% or higher</p> <p>19-20 Maintain 97.5% attendance</p> <p>Baseline 97% attendance</p>	<p>Attendance rate was approximately 95% according to Calpads</p>
<p>Metric/Indicator Maintain chronic absence rate at below 3%</p> <p>19-20 Maintain 3% or lower chronic absence rate</p> <p>Baseline 3% or lower chronic absence rate</p>	<p>Chronic absence rates continue to fall below 3%.</p>
<p>Metric/Indicator Maintain low dropout rate for all cohorts, below 10%</p> <p>19-20</p>	<p>We have continued to meet this goal. The drop out rate did not exceed 10%</p>

Expected	Actual
<p>Maintain low dropout rate for all cohorts, below 10%</p> <p>Baseline Maintain low dropout rate for all cohorts, below 10%</p>	
<p>Metric/Indicator Maintain growth in passage rate from Integrated Math I to Integrated Math II (including use of summer school)</p> <p>19-20 Maintain passage rate of 80%</p> <p>Baseline Passage rate of 75%</p>	<p>Passage rate dropped to 72% due partly to distance learning.</p>
<p>Metric/Indicator Maintain or increase parental involvement in Met cultural events</p> <p>19-20 Maintain 40+ parent/guardian participants in main cultural events (Black History, Cinco De Mayo, Women's history)</p> <p>Baseline 30+ parent/guardian participants in main cultural events (Black History, Cinco De Mayo, Women's history)</p>	<p>Due to COVID these events were cancelled.</p>
<p>Metric/Indicator Increase art supplies and curriculum</p> <p>19-20 2 art classes, film studies, music appreciation, paid after school music program. Add dance or drama program.</p> <p>Baseline 2 art classes, film studies, music appreciation</p>	<p>Music class was dropped due to staffing. All the other classes and programs were maintained.</p>
<p>Metric/Indicator Student participation in out-of-school career and college experiences</p> <p>19-20 Maintain 10th/11th/12th graders on college visit. Maintain at least 2 other college event/exposure for all students</p>	<p>Due to budget college trips were not planned.</p>

Expected	Actual
Baseline 11th graders go on college visit	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Create opportunities for teachers to develop assessments more holistically assess students. Services include: <ul style="list-style-type: none"> • Summer work in content areas (developing assessments) • Teacher summer pay and/or stipends to create more effective rubrics to assess student learning for exhibition presentations, writing assignments, and projects. 	Teacher pay for summer work (developing content-area assessments) 1000-1999: Certificated Personnel Salaries Suppl/Con 2,000	0
This action is modified to reflect funding provided by District (college field trips will take place but no financial responsibility for The Met).	0	0
This action is modified to reflect funding provided by District (college field trips will take place but no financial responsibility for The Met).	Instructional supplies and materials 4000-4999: Books And Supplies Suppl/Con 0	0
Continue to use part-time social worker at .2 FTE	0.2 FTE social worker 1000-1999: Certificated Personnel Salaries Suppl/Con 29,380	Suppl/Con 29,380
Continue to utilize part-time counselor	0.4 FTE academic counselor 1000-1999: Certificated Personnel Salaries LCFF 40,928	Other 40,928

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 were used towards the targeted services. Materials and supplies were not needed due to COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Having a part-time counselor during COVID-19 was useful in reaching out to our unengaged students.

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
Personal Protective Equipment: 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.	0	0	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	0	0	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	0	0	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. 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.	0	0	No
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	0	0	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	0	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	0	0	No
Custodians/Plant Managers: Maintain staffing at sites to ensure that, in addition to standard maintenance and cleaning, facilities are routinely disinfected high-touch areas.	0	0	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.

There were no differences between the planned actions and the budget expenditures because all the associated costs detailed where paid by Sacramento City Unified School District. SCUSD in their plan had several of the actions in the in-person instructional offerings section of the plan exceed 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.

The following is the details that SCUSD had with successes and challenges in implementing in-person learning. As a dependent charter in SCUSD we share the findings that SCUSD identified. Those findings are detailed below.

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 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 Facilitates 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

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

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 of 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:

Cohort A - Monday & Tuesday from 9:00 am - 12:10 pm

Cohort B - Thursday & Friday from 9:00 am - 12:10 pm

Wednesday: Distance Learning day for all. Time for both whole-group synchronous instruction and targeted small group instruction. Collaborative Time for teachers.

Monday, Tuesday, Thursday, Friday: 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.

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 PolyStudio Bar. The PolyStudio 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.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintain staffing and access to district provided instructional supports for ELA and students with disabilities	395,086	395,086	Yes
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	393	393	Yes
Translations services for non English speaking families	901	0	Yes

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 from Distance Learning Program did not have substantive differences between the planned actions and budgeted expenditures. Maintaining staffing and access to district instructional supports as well as providing devices to all students who needed them were all implemented as planned.

The budgeted amount for translational services was not utilized. We were able to provide all translation services in house by staff members and did not need to request translation services from outside resources.

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.

Maintaining staffing was not a challenge. All staff members were able to continue with their assigned job duties.

Access to district provided instructional supports for ELL and students with disabilities was not a challenge. Before distance learning started we already utilized Schoology, which is an online learning management system (LMS) that allows educators to organize curriculum, create lesson plans, and provide student assessment. The LMS platform allows for peer collaboration and engagement through public or private discussion forums and cross-application. So students were already accessing curriculum in a remote fashion. The district curriculum was added to Schoology by the classroom teachers.

Providing computers to all students in need was successful. We already had a 1:1 ration of computers on site and the district provided additional chrome books. We were successfully able to provide a computer to every student in need. Our greatest challenge however, was more related to connectivity issues for students at their homes. Due to connectivity issues some students had trouble accessing the zoom sessions and missing the direct instructional part of the day.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

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.

These are the findings from SCUSD. 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.

As a dependent charter in the SCUSD we experienced similar challenges as SCUSD. According to SCUSD this continues to be 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.

The Met as a dependent charter, SCUSD had similar findings as SCUSD. The findings of SCUSD were 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

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.

The Met as dependent charter shared the same successes and challenges as detailed by SCUSD. 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%). Students 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% of 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%). Students 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).

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Met utilizes SCUSD for school nutrition. These were the successes and challenges as determined by SCUSD. 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 Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	0	0	Yes
Mental Health and Social and Emotional Well-Being	Utilize district provided SEL coach and support. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	0	0	Yes
Mental Health and Social and Emotional Well-Being	Utilize district provided Nurses and Social Workers to provide critical health information, referrals, and support. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families.	0	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

These are the findings from SCUSD. 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 (\$2,901,922) much higher than the projected expenditure (\$333,326).

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. We also incorporated the WASC goals that were developed in the Spring of 2019 into the our LCAP goals since they were key areas of focus for our site at the time the WASC report was written and are still relevant school area focuses.

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 2019-2020 and 2020-2021 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 for 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.

Goal 1 in the 2019-20 LCAP had a multiple actions tied into it. Some of the actions were met, however due to COVID many were not. Goal 1 was flushed out in the 2021-22 LCAP to capture the ideas shared by staff and stakeholders and to better align with our WSC goals. The goals created for the 2021-22 LCAP are again more reflective to the WSC and overall vision and mission of the Met.

Goal 2 of the 2019-20 LCAP focused on stronger communication with our stakeholders and specifically our unduplicated student families. In the 2021-22 LCAP we are continuing to focus on this, however we have added several actions to help us reach this goal.

Goal 3 of the 2019-20 LCAP focused on culture and engagement. Due to COVID school events were not able to be held in-person, however we did try to host a few events remotely. Not having in-person events greatly impacted our culture since school events are primarily initiated and run by our various student groups. However, we did maintain a 95% attendance rate. In the 2021-22 LCAP we are continuing to focus on engagement and school culture.

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	1,867,208.00	1,911,496.76
	0.00	0.00
LCFF	1,743,928.00	0.00
Other	0.00	1,864,087.76
Suppl/Con	95,280.00	29,380.00
Suppl/Con EL	0.00	18,029.00
Title I	28,000.00	0.00

* 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	1,867,208.00	1,911,496.76
	0.00	70,308.00
0000: Unrestricted	0.00	11,074.76
1000-1999: Certificated Personnel Salaries	1,612,308.00	1,528,664.00
2000-2999: Classified Personnel Salaries	3,000.00	0.00
4000-4999: Books And Supplies	41,900.00	0.00
5000-5999: Services And Other Operating Expenditures	10,000.00	0.00
7000-7439: Other Outgo	200,000.00	301,450.00
	200,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,867,208.00	1,911,496.76
		0.00	0.00
	Other	0.00	40,928.00
	Suppl/Con	0.00	29,380.00
0000: Unrestricted	Other	0.00	11,074.76
1000-1999: Certificated Personnel Salaries	LCFF	1,540,928.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	1,510,635.00
1000-1999: Certificated Personnel Salaries	Suppl/Con	43,380.00	0.00
1000-1999: Certificated Personnel Salaries	Suppl/Con EL	0.00	18,029.00
1000-1999: Certificated Personnel Salaries	Title I	28,000.00	0.00
2000-2999: Classified Personnel Salaries	Suppl/Con	3,000.00	0.00
4000-4999: Books And Supplies	LCFF	3,000.00	0.00
4000-4999: Books And Supplies	Suppl/Con	38,900.00	0.00
5000-5999: Services And Other Operating Expenditures	Suppl/Con	10,000.00	0.00
7000-7439: Other Outgo		0.00	0.00
7000-7439: Other Outgo	LCFF	200,000.00	0.00
7000-7439: Other Outgo	Other	0.00	301,450.00

* 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	1,786,000.00	1,836,188.76
Goal 2	8,900.00	5,000.00
Goal 3	72,308.00	70,308.00

* 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		
Distance Learning Program	\$396,380.00	\$395,479.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$396,380.00	\$395,479.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$396,380.00	\$395,479.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$396,380.00	\$395,479.00



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Met Sacramento High School	Denise Lambert Principal	Denise-lambert@metsacramento.org (916)395-5417

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Met High school is a dependent charter in the Sacramento City Unified School District (SCUSD). 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 with western United States. Established in 1854, SCUSD serves approximately 42,000 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 school, once grade 4-8 Community Day school, one Independent Study school, two adult school locations, and five dependent charter schools.

The city of Sacramento is often included on lists identifying the 'most diverse cities' in the country. SCUSD 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 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%).

The Met High School population also represents a diverse population, similar to the SCUSD student population. The 2020-21 Met student population is American Indian Or Alaska Native (.87%), Asian (3.5%), Black or African American (6.11%), Multi-racial (10.5%), Filipino (.44%), Hispanic or latino (43.7%), and White (34.9%). Over 54% of the students are identified as socioeconomically disadvantaged and 8.0 identified as English Language Learners.

SCUSD is guided by its Core Values and overarching Equity, Access, and Social Justice Guiding Principal. These both address the notion 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 student and families. The Met High School has aligned itself with these core values while taking into consideration its focus and plan for their students. The vision of the Met High School is to provide an innovative, academically rigorous, project based education that connects students to community-based internships while being part of a safe and inclusive educational setting. The Met High School mission is to educate all students, including those who may not have succeeded in more traditional educational settings. We graduate students who are self-directed, independent learners who have critical thinking skills and core knowledge that will allow them to be successful in college as well as in life. Our graduates are unique and creative individuals who will be able to rise to adversity in the adult world.

The Met Sacramento exists to train modern youth to become productive members of society in the rapidly changing 21st century environment. Students who will be adults through much of this century will have at hand instantly any and all available information. The goal of 21st century education is to train students to be able to think critically about the provenance and statistical/historical legitimacy of those facts and then to learn to draw logical, mathematical and humane conclusions from the data. The purpose of Met Sacramento High School is to train students to marshal valid facts and then apply those conclusions humanely to serve the greater good of the wider circles of their community.

The Met Sacramento seeks to educate one student at a time. We promote and create personalized education, in the Sacramento City Unified School District, that for each student is unique. We believe that learning best takes place when each student is an active participant in his or her own education, when his/her/their course of study is personalized by teachers, mentors and parents, who know him/her/their well and when school based learning is blended with outside experiences to heighten that student's interest. The Met Sacramento High School will serve any students from within the Sacramento City Unified School District's boundaries as well as from surrounding districts. All students at the Met Sacramento are known well by many adults in and out of the school building. Each student is invested in learning and takes personal responsibility for it. Each student is a determined and resourceful learner who has discovered passions and interest through his/her/their learning. Each student learns to be an academic risk taker, reflective learner, recognizes his/her/their own strengths, finds success, thrives in challenge, follows through on commitments and is respectful of others needs and views. Each student follows a unique path to achieve explicit learning goals through real world learning and mentorship in our community, the unwavering attention of his/her/their teacher/advisor, regular public exhibition of these work goals and a plan that can be personalized to his or her own strength and needs.

To be a well-educated person in the twenty first century all students need to be critical thinkers, know how to learn, be excellent readers and writers, mathematicians, scientists and socially aware and responsible citizens. All students in the 21st century need to leave high school with a personal understanding of the vast array of career options and how to participate as citizens in democracy. Individuals need to have the opportunity to be prepared to pursue a college degree by engaging in deep learning in all basic content areas, understanding the relevance of that content and know how it is applied in the world.

Each student's learning journey at The Met Sacramento is determined through collaboration of the student, parent or guardian, teacher/advisor and mentor. In the course of a student's time with us, he or she investigates many interests and passions in the real world, utilizes many community mentors and is pushed to go further and deeper in his or her knowledge and understanding. Each student makes progress on all the learning goals each year through workshops, college courses, class and individual academic projects. Assessment of individual student progress happens through portfolio review and exhibition. All students exhibit their work publicly at the quarter and their educational plans are revised if necessary. Each student will become a self-motivated, competent, lifelong learner.

The student body of the Met Sacramento closely reflects the student population of the Sacramento City Unified School District in the diversity of race/ethnicity, academic performance before admission, special education designation and English learner percentages as near as possible through lottery (when applicable).

This high school design is a replication of the Metropolitan Regional Career and Technical Center (The Met) in Providence RI. In 1995, Big Picture Learning, in collaboration with the state of Rhode Island, started the first Met High School. Since 2003 the Met Sacramento has seen some extraordinary success.

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 success and progress described in this section are based on The Met'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 the Met has made progress and has successes to highlight. These include increases in both English Language Arts and Mathematics, and a decrease in chronic absenteeism.

The data from the 2019 SBAC indicated that Met students were performing in the green tier for ELA. This performance was 7 points above standard and reflected a gain of 7.9 points.

The data for Mathematics for Met students was in the yellow tier. This data indicated that Met students were 87.7 points below standard but indicated a slight improvement of 9.4 points from the previous assessment.

Chronic absenteeism decreased for the 2019-2020 school year by 1%.

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.

Due to 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 the Met's 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21.

The main areas for improvement according to the 2019 California Dashboard include suspension, and college and career readiness. The Met suspension rate for the 2019 California Dashboard showed a 1% increase in suspensions from the 2018. This increase in suspensions resulted in a shift from in 2019 from the blue tier to the yellow tier in 2019. College and career readiness also showed a 3.2% decrease.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2020/2021 LCAP will continue to focus on academic improvement, school culture, provide greater focus on exhibitions/gateways to increase the rigor across the four year exhibition schedule and increase college going culture along with career minded post high school planning as appropriate for each student.

School culture and parent engagement remain priorities. One of the advantages of a small high school over a large comprehensive school is that we can form stronger relationships with our stakeholders. We will continue to build stronger relationships with parents/mentors. We usually see parents four times a year for exhibitions. Parents and mentors are a great resource that we will tap in order to enhance our community. So the problem is how to bring our stakeholders into our community in a capacity of active service rather than only passive exhibition observers. We will continue to look for and implement greater opportunities for parental engagement for activities like Cinco de Mayo, Black History Month, garden maintenance, etc. In addition, We have a large latino population and we will do greater outreach to bring the traditionally marginalized parents into positions of responsibility at the school.

We plan to provide a greater focus on exhibitions and gateways. We have realized that in the previous incarnations of the school where we were strongly project based, exhibitions were a format in which a student demonstrated their project work in a supportive and academically critical atmosphere. But over time the school has pivoted from project based to a more classroom organized structure. But the structure of the exhibitions has not changed and has even become more of a checklist of accomplishments than a rigorous and probing presentation of

learning over the semester. So we will be creating a more rigorous organized exhibition schedule which moves away from a simple checklist and returns to a more academically rigorous and interactive experience. In addition we will focus on particular life/thinking skills that are not necessarily covered in more traditional classes--soft skills like public speaking, being a respectful audience, critically questioning and responding to sophisticated questions in real time. The old style of exhibition met these needs when we were more project based; as we have moved away from a full project based school, our exhibitions have not been modified to meet our changed school structure.

We have noticed that there has been a decline in our college going culture over the last three or four years. The indicator of this decline is the reduced participation in Panther Pipeline, or ECHS relationship with Sacramento City College. Staff has analyzed the causes of this decline and it was clear that we used to have a strong college going curriculum beginning in 9th grade with college explorations, college visits, speakers from various colleges. For some reason we no longer pursued our aggressive college going curriculum in deference to other curricular priorities. The goal going forward is to reinstitute the rigorous 9th grade college awareness curriculum. We will also be piloting a program in which every 10th grader will take the Panther Pipeline prerequisite course--HCD (Human and Career Development) on the Met Campus. This will earn the students a few college credits qualify them to take further courses at SCC and will prepare them to be successful in those courses. In this way we hope to renew the strong college going culture we had in the past.

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 Met High School is not in CSI

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The annual and ongoing engagement of stakeholders is a key part of the the Met's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of the 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.

To gather the feedback from our stakeholders the following methods were used to help drive the development of the LCAP:

- School climate surveys are sent to families in the Spring.
- School climate surveys are sent to students in the Spring.
- Parent meetings with advisors 4 or more times a year.
- Over 25 weekly staff/collaborative meetings per school year.
- School Advisory Board (SAB) meetings (third Thursday of each month).
- Daily email and Schoology feedback from parents, students, and staff. Due to the heavy technology use at the Met Sacramento, parents, and students regularly email staff about concerns, celebrations, and other important information.
- Mentor feedback forms/surveys.
- Student surveys regarding internships and post graduating planning.
- Review of previous year plans were presented at School Advisory Board meetings and also at staff meetings.

A summary of the feedback provided by specific stakeholder groups.

The Met believes that meaningful stakeholder engagement plays an important role in the development of a plan to effectively meet the needs of its students. To ensure that all stakeholders are involved, a variety of meetings and surveys were used in the LCAP process to review goals and most recent data. Community Engagement: The following groups were involved in the LCAP development process.

1. School Advisory Board: SAB has an active and participatory charter school council. This council is made up of representatives of stakeholder groups within the school and local community. We have representatives from our parents, our students, our teaching staff, our office staff. Meetings were designed to enhance stakeholder participation in the creation of the LCAP document, and are open to the public.
2. Monthly staff meetings held that specifically listed LCAP development as an area of regular discussion. Agenda and meeting notes are stored in the school google folder.

The input received during the process detailed above demonstrated that priority should be provided in the following areas:

1. Improving Mathematics proficiency
2. Improving Language Arts proficiency
3. Improving college and career readiness
4. Increase rigor of exhibitions/gateways

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input influenced the Met's decision to implement and fund programs directly related to improving math proficiency and ELA proficiency. All stakeholder groups contributed their observations from their vantage points related to the need for improving skills in both subjects. Teachers provided assessment data and parents contributed their experiences. The office staff relayed the concerns that they were hearing from students and parents, and the student's perspective indicated a need for tutoring and support/guidance in relation to college and career choices.

Goals and Actions

Goal

Goal #	Description
1	Increase student success in ELA and math by organizing the database that houses Met curriculum. Over the course of the existence of The Met curriculum and documents were created and placed into a database. Due to the large value of documents collected over the 20 years it has become difficult to access these files. To better access the information, the database will be cleaned out and re-organized in different categories to allow easier access to curriculum materials per content area.

An explanation of why the LEA has developed this goal.

Analysis of student data from the most recent state assessments (2018-19) show that 62% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is only 16%. Results from the Dashboard show that on average, students scored 7 points above the 'Standard Met' level in ELA and 87.7 points below the 'Standard Met' level in Math. Significant performance gaps exist for Socially Disadvantaged students. Previously, we used to have a stronger coordinated curriculum and our results were . However, over time this focus was lost due to confusion of materials

The Met high school is now almost 20 years old. During most of that time we have maintained some form of a repository of Met related documents which included exhibition expectations, internship protocols, project formats, Mathematics and ELA lesson/unit plans, admin protocols etc. And as often happens in institutions with coordinated programs that have been around awhile, these documents have gone through many versions and revisions by different teachers at different times to suit different needs. Now, after all of this time, this repository of documents which is housed on Google Drive is no longer usable efficiently because of all of the versions of these foundational documents and a general lack of organization. While we might know that a document is in the drive, we don't know where it is.

To this end, we will create a new Google Drive repository structure that is more explicit. We will go through all of the documents in the old database and throw out the old versions and when necessary update the latest version to suit our current needs.

And most importantly, since we are a project based school, all of the academic disciplines have developed really great units in their subject areas. Now that there is a clear structure, our goal is to collect the best lessons/units from our ELA and Mathematics curriculum and upload them in professional finished form so that other teachers can use them. During our previous WASC self study the determined that what they wanted was consistent mathematics and ELA units that were done on a yearly basis so that every Met student upon graduations would have done these projects.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA State Assessment</p> <p>Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grade 11</p>	<p>18-19 school year 38% not meeting 'Standard Met'</p>				<p>85% of students meeting 'Standard Met' for ELA</p>
<p>Math State Assessment</p> <p>Average Distance from 'Standard Met' on Math Smarter Balanced Summative Assessment for grade</p>	<p>18-19 school year 85% not meeting 'Standard Met'</p>				<p>60% of students meeting 'Standard Met' for Math.</p>
<p>Database clean-up Documents organized by content area in folders</p>	<p>Baseline 0 - tool will be developed for implementation in the upcoming year.</p> <p>Database as of May 2019 was not organized. Difficult to find documents and curriculum materials to easily access information.</p>				<p>Database that contains recognizable folders that are easily accessible by staff.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and credentialed teachers	100% teachers appropriately assigned and credentialed				100% teachers appropriately assigned and credentialed
Facilities maintained in good repair.	In 2019-20 the met site was rates as exemplary				Facility will be maintained as exemplary
Implementation of state standards for all students.	In 2020-21, State standards were fully implemented as verified by data collection obtained through routine classroom walk-throughs				Standards will be fully implemented as verified by data collection obtained through routine classroom walk throughs.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Weekly collaboration time for certificated staff	Provide weekly one hour of time per week for teachers to collaborate with peer 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.		No
2	Curriculum Development	.36 additional staffing to develop and align math and ELA curriculum to be used across all subject areas and to organize in the Met database.	\$42,245.00	Yes
3	Technology	Provide technology (devices) to support the delivery of digital California Common Core State Standards aligned to instructional materials and curriculum	\$34,621.00	No Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	To re-establish the importance and emphasis of exhibitions/gateways and place greater emphasis on increasing the rigor of exhibitions/gateways. Standards and rubrics will be developed to greater align exhibitions/gateways across the campus and across grade levels in order to create a much more rigorous four year exhibition skills plan.

An explanation of why the LEA has developed this goal.

At the Met, students develop a strong foundation of academic and real-world skills through highly effective instruction and authentic internship experiences. Exhibitions/Gateways are the vehicle for students to demonstrate the rigorous learning that they have done at their internships and in class and serve as an invaluable tool that allows students to see what they have learned and where they still need to grow. The exhibitions used to be the foundation of the Met program but as we moved to more conventional classes, they were no longer as pivotal to the program. The staff decided that they wanted to return to a more progressively rigorous four year exhibition program. This goal also aligns with our WASC goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Create a four-year set of guidelines and rubrics by grade level for project work	0 - Baseline. A tool will be developed in the coming year. General rubric exists for all grade levels to follow				Completed guidelines and rubrics for each grade level
Divide the project skills between advisory and English workshops.	0 - Baseline. A tool will be developed in the coming year. Draft for new project guidelines for 9th grade only				Clear expectations by month for advisory and English workshops for all grade levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Create exhibition expectations based on project work expectations	0 - Baseline. A tool will be developed in the coming year. Draft for 9th grade exhibition expectations for 9th grade only				Exhibition expectations created for all grade levels
Students will have internships	Due to COVID-19 students were unable to attend internships.				95% of students will have internships

Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve and realign project work for advisory	Additional staffing to work to align project skills between advisory grade levels, develop rubrics for grade level exhibitions/gateways.	\$140,927.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Students and families are engaged and empowered to partner with The Met to achieve academic success.

An explanation of why the LEA has developed this goal.

This goal builds upon the school's previous goal focused on stakeholder engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents involved in school activities (Exhibitions and academic planning meetings)	75% parent attendance exhibition rate				We would like to see out Family participation rate grow to 90%
Increase parental participation from parents of EL students at school events (Back-to School-Night)	40% participation from parents of EL students				60% participation from parents of EL students
Suspension rate	2.3 % CA Dashboard 2019 data				<1 %
Expulsion rate	0%				0%
Parent involvement in decision making) School Site Council and School advisory Board	We have the adequate numbers for School Site Council (SCC) and School Advisory Board (SAB).				We would like to see the number of parents attending SCC and SAB meetings grow to more than the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					required numbers for each.
Graduation Rate	2019-20 94% 2018-19 92%				95%
Student School Climate Survey	2019-20 75% positive, 25% negative 2019-18 50% positive, 50% negative				90% positive

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance	Parent notification on student absences through phone and email messaging. Intervention conferences with students who are not achieving expected attendance & achievement levels. Written notification to parents for students with excessive absences.		Yes
2	School Advisory Board (SAB)	Increase parent involvement at SAB meeting to increase decision making with stakeholders		Yes
3	Parent Teacher Home Visits	Continue to build the Parent Teacher Home Visit program. This program helps to facilitate home visit experiences that engage, families, educators, and students as a team. Protocols help educators and families to build trust, communication, and common goals.		Yes
4	Schoology Training	Host sessions to train parents (English and Spanish) on how to use Schoology		Yes

Action #	Title	Description	Total Funds	Contributing
5	Recruitment	Increase recruitment and informational activities to improve recruitment numbers		Yes
6	School events	Continue to host school sponsored and student sponsored events.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Prepare students to be College and Career Ready.

An explanation of why the LEA has developed this goal.

The 2019 College and Career indicator is currently orange with 24.2 % of the 2019 cohort unprepared for college and career. This indicator uses the following criteria: 1. Career Technical Education Pathway completion (not offered by the Met) 2. Grade 11 Smarter Balanced Summative Assessments in ELA and math 3. Advanced Placement exams (not offered at the Met) 4. International Baccalaureate Exams(not offered at the Met) 5. College credit college courses 6. A-G completion 7. State Seal of Biliteracy 8. Military Science /Leadership (not offered at the Met). In order to achieve the highest status, lose attention

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard College and Career Readiness	18-19 school year 24.2 % of students are prepared for College and Career				70% of students on track for college and career readiness
Enroll 10th grade students HCD 116 & 330	20-21 school year 6% of 10th graders enrolled in HCD 116 or 330				95% of 10th graders will complete HCD 116 & 330.

Actions

Action #	Title	Description	Total Funds	Contributing
1	College and Career Readiness	Increase graduation rate and college acceptance	\$47,063.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Counseling	Students are encouraged to begin preparation for their post secondary lives. Our counselor meets with all students to review colleges, fill out FAFSA and she holds workshops to help students in preparing for college or technical school after graduation	\$44,054.00	Yes
3	Sacramento City College	Sacramento City counselor will work with Met students to develop Educational Plans, and ensure students are on track to meet A-G requirements.		Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.10%	\$264,856.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The Met's unduplicated students make up over 50% of the student enrollment. These groups are some of the lowest performing student groups on state and local assessments, and also demonstrate some of the lowest levels of parent engagement therefore this LCAP was written with the actions primarily directed to supporting these students. All actions were developed using careful analysis of data and input from stakeholders. These contributing are principally directed towards our unduplicated student population to help the met be effective in meeting our LCAP goals and the identified needs of the unduplicated student groups.

Our 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 to pursue postsecondary education. Implementing a robust and predictable academic counseling services providing all students guidance to support their successful navigation of high school and the path to college and career. The Met will be working with SCUSD to design a stronger counseling and academic program to focus on the needs of unduplicated students.

The School Advisory Board (SAB) will also be working to increase the number of parents that are actively engaging in the decision making process of the school. This has been identified as a critical area for our site especially for parents of unduplicated students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, the Met has calculated that will receive \$264,856.00 in Supplemental and or Concentration funding under the Local Funding Formula (LCFF). The proportionality precenage to increase of improve services has been calculated at 11.10%. The Met will plan to expend all the supplemental and or concentration funds on actions and services that are principally directed towards the unduplicated student population.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$264,856.00			\$44,054.00	\$308,910.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$230,235.00	\$78,675.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Weekly collaboration time for certificated staff					
1	2	English Learners Foster Youth Low Income	Curriculum Development	\$42,245.00				\$42,245.00
1	3	All	Technology	\$34,621.00				\$34,621.00
2	1	English Learners Foster Youth Low Income	Improve and realign project work for advisory	\$140,927.00				\$140,927.00
3	1		Attendance					
3	2		School Advisory Board (SAB)					
3	3	English Learners Foster Youth Low Income	Parent Teacher Home Visits					
3	4		Schoology Training					
3	5		Recruitment					
3	6	English Learners Foster Youth Low Income	School events					
4	1	English Learners Foster Youth Low Income	College and Career Readiness	\$47,063.00				\$47,063.00
4	2	English Learners Foster Youth Low Income	Counseling				\$44,054.00	\$44,054.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3		Sacramento City College					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$264,856.00	\$308,910.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$264,856.00	\$308,910.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Curriculum Development	Schoolwide	English Learners Foster Youth Low Income		\$42,245.00	\$42,245.00
1	3	Technology	Schoolwide			\$34,621.00	\$34,621.00
2	1	Improve and realign project work for advisory	Schoolwide	English Learners Foster Youth Low Income		\$140,927.00	\$140,927.00
3	1	Attendance	Schoolwide				
3	2	School Advisory Board (SAB)	Schoolwide				
3	3	Parent Teacher Home Visits	Schoolwide	English Learners Foster Youth Low Income			
3	4	Schoology Training	Schoolwide				
3	5	Recruitment	Schoolwide				
3	6	School events		English Learners Foster Youth Low Income			
4	1	College and Career Readiness	Schoolwide	English Learners Foster Youth Low Income		\$47,063.00	\$47,063.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	2	Counseling	Schoolwide	English Learners Foster Youth Low Income			\$44,054.00
4	3	Sacramento City College	Schoolwide				

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- f) 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.
- g) 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.

- h) 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.
- i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.2

Meeting Date: June 24, 2021

Subject: Adopt Fiscal Year 2021-2022 Proposed Budget for All Funds and Education Protection Account

- 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: Adopt the fiscal year 2021-2022 Proposed Budget for All Funds presented as a Public Hearing Item at the June 10, 2021 Board Meeting.

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. Executive Summary
2. Adopted Fiscal Year 2021-22 Budget for All Funds

Estimated Time of Presentation: 40 minutes
Submitted by: Rose Ramos, Chief Business Officer
Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Business Services

Adopt Fiscal Year 2021-2022 Proposed Budget for All Funds & Education Protection Account
June 24, 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 \$590M. 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

Adopt Fiscal Year 2021-2022 Proposed Budget for All Funds & Education Protection Account
June 24, 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

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- 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.

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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

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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

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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.

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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

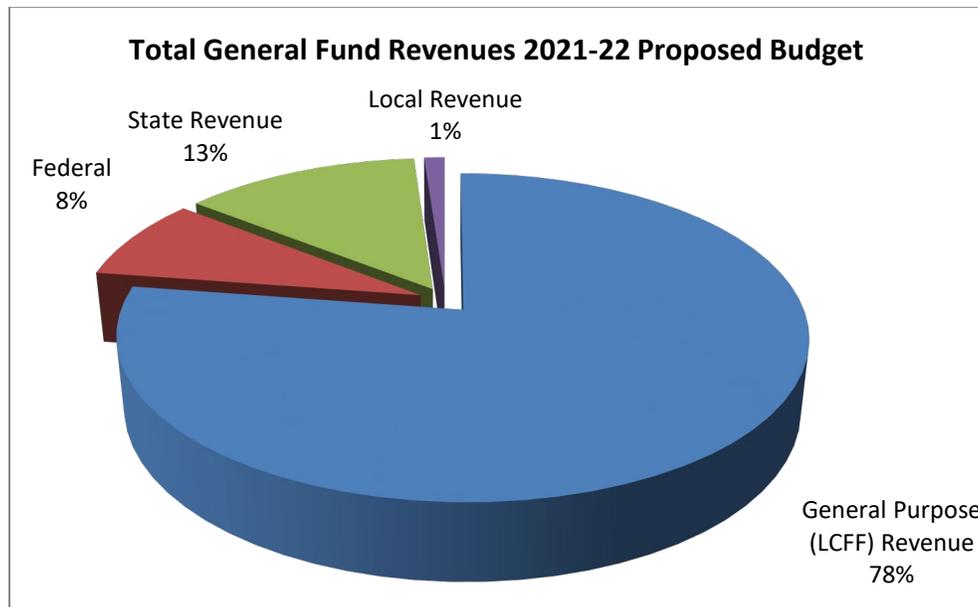
The District receives funding for its general operations from various sources. A summary of the major funding sources is illustrated below:

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.

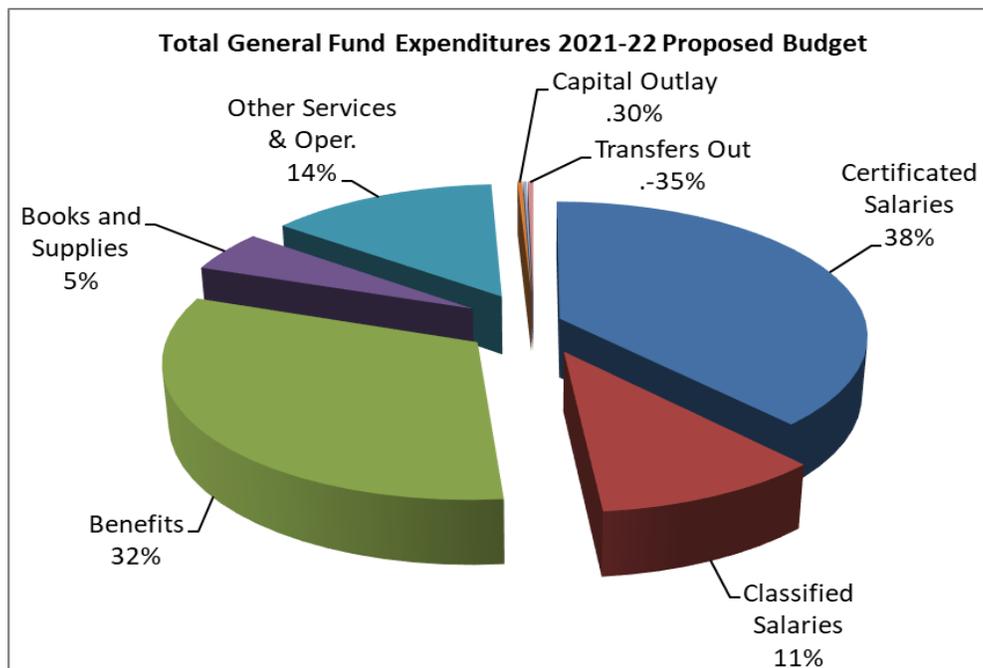
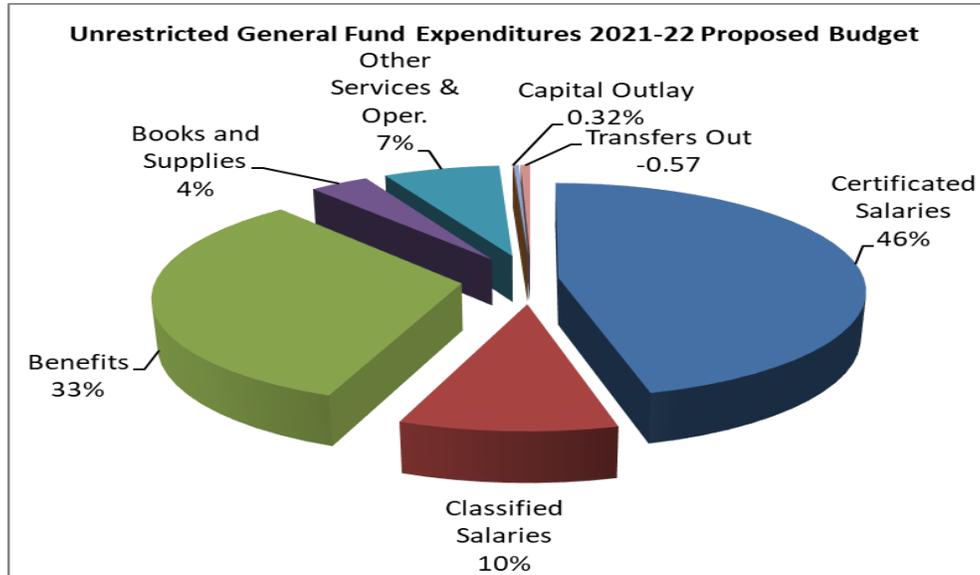
DESCRIPTION	UNRESTRICTED	RESTRICTED	COMBINED
Certificated Salaries	166,630,869	59,174,983	\$225,805,852
Classified Salaries	36,428,673	25,291,643	\$61,720,315
Benefits	118,719,397	70,609,748	\$189,329,145
Books and Supplies	13,001,548	16,442,651	\$29,444,199
Other Services & Oper.	25,422,455	56,623,418	\$82,045,873
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	229,851,764	\$589,226,604

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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 Proposed Budget
Special Education	\$ 72,435,120	\$ 81,112,763
Routine Restricted Maintenance Account	\$ 17,081,000	\$ 17,081,000
Total	\$89,516,120	\$ 98,193,763

General Fund Summary

The District's 2021-22 General Fund projects a total operating deficit of \$28.7 million resulting in an estimated ending fund balance of \$171.5 million. The components of the District's fund balance are as follows: revolving cash & other nonspendables - \$328,796; restricted programs - \$82,566,026; economic uncertainty - \$11,758,528; assigned - \$48,081,092; unassigned - \$28,764,673. 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:

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Program	2021-22 Budgeted Amount	Use of Funds
Title I	\$3,000,000	Provides for a "hold harmless" for school site allocations due to free & reduced application data not being certified until February 2021
Title III - Immigrant Education	\$39,586	Provides additional funding for 1.05 FTE Training Specialists in Multilingual Department
Title IV - 21st Learning Grant	\$822,100	Carryover funding that will help support 1.25 FTE Specialist II positions in the Youth Development department, supplies and contracted services to our CBO's that oversee our community learning centers for our high-poverty low-performing schools
Title IV, Part A	\$866,149	Funding to provide positions & other support within 4 departments: 1.) Enrollment Center - Supervisor position to address high levels of chronic absences & increase student engagement. 2.) Curriculum & Instruction - to support DBDM trainings & purchase of materials to support curriculum & instruction teams. 3.) Student Support & Health Services - to staff homeless services department to ensure rigorous identification & systems of support for students and families experiencing homelessness. 4.) Youth Development - to target outreach & support for students submitting college, FAFSA/scholarship applications. Supplemental workshops and one on one assistance for juniors and seniors who are credit deficient or off track to graduate.
American Indian Education	\$18,500	Provides additional funding for .10 FTE Instructional Aide and operational expenses for the program
Federal Special Education - Early Intervention Services	\$1,432,376	This is the carryover of unspent funds from 2020-21 to support the significant disproportionality special education action plan.
GEER	\$2,950,972	These funds will be used in coordination with ESSER and ELO grant funds to address learning loss and in providing academic supports, instructional materials, connectivity, counseling services, professional development, access to school meals, social emotional learning and PPE
Expanded Learning Opportunities Grant	\$7,895,885	To fund Summer School credit recovery program, bridge program, elementary summer school program which includes staffing and supplies.
Expanded Learning Opportunities Grant - Paraprofessional Set Aside	\$2,821,288	Funds will be utilized for paraprofessional staff salaries and benefits
Sacramento STEM Power	\$61,114	Provides funding to cover .40 FTE Training Specialist that will provide guidance with STEM program out of the Curriculum & Professional Development department
Local Grants	\$554,943	Safe Zone Grant for \$457k which funds 2.0 FTE Spec II, Student Support Svc. and 2 FTE Youth Family Mental Health Advocate and \$98k to support the local Migrant Education grant temporary salaries, benefits and supplies costs.
ESSER II	\$7,948,637	Funding to support 1.0 FTE MTSS Director, 1.0 FTE Warehouse Worker, .80 FTE Counselor, 5.60 FTE for nurses, 7.0 FTE for Integrated Community Services which is providing Social Workers, Student Support Specialists and Youth/Family Mental Health Advocate, 8.0 FTE school psychologists, 3.90 FTE for Youth Development department which is providing for a director, coordinator, data and clerical support positions. Also providing support of \$564k for Child Development program, \$288k for college/career visits, \$681k for 6th grader fees towards Sly Park. Also providing funds for professional development days
Learning Communities for Schools	\$345,703	Funding to support .50 FTE Youth Svc. Prog. Associate in Youth Development department, 2 FTE Child Welfare & Attendance Specialist in the Enrollment Center and .50 FTE Youth Family Mental Health Advocate for Student Support/Health Services department and funds for operational expenses
TOTAL	\$28,757,253	

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.

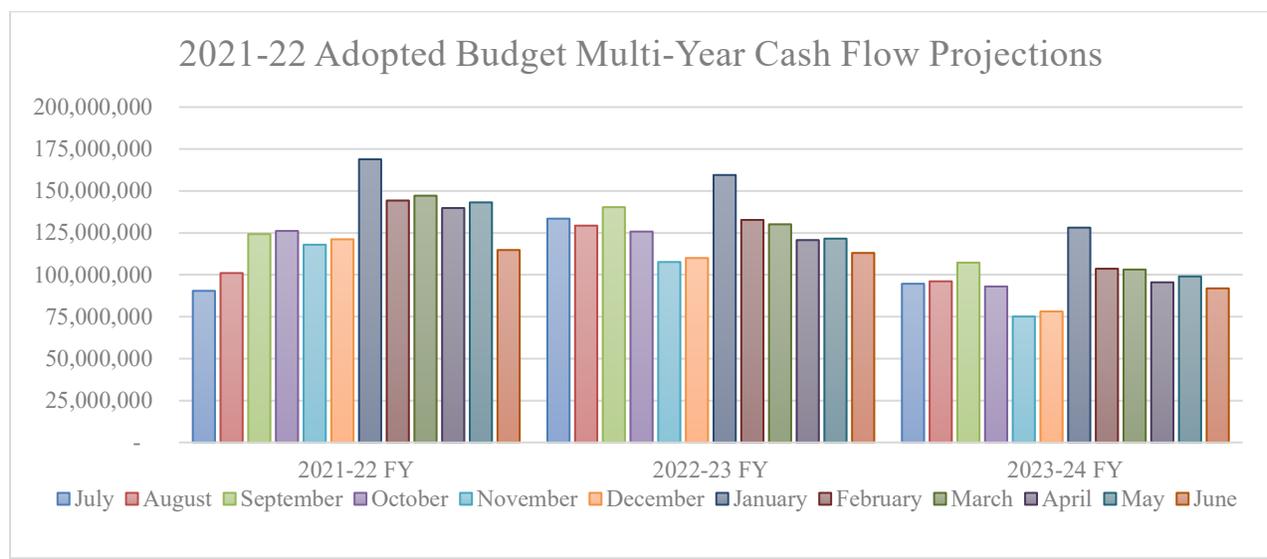
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Cash Flow

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.



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)	\$200,156,464.36	(\$28,657,349)	\$171,499,115.69
09 Charter Schools	\$2,492,717.54	\$119,943	\$2,612,660.69
11 Adult	\$353,245.00	(\$0)	\$353,244.86
12 Child Development	\$0.00	\$0	\$0.00
13 Cafeteria	\$12,807,058.35	(\$167,783)	\$12,639,275.67
21 Building Fund	\$14,578,431.78	(\$14,443,008)	\$135,423.55
25 Capital Facilities	\$16,576,157.73	(\$63,702)	\$16,512,455.73
49 Capital Projects for Blended Components	\$1,058,509.62	(\$167,702)	\$890,807.62
51 Bond Interest and Redemption	\$28,138,958.35	(\$3,809,576)	\$24,329,382.35
67 Self-Insurance Fund	\$12,935,257.21	\$22,476	\$12,957,732.83

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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.

Multivear Projection

General Planning Factors:

Illustrated below are the latest factors that districts are expected to utilize as planning factors:

<i>Planning Factor</i>	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
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			

Various aspects of the planning factors illustrated above will be further discussed below with the District's specific revenue and expenditure assumptions.

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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.

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

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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 of 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
- 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
- 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)

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- 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 13.5 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 adjustments

Fiscal Year 2023-2024

- 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 \$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

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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
- 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 \$4.7M 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 to account for one-time expenditures, CARES carryover and additional special education services and ELO grant funds
- Services have been adjusted to account for 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 of ELO grant expenditures 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 the removal of ELO grant expenditures and additional special education services
- Adjustments to benefits of \$1.9M 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 for 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:

- \$67.6M – ESSER II
- \$2.95M – GEER
- \$28.6M – AB86 ELO (*\$1.25M in budgeted expenditures*)

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 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, GEER and ELO as part of the \$104.5M beginning restricted fund balance and budgeted expenditures in all three fiscal years.



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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	61,591,388	231,065,892
Classified Salaries	36,428,673	25,291,643	61,720,315	36,720,102	25,476,151	62,196,253	37,013,863	25,092,860	62,106,723
Benefits	118,719,397	70,609,748	189,329,145	125,855,124	75,311,000	201,166,124	131,010,030	77,182,382	208,192,412
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	56,623,418	82,045,873	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	0	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	(1,629,798)	(1,629,798)	0	(3,131,390)	(3,131,390)
Total Expenditures	354,357,299	235,619,426	589,976,725	364,343,947	244,200,547	608,544,494	372,868,713	234,099,693	606,968,406
Deficit/Surplus	89,448,598	(120,156,248)	(30,707,650)	84,300,938	(135,532,136)	(51,231,198)	84,373,077	(125,431,282)	(41,058,205)
Transfers in/(out)	2,050,301	0	2,050,301	2,050,301	0	2,050,301	2,050,301	0	2,050,301
Contributions to Restricted	(98,193,763)	98,193,763	0	(104,568,460)	104,568,460	0	(111,352,629)	111,352,629	0
Net increase (decrease) in Fund Balance	(6,694,864)	(21,962,485)	(28,657,349)	(18,217,221)	(30,963,676)	(49,180,897)	(24,929,252)	(14,078,652)	(39,007,904)
Beginning Balance	95,627,953	104,528,511	200,156,464	88,933,089	82,566,026	171,499,116	70,715,868	51,602,351	122,318,219
Ending Balance	88,933,089	82,566,026	171,499,116	70,715,868	51,602,351	122,318,219	45,786,617	37,523,699	83,310,315
<i>Revolving/Stores/Prepays</i>	328,796		328,796	328,796		328,796	328,796		328,796
<i>Reserve for Econ Uncertainty (2%)</i>	11,758,528		11,758,528	12,129,884		12,129,884	12,098,362		12,098,362
<i>Restricted Programs</i>	0	82,566,026	82,566,026	0	51,602,351	51,602,351	0	37,523,699	37,523,699
<i>Assigned Textbooks</i>	0		0	0		0	5,000,000		5,000,000
<i>Other Assignments</i>	48,081,092		48,081,092	29,863,871		29,863,871	4,934,619		4,934,619
Unappropriated Fund Balance	28,764,673	0	28,764,673	28,393,318	0	28,393,318	23,424,839	0	23,424,839
<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 II, GEER & ELO Funds

The multi-year projections provided in the following table includes NO ESSER II, GEER and ELO resources; therefore, restricted beginning fund balance goes down by \$98M in 2021-22 and restricted expenditures go down by \$67M 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	217,593,773	168,021,725	52,168,085	220,189,811	169,474,504	53,699,793	223,174,297
Classified Salaries	36,428,673	21,650,220	58,078,892	36,720,102	22,327,696	59,047,798	37,013,863	23,695,586	60,709,449
Benefits	118,719,397	65,959,760	184,679,156	125,855,124	69,991,430	195,846,554	131,010,030	74,104,611	205,114,641
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. Expens	25,422,455	52,934,197	78,356,652	25,814,712	51,780,675	77,595,388	26,626,372	52,380,675	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	0	1,150,000
Transfer of Indirect 73xx	(6,718,879)	5,418,699	(1,300,180)	(6,444,707)	5,144,527	(1,300,180)	(6,444,707)	5,144,527	(1,300,180)
Budget Reductions	0	0	0	0	(1,450,046)	(1,450,046)	0	(2,583,406)	(2,583,406)
Total Expenditures	354,706,263	214,002,645	568,708,907	364,582,963	213,087,903	577,670,866	373,107,729	219,867,322	592,975,051
Deficit/Surplus	89,099,634	(98,539,466)	(9,439,832)	84,061,922	(104,419,492)	(20,357,570)	84,134,061	(111,198,911)	(27,064,850)
Transfers in/(out)	2,050,301	0	2,050,301	2,050,301	0	2,050,301	2,050,301	0	2,050,301
Contributions to Restricted	(98,193,763)	98,193,763	0	(104,419,492)	104,419,492	0	(111,198,910)	111,198,910	0
Net increase (decrease) in Fund Balance	(7,043,828)	(345,703)	(7,389,531)	(18,307,269)	0	(18,307,269)	(25,014,548)	(1)	(25,014,549)
Beginning Balance	95,627,953	6,575,530	102,203,483	88,584,126	6,229,827	94,813,953	70,276,857	6,229,827	76,506,684
Ending Balance	88,584,126	6,229,827	94,813,953	70,276,857	6,229,827	76,506,684	45,262,308	6,229,827	51,492,135
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	11,818,495		11,818,495
Restricted Programs	0	6,229,827	6,229,827	0	6,229,827	6,229,827	0	6,229,827	6,229,827
Assigned Textbooks	0		0	0		0	5,000,000		5,000,000
Other Assignments	48,256,437		48,256,437	29,949,167		29,949,167	4,934,619		4,934,619
Unappropriated Fund Balance	28,665,721	0	28,665,721	28,486,482	0	28,486,482	23,180,398	0	23,180,398
<i>Unappropriated Percent</i>			5.0%			4.9%			3.9%

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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.

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:



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- 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 ≥ 400	\$615 \$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.

Adopted Fiscal Year 2021-2022 Budget for All Funds



Guiding Principle

All students graduate with the greatest number of postsecondary choices from the widest array of options.

Board of Education
June 24, 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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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%	(104,568,460.00)	6.49%	(111,352,629.00)
6. Total (Sum lines A1 thru A5c)		347,928,434.89	-0.44%	346,392,726.00	0.52%	348,205,462.00
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		1.00
11. Total (Sum lines B1 thru B10)		354,623,298.91	2.82%	364,609,947.00	2.34%	373,134,714.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(6,694,864.02)		(18,217,221.00)		(24,929,252.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		95,627,953.27		88,933,089.25		70,715,868.25
2. Ending Fund Balance (Sum lines C and D1)		88,933,089.25		70,715,868.25		45,786,616.25
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	48,081,092.00		29,863,871.00		9,934,619.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	11,758,528.00		12,129,884.00		12,098,362.00
2. Unassigned/Unappropriated	9790	28,764,673.25		28,393,317.25		23,424,839.25
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		88,933,089.25		70,715,868.25		45,786,616.25

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	11,758,528.00		12,129,884.00		12,098,362.00
c. Unassigned/Unappropriated	9790	28,764,673.25		28,393,317.25		23,424,839.25
(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 E1a thru E2c)						
		40,523,201.25		40,523,201.25		35,523,201.25
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%	104,568,460.00	6.49%	111,352,629.00
6. Total (Sum lines A1 thru A5c)		213,656,941.59	-0.20%	213,236,872.00	3.18%	220,021,041.00
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		(6,716,069.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	59,174,982.87	14.81%	67,940,578.00	-9.35%	61,591,388.00
2. Classified Salaries						
a. Base Salaries				25,291,642.64		25,476,151.00
b. Step & Column Adjustment				133,540.00		134,514.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				50,968.36		(517,805.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	25,291,642.64	0.73%	25,476,151.00	-1.50%	25,092,860.00
3. Employee Benefits	3000-3999	70,609,747.90	6.66%	75,311,000.00	2.48%	77,182,382.00
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	56,623,418.16	1.09%	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)				(1,629,798.00)		(3,131,390.00)
11. Total (Sum lines B1 thru B10)		235,619,426.24	3.64%	244,200,548.00	-4.14%	234,099,693.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(21,962,484.65)		(30,963,676.00)		(14,078,652.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		104,528,511.09		82,566,026.44		51,602,350.44
2. Ending Fund Balance (Sum lines C and D1)		82,566,026.44		51,602,350.44		37,523,698.44
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	82,566,026.44		51,602,350.44		37,523,698.44
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		82,566,026.44		51,602,350.44		37,523,698.44
(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		(7,783,616.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	225,805,851.60	4.50%	235,962,303.00	-2.08%	231,065,892.00
2. Classified Salaries						
a. Base Salaries				61,720,315.23		62,196,253.00
b. Step & Column Adjustment				424,969.41		428,275.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				50,968.36		(517,805.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	61,720,315.23	0.77%	62,196,253.00	-0.14%	62,106,723.00
3. Employee Benefits	3000-3999	189,329,144.69	6.25%	201,166,124.00	3.49%	208,192,412.00
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	82,045,872.91	1.23%	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				(1,629,797.00)		(3,131,389.00)
11. Total (Sum lines B1 thru B10)		590,242,725.15	3.15%	608,810,495.00	-0.26%	607,234,407.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(28,657,348.67)		(49,180,897.00)		(39,007,904.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		200,156,464.36		171,499,115.69		122,318,218.69
2. Ending Fund Balance (Sum lines C and D1)		171,499,115.69		122,318,218.69		83,310,314.69
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	328,796.00		328,796.00		328,796.00
b. Restricted	9740	82,566,026.44		51,602,350.44		37,523,698.44
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	48,081,092.00		29,863,871.00		9,934,619.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	11,758,528.00		12,129,884.00		12,098,362.00
2. Unassigned/Unappropriated	9790	28,764,673.25		28,393,317.25		23,424,839.25
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		171,499,115.69		122,318,218.69		83,310,314.69

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	11,758,528.00		12,129,884.00		12,098,362.00
c. Unassigned/Unappropriated	9790	28,764,673.25		28,393,317.25		23,424,839.25
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)		40,523,201.25		40,523,201.25		35,523,201.25
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		6.87%		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)		590,242,725.15		608,810,495.00		607,234,407.00
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)		590,242,725.15		608,810,495.00		607,234,407.00
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)		11,804,854.50		12,176,209.90		12,144,688.14
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)		11,804,854.50		12,176,209.90		12,144,688.14
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	25,291,642.64	61,720,315.23	-3.1%
3) Employee Benefits		3000-3999	107,318,625.05	68,767,380.92	176,086,005.97	118,719,396.79	70,609,747.90	189,329,144.69	7.5%
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	56,623,418.16	82,045,872.91	-7.8%
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	235,619,426.24	589,976,725.15	-3.5%
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	(120,156,247.65)	(30,707,649.67)	-129.0%
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)	(21,962,484.65)	(28,657,348.67)	-126.8%
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	82,566,026.44	171,499,115.69	-14.3%
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	103,767.76	0.00	103,767.76	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	82,566,026.44	82,566,026.44	-21.0%
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	49,841,337.00	0.00	49,841,337.00	48,081,092.00	0.00	48,081,092.00	-3.5%
2022-23 Projected Deficit	0000	9780				18,217,221.00		18,217,221.00	
2023-24 Projected Deficit	0000	9780				24,929,252.00		24,929,252.00	
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	18,217,221.00		18,217,221.00				
2023-24 Projected Deficit	0000	9780	24,929,252.00		24,929,252.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	12,250,101.00	0.00	12,250,101.00	11,758,528.00	0.00	11,758,528.00	-4.0%
Unassigned/Unappropriated Amount		9790	33,207,747.51	0.00	33,207,747.51	28,764,673.25	0.00	28,764,673.25	-13.4%

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	144,956,113.31	(54,705,574.76)	90,250,538.55				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	21,662.18	445,064.00	466,726.18				
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	3,935,934.03	4,272.55	3,940,206.58				
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	103,767.76	0.00	103,767.76				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			149,241,087.49	(54,256,238.21)	94,984,849.28				
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	4,003,862.57	781,019.17	4,784,881.74				
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			4,002,274.89	781,019.17	4,783,294.06				
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)			145,238,812.60	(55,037,257.38)	90,201,555.22				

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	12,113,250.78	13,080,720.45	13.0%
Classified Support Salaries		2200	13,791,086.41	10,999,426.54	24,790,512.95	14,857,587.02	8,040,922.56	22,898,509.58	-7.6%
Classified Supervisors' and Administrators' Salaries		2300	4,439,361.44	2,793,044.93	7,232,406.37	5,186,442.49	2,479,779.53	7,666,222.02	6.0%
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	25,291,642.64	61,720,315.23	-3.1%
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	5,730,709.59	13,962,128.62	14.8%
OASDI/Medicare/Alternative		3301-3302	4,887,673.29	3,200,788.20	8,088,461.49	5,206,749.67	2,914,471.15	8,121,220.82	0.4%
Health and Welfare Benefits		3401-3402	53,307,080.07	23,952,071.96	77,259,152.03	55,087,532.31	22,111,971.24	77,199,503.55	-0.1%
Unemployment Insurance		3501-3502	117,391.17	47,285.47	164,676.64	2,447,807.68	998,742.05	3,446,549.73	1992.9%
Workers' Compensation		3601-3602	2,903,783.30	1,319,959.90	4,223,743.20	3,042,445.61	1,179,442.56	4,221,888.17	0.0%
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	70,609,747.90	189,329,144.69	7.5%
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	12,590,784.01	24,472,675.65	-16.6%
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	56,623,418.16	82,045,872.91	-7.8%

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)	
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	235,619,426.24	589,976,725.15	-3.5%

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	171,440,700.72	378,010,716.47	222,879,331.59	160,740,274.28	383,619,605.87	1.5%
2) Instruction - Related Services	2000-2999		42,566,430.07	26,859,650.18	69,426,080.25	44,552,400.28	25,541,679.09	70,094,079.37	1.0%
3) Pupil Services	3000-3999		22,094,265.74	34,496,409.50	56,590,675.24	28,201,675.45	24,981,099.16	53,182,774.61	-6.0%
4) Ancillary Services	4000-4999		3,385,145.12	294,844.87	3,679,989.99	3,796,624.06	168,491.00	3,965,115.06	7.7%
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	20,553,027.02	6,660,569.71	27,213,596.73	-27.0%
8) Plant Services	8000-8999		30,898,938.32	34,361,671.27	65,260,609.59	33,224,240.51	17,527,313.00	50,751,553.51	-22.2%
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	235,619,426.24	589,976,725.15	-3.5%
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	(120,156,247.65)	(30,707,649.67)	-129.0%
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)	(21,962,484.65)	(28,657,348.67)	-126.8%
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	82,566,026.44	171,499,115.69	-14.3%
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	103,767.76	0.00	103,767.76	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	82,566,026.44	82,566,026.44	-21.0%
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	49,841,337.00	0.00	49,841,337.00	48,081,092.00	0.00	48,081,092.00	-3.5%
2022-23 Projected Deficit	0000	9780				18,217,221.00		18,217,221.00	
2023-24 Projected Deficit	0000	9780				24,929,252.00		24,929,252.00	
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	18,217,221.00		18,217,221.00				
2023-24 Projected Deficit	0000	9780	24,929,252.00		24,929,252.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	12,250,101.00	0.00	12,250,101.00	11,758,528.00	0.00	11,758,528.00	-4.0%
Unassigned/Unappropriated Amount		9790	33,207,747.51	0.00	33,207,747.51	28,764,673.25	0.00	28,764,673.25	-13.4%

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	59,683,545.20
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	82,566,026.44

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	6,260,329.77	5.6%
4) Books and Supplies		4000-4999	2,796,355.15	351,548.80	-87.4%
5) Services and Other Operating Expenditures		5000-5999	2,387,658.89	1,988,519.90	-16.7%
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	17,426,877.62	-15.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			777,820.84	2,170,244.07	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	0.08	New
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,260,468.84)	(2,050,300.92)	-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)	119,943.15	-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	2,612,660.69	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	1,580,756.93	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	4,085,451.17		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.54		
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			4,059,328.04		
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	116,746.16		
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			116,746.16		
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)			3,942,581.88		

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	2,773,482.99	5.5%
Unemployment Insurance		3501-3502	4,617.06	106,593.88	2208.7%
Workers' Compensation		3601-3602	143,058.33	132,284.61	-7.5%
OPEB, Allocated		3701-3702	680,498.55	713,559.44	4.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,409.70	2,422.22	0.5%
TOTAL, EMPLOYEE BENEFITS			5,929,085.36	6,260,329.77	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	272,965.90	-88.9%
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	351,548.80	-87.4%

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	27,462.00	-15.7%
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	24,563.90	154.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,387,658.89	1,988,519.90	-16.7%
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	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	17,426,877.62	-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	0.08	New
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.08	New
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(2,260,468.84)	(2,050,300.92)	-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	12,680,481.67	-16.9%
2) Instruction - Related Services	2000-2999		3,048,856.42	2,792,487.75	-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	1,578,564.74	-13.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			20,614,684.69	17,426,877.62	-15.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			777,820.84	2,170,244.07	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	0.08	New
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,260,468.84)	(2,050,300.92)	-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)	119,943.15	-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			0.00	0.00	0.0%
		9793			
c) As of July 1 - Audited (F1a + F1b)			3,975,365.54	2,492,717.54	-37.3%
d) Other Restatements			0.00	0.00	0.0%
		9795			
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	2,612,660.69	4.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash			0.00	0.00	0.0%
		9711			
Stores			0.00	0.00	0.0%
		9712			
Prepaid Items			0.00	0.00	0.0%
		9713			
All Others			0.00	0.00	0.0%
		9719			
b) Restricted			1,031,903.76	1,031,903.76	0.0%
		9740			
c) Committed					
Stabilization Arrangements			0.00	0.00	0.0%
		9750			
Other Commitments (by Resource/Object)			0.00	0.00	0.0%
		9760			
d) Assigned					
Other Assignments (by Resource/Object)			1,460,813.78	1,580,756.93	8.2%
		9780			
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties			0.00	0.00	0.0%
		9789			
Unassigned/Unappropriated Amount			0.00	0.00	0.0%
		9790			

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	(1,094,885.78)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	301,217.56		
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	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			(795,255.90)		
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	22,752.74		
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			21,362.95		
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)			(816,618.85)		

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	(577,225.52)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	19,090.09		
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			(558,135.43)		
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	38,996.37		
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			38,996.37		
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)			(597,131.80)		

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	9,928,570.46		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	86,960.17		
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			11,903,580.51		
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	86,857.92		
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			86,857.92		
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)			11,816,722.59		

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	18,386,555.30		
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	16,112,504.54		
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			35,015,855.64		
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	1,316.18		
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			1,316.18		
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)			35,014,539.46		

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	19,584,477.50		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	570,848.67		
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			20,155,326.17		
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)			20,155,326.17		

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	1,087,142.73		
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			1,087,142.73		
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)			1,087,142.73		

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		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	1,813,798.00	1,930,977.00	6.5%
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	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	28,138,958.35	24,329,382.35	-13.5%
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	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			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	28,138,958.35	24,329,382.35	-13.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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	10,287,958.06		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	1,475.98		
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	2,031,605.85		
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			12,571,039.89		
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	348,393.74		
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			348,393.74		
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)			12,222,646.15		

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	372,868,714.00	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)	82,045,872.91	-7.80%	Yes
1st Subsequent Year (2022-23)	83,055,884.00	1.23%	No
2nd Subsequent Year (2023-24)	80,745,499.00	-2.78%	No

Explanation:
(required if Yes)

Services and Other Operating Expenditures 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)	111,490,071.84	-26.84%	Not Met
1st Subsequent Year (2022-23)	109,218,270.00	-2.04%	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)

Services and Other Operating Expenditures 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)	563,666,383.15			
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	563,666,383.15	16,909,991.49	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	12,250,101.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	73,704,980.39	33,207,747.51
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	45,457,848.51
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%	7.4%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	3.2%	5.3%	2.5%

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	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
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)	590,242,725.15	608,810,495.00	607,234,407.00
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)	590,242,725.15	608,810,495.00	607,234,407.00
4. Reserve Standard Percentage Level	2%	2%	2%
5. Reserve Standard - by Percent (Line B3 times Line B4)	11,804,854.50	12,176,209.90	12,144,688.14
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)	11,804,854.50	12,176,209.90	12,144,688.14

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	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	11,758,528.00	12,129,884.00	12,098,362.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	28,764,673.25	28,393,317.25	23,424,839.25
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)	40,523,201.25	40,523,201.25	35,523,201.25
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	6.87%	6.66%	5.85%
District's Reserve Standard (Section 10B, Line 7):	11,804,854.50	12,176,209.90	12,144,688.14
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)	25,951,371.30	29,952,000.00	29,952,000.00
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	15,102,524.00	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

7. Amount included for any tentative salary schedule increases

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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

7. Amount included for any tentative salary schedule increases

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
	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)
24,789,211	26,772,348	28,914,136
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	353,112	355,859
	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	248.1	248.1	248.1

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	3,478,423	3,756,697	4,057,232
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	321,094	327,682
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?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 24, 2021

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?

Yes

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? | <input type="text" value="No"/> |
| A2. Is the system of personnel position control independent from the payroll system? | <input type="text" value="No"/> |
| 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) | <input type="text" value="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? | <input type="text" value="No"/> |
| 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? | <input type="text" value="No"/> |
| A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? | <input type="text" value="Yes"/> |
| A7. Is the district's financial system independent of the county office system? | <input type="text" value="Yes"/> |
| 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) | <input type="text" value="Yes"/> |
| A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months? | <input type="text" value="No"/> |

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

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	90,415,633	101,030,732	124,260,235	126,138,891	117,923,114	121,153,492	168,863,371	144,274,432	147,172,947
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		2,661,377	3,879,451	4,870,470	5,197,684	5,303,581	5,191,251	5,222,443	5,060,419	5,272,944	5,400,204
Employee Benefits	3000-3999		2,444,348	3,719,854	14,036,757	14,183,729	14,502,308	13,994,216	14,236,398	14,364,655	15,521,821	14,227,279
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		1,905,750	3,732,308	4,674,155	7,500,322	6,357,600	7,115,746	5,148,521	6,530,080	6,585,803	6,540,190
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		-	10,793,489	18,317,164	45,566,460	49,911,552	51,985,799	49,420,121	47,801,550	50,340,232	52,191,932	49,452,021
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	17,797,927	10,615,099	23,229,503	1,878,656	(8,215,778)	3,230,378	47,709,879	(24,588,938)	2,898,515	(7,374,292)
F. ENDING CASH (A + E)			90,415,633	101,030,732	124,260,235	126,138,891	117,923,114	121,153,492	168,863,371	144,274,432	147,172,947	139,798,655
G. Ending Cash, Plus Cash Accruals and Adjustments			200,156,464									

21-22 Adopted Budget Cash Flow

May 2022 Projected	June 2022 Projected	Accrual Projected	Adjustments	Total Projected	Budget
139,798,655	143,164,554			\$ -	\$ -
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
5,954,433	5,540,089	2,165,969	\$ -	\$ 61,720,315	\$ 61,720,315
14,240,937	14,511,021	17,134,099	\$ 22,211,723	\$ 189,329,145	\$ 189,329,145
2,214,455	2,350,503	3,633,944	\$ -	\$ 29,444,199	\$ 29,444,199
6,906,572	7,519,937	11,528,889	\$ -	\$ 82,045,873	\$ 82,045,873
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
-	-	-	\$ -	\$ -	\$ -
50,312,690	52,209,130	39,728,864	22,211,723	590,242,726	590,242,726
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	
3,365,899	(28,400,219)	56,734,780	-	98,881,409	\$ (28,657,349)
143,164,554	114,764,335				
				\$ 171,499,115	

21-22 Adopted Budget 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	114,764,335	114,764,335	133,476,846	129,310,605	140,326,306	125,766,377	107,608,912	109,999,430	159,513,428	132,703,317	130,099,072
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		2,681,899	3,909,367	4,908,027	5,237,764	5,344,478	5,231,282	5,262,715	5,099,441	5,313,605	5,441,846
Employee Benefits	3000-3999		2,593,644	3,947,055	14,894,093	15,050,042	15,388,078	14,848,953	15,105,927	15,242,018	16,469,861	15,096,251
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		-	10,745,974	19,843,910	45,548,290	50,168,939	52,469,947	49,583,908	47,673,658	50,631,470	52,385,038	49,520,785
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	(39,728,864)	(18,934,865)	(6,520,871)	(78,639)	(65,910)	72,456	(87,680)	(15,657)	(2,045,744)	(2,013,840)	(2,023,882)
Due To Other Funds	9610	-	-	-	-	-	-	-	-	-	-	-
Current Loans	9640	-	-	-	-	-	-	-	-	-	-	-
Unearned Revenues	9650	-	-	-	-	-	-	-	-	-	-	-
Deferred Inflows of Resources	9690	-	-	-	-	-	-	-	-	-	-	-
Undefined Objects												
SUBTOTAL LIABILITIES		(39,728,864)	(18,934,865)	(6,520,871)	(78,639)	(65,910)	72,456	(87,680)	(15,657)	(2,045,744)	(2,013,840)	(2,023,882)
Nonoperating												
Suspense Clearing	9910											
TOTAL BALANCE SHEET ITEMS		56,734,780	15,573,753	1,074,335	9,995,551	11,612,174	5,766,517	(56,341)	(605,703)	(1,528,699)	(558,871)	(2,731,150)
E. NET INCREASE/DECREASE B - C + D		56,734,780	18,712,512	(4,166,241)	11,015,701	(14,559,929)	(18,157,465)	2,390,518	49,513,998	(26,810,111)	(2,604,245)	(9,408,136)
F. ENDING CASH (A + E)			133,476,846	129,310,605	140,326,306	125,766,377	107,608,912	109,999,430	159,513,428	132,703,317	130,099,072	120,690,936
G. Ending Cash, Plus Cash Accruals and Adjustments			171,499,115									

21-22 Adopted Budget Cash Flow

May 2023 Projected	June 2023 Projected	Accrual Projected	Adjustments	Total Projected	Budget
120,690,936	121,563,368			\$ -	\$ -
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
6,000,349	5,582,810	2,182,671	\$ -	\$ 62,196,253	\$ 62,196,253
15,110,743	15,397,324	18,180,614	\$ 22,211,723	\$ 199,536,326	\$ 199,536,326
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
-	-	-	\$ -	\$ -	\$ -
50,838,616	53,316,329	53,871,908	22,211,723	608,810,495	608,810,495
-	-	-		\$ -	
588,972	(11,921,439)	37,539,913		\$ 96,463,644	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
588,972	(11,921,439)	37,539,913	-	96,463,644	
(1,997,015)	(6,017,216)	-		\$ (39,728,864)	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-		\$ -	
-	-	-	\$ -	\$ -	
(1,997,015)	(6,017,216)	-	-	(39,728,864)	
-	-	-		\$ -	
(1,408,043)	(17,938,655)	37,539,913	-	56,734,780	
872,432	(8,554,849)	9,309,698	-	7,553,883	\$ (49,180,897)
121,563,368	113,008,520			\$ 122,318,218	

21-22 Adopted Budget 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	113,008,520	113,008,520	94,643,715	96,105,761	107,234,762	93,019,654	75,101,219	78,108,633	128,115,032	103,606,692	103,118,698
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		1,785,195	4,443,086	20,192,532	21,409,673	24,132,406	21,459,902	21,474,421	22,781,447	23,214,380	21,597,172
Classified Salaries	2000-2999		2,678,039	3,903,739	4,900,962	5,230,224	5,336,785	5,223,751	5,255,139	5,092,100	5,305,956	5,434,012
Employee Benefits	3000-3999		2,674,451	4,070,029	15,358,131	15,518,938	15,867,506	15,311,585	15,576,565	15,716,895	16,982,993	15,566,587
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		-	8,073,942	17,362,215	45,493,311	50,243,146	52,569,127	49,650,939	47,775,370	50,720,677	52,459,985	49,594,462
D. BALANCE SHEET ITEMS												
<u>Assets and Deferred Outflows</u>												
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)
<u>Liabilities and Deferred Inflows</u>												
Accounts Payable	9500-9599	(53,871,908)	(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		(53,871,908)	(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		9,309,698	(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		9,309,698	(18,364,805)	1,462,047	11,129,001	(14,215,108)	(17,918,435)	3,007,414	50,006,399	(24,508,340)	(487,994)	(7,615,325)
F. ENDING CASH (A + E)			94,643,715	96,105,761	107,234,762	93,019,654	75,101,219	78,108,633	128,115,032	103,606,692	103,118,698	95,503,373
G. Ending Cash, Plus Cash Accruals and Adjustments			122,318,218									

21-22 Adopted Budget Cash Flow

May 2024 Projected	June 2024 Projected	Accrual Projected	Adjustments	Total Projected	Budget
95,503,373	99,026,000			\$ -	\$ -
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
21,352,380	22,414,219	4,809,079	-	\$ 231,065,892	\$ 231,065,892
5,991,712	5,574,774	2,179,529	-	\$ 62,106,723	\$ 62,106,723
15,581,531	15,877,041	18,747,046	22,211,723	\$ 205,061,022	\$ 205,061,022
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
-	-	-	-	\$ -	\$ -
50,998,593	53,545,650	56,535,267	22,211,723	607,234,407	607,234,407
-	-	-	-	\$ -	
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)	(13,808,514)	-	\$ (53,871,908)	
-	-	-	-	\$ -	
-	-	-	-	\$ -	
-	-	-	-	\$ -	
-	-	-	-	\$ -	
-	-	-	\$ -	\$ -	
(7,847)	(5,466,960)	(13,808,514)	-	(53,871,908)	\$ -
-	-	-	-	\$ -	
558,832	(16,937,186)	22,310,555	-	9,309,698	
3,522,627	(7,132,667)	(8,583,019)	-	(29,698,206)	\$ (39,007,904)
99,026,000	91,893,333			\$ 83,310,314	



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.3

Meeting Date: June 24, 2021

Subject: Approve 2021-2022 School Plans for Student Achievement

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading
- Conference/Action
- Action
- Public Hearing

Division: Continuous Improvement and Accountability Office

Recommendation: Approve the 2021-2022 School Plans for Student Achievement (SPSA)

Background/Rationale: Each school participating in state and federally funded programs, per the Consolidated Application (ConApp), is required to develop or update its SPSA on an annual basis. The SPSA is a plan of actions to raise the academic performance of all students. The plan also addresses funding and proposed expenditures related to state and federal categorical programs.

Financial Considerations: Site plans outline goals and actions that will be supported with state and federal funds, as allocated to each respective site, and evaluated for effectiveness.

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Executive Summary
2. Copies of the SPSAs are available for review at: <https://www.scusd.edu/spsa2122>

<p>Estimated Time of Presentation: 25 minutes Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer, Kelley Odipo, Ed.D., State and Federal Programs Director Approved by: Jorge A. Aguilar, Superintendent</p>
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Board of Education Executive Summary

Continuous Improvement and Accountability Office and Office of State and Federal

2021-22 School Plan for Student Achievement
June 24, 2021



I. Overview/History of Department or Program

The district requires that all schools write a School Plan for Student Achievement (SPSA), and requires that each plan show alignment to the goals of the Local Control and Accountability Plan (LCAP). The SPSAs are reviewed by the State and Federal Programs office to ensure compliance with Title I requirements and adherence to the tenets of the Local Control Funding Formula (LCFF).

II. Driving Governance:

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. The plan also addresses funding and proposed expenditures related to state and federal categorical programs. California Education Code section 64001 requires the district to assure that the SPSA has been prepared in accordance with law; that School Site Councils have developed and approved the plan; and that the plan is developed with the review, certification and advice of applicable school advisory committees. Instructions from the LCAP template state that school-specific goals related to the state and local priorities of the SPSA should be aligned and incorporated with the district's LCAP.

III. Budget:

Funds included in the SPSA include federal funds (Title I, School Improvement Grant, Comprehensive Support and Improvement funds), state funds (LCFF supplemental and concentration), and locally-distributed funds (such as Title I funds provided to Priority Schools).

Some schools receive Title I funds based on the percent of low-income students (50% or more). All schools receive LCFF supplemental and concentration funds, based on a weighted formula of the percent of low income and English learner students enrolled. The district has directed sites to distinguish the supplemental and concentration funds that are used for direct services to English learners and low income students by using the designation "LCFF EL" and "Low Income" in the SPSA.

School sites are empowered with local decision-making authority to direct State and Federal funds to support the goals they have set for their students, although federal funds have some restrictions that are based on the Elementary and Secondary Education Act (ESEA).

IV. Goals, Objectives and Measures:

The Equity, Access, and Social Justice Guiding Principle states "all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options." This guiding principle demands that data be used to transparently assess students by name, by need, and by inequities and it serves as the moral call to action to build on the district's foundation while striving for continuous improvement.

Board of Education Executive Summary

Continuous Improvement and Accountability Office and Office of State and Federal

2021-22 School Plan for Student Achievement
June 24, 2021



V. Major Initiatives:

In a process similar to the LCAP, the SPSA is intended to foster a cycle of continuous improvement, beginning with a defined cycle of data inquiry involving school site staff and the School Site Council. This cycle of inquiry became the foundation of the school's comprehensive needs assessment. The Instructional Assistant Superintendents play an instrumental role in assisting site leaders in developing their understanding of the cycle of continuous improvement and data inquiry. To facilitate this work, the SPSA work team developed the SPSA Needs Assessment Cycle of Continuous Improvement Tool.

VI. Results:

Staff recommends that the Board approve the 2021-22 School Plans for Student Achievement.

VII. Lessons Learned/Next Steps:

- Upon adoption, the district may release funds for staff, programs and materials as designated in the SPSAs.
- The Board-adopted SPSAs will be translated as required into the languages that meet the threshold for translation at each site.
- School Site Councils will review the data related to the strategies and activities described in each SPSA.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1

Meeting Date: June 24, 2021

Subject: **Public Hearing: First Reading of Revised Board Bylaws 9121 (President) and 9322 (Agenda/Meeting Materials)**

- 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 Bylaws 9121 and 9322.

Background/Rationale: In accordance with Board Bylaw 9000 (Role Of the Board) (Powers and Responsibilities)), the Board is required to work with the Superintendent to fulfill its major responsibilities, which include “[s]etting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement.”

The revised board bylaws now streamline the agenda setting process to the Board President and Superintendent. Moreover, the revisions confirm the process for the public and other Board Members to submit requests for agenda topics.

No prior updates to the board bylaws have occurred since 2008. Such updates are consistent with the processes used by other school districts throughout California in setting agendas.

Documents Attached:

1. Executive Summary
2. BB 9121 (Redlines)
3. BB 9322 (Redlines)

<p>Estimated Time of Presentation: 5 Minutes Submitted by: Raoul Bozio, In House Counsel Approved by: Jorge A. Aguilar, Superintendent</p>

Board of Education Executive Summary

Legal Department

Revision to Board Bylaws 9121 (President) and 9322 (Agenda/Meeting Materials)

June 24, 2021



I. Overview/History of Department or Program

In accordance with Board Bylaw 9000 (Role Of the Board) (Powers and Responsibilities)), the Board is required to work with the Superintendent to fulfill its major responsibilities, which include “[s]etting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement.”

The current version of Board Bylaw 9121 was adopted in 1998 and was reviewed in 2001 and revised in 2008. The current version of Board Bylaw 9322 was adopted in 1998 and has been revised in 2001 and 2008. The proposed revisions to both bylaws are consistent with the processes used by other school districts throughout California in setting agendas. Further, the revised board bylaws now streamline the agenda setting process to the Board President and Superintendent. Moreover, the revisions confirm the process for the public and other Board Members to submit requests for agenda topics.

II. Driving Governance:

In addition to the aforementioned law, pursuant to Education Code 35145:

(b) An agenda shall be posted by the governing board, or its designee, in accordance with the requirements of Section 54954.2 of the Government Code. Any interested person may commence an action by mandamus or injunction pursuant to Section 54960.1 of the Government Code for the purpose of obtaining a judicial determination that any action taken by the governing board in violation of this subdivision or Section 35144 is null and void.

Pursuant to Government Code section 54954.2, which provides in relevant part:

(a) (1) At least 72 hours before a regular meeting, the legislative body of the local agency, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. A brief general description of an item generally need not exceed 20 words. The agenda shall specify the time and location of the regular meeting and shall be posted in a location that is freely accessible to members of the public and on the local agency’s Internet Web site, if the local agency has one. If requested, the agenda shall be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, to

Board of Education Executive Summary

Legal Department

Revision to Board Bylaws 9121 (President) and 9322 (Agenda/Meeting Materials)

June 24, 2021



whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

III. Budget:

The proposed bylaws are intended to streamline and clarify the agenda setting process.

IV. Goals, Objectives and Measures:

Pursuant to the Board's code of ethics under Board Bylaw 9271, each Board member shall "[e]ncourage ideas and opinions from the residents of the district and endeavor to incorporate community views into the deliberations and decisions of the Board." As such, the goal is for the District to establish sound bylaws that establish the agenda setting process and encourage community involvement in the schools in accordance with the law.

V. Major Initiatives:

These bylaws are critical for streamlining and clarifying the agenda setting process and specifically, encouraging community involvement in the schools and meetings.

VI. Results:

Approval of revision to Board Bylaws 9121 and 9322.

VII. Lessons Learned/Next Steps:

Adoption of revised Board Bylaws 9121 and 9322 concerning the Board President and agenda/meeting materials. Information and correspondences concerning this matter have previously been shared with the District and the Board. Further updates will be provided as necessary.

Sacramento City USD

Board Bylaw

President

BB 9121

Board Bylaws

The president shall preside at all Governing Board meetings. He/she shall:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board in its proper order.
3. Enforce the Board's policies relating to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if it is not clear to every member.
6. Restrict discussion to the question when a motion is before the Board.
7. Rule on issues of parliamentary procedure.
8. Put motions to a vote, and state clearly the results of the vote.
9. Be responsible for the orderly conduct of all Board meetings.

(cf. 9323 - Meeting Conduct)

The president shall have all the rights of any member of the Board, including the right to move, second, discuss, and vote on all questions before the Board.

The president shall also perform other duties in accordance with law and Board policy including, but not limited to:

1. Signing all instruments, acts, and orders necessary to carry out state requirements and the will of the Board.
2. Consulting with the Superintendent or designee ~~and Board Executive Committee~~ on the preparation of the Board's agendas as needed.

(cf. 9322 - Agenda/Meeting Materials)

3. Appoint and disband all committees, subject to Board approval.

(cf. 9130 - Board Committees)

4. Call such meetings of the Board as he/she may deem necessary, giving notice as prescribed by law.

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

5. Confer with the Superintendent or designee on crucial matters which may occur between Board meetings.

6. Work with the Superintendent to ensure that Board members have necessary materials and information.

7. Share informational mail with other Board members.

8. Representing the district as governance spokesperson, in conjunction with the Superintendent.

(cf. 1112 - Media Relations)

When the president resigns or is absent or disabled, the first vice president shall perform the president's duties. When both the president and first vice president are absent, the second vice president shall perform the president's duties.

Legal Reference:

EDUCATION CODE

35022 President of the board

35143 Annual organizational meetings; dates and notice

GOVERNMENT CODE

54950-54963 Ralph M. Brown Act

Management Resources:

CSBA PUBLICATIONS

Board Presidents' Handbook, revised 2002

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardsmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>

Bylaw SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted: November 16, 1998 Sacramento, California

reviewed: November 5, 2001

revised: November 6, 2008

revised: August , 2021

Board Bylaw

Agenda/Meeting Materials

BB 9322

Board Bylaws

Governing Board meeting agendas shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)

(cf. 9321- Closed Session Purposes and Agendas)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. The agenda shall also provide members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

(cf. 9323 - Meeting Conduct)

The agenda shall specify that an individual who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Board of Education Office at least two days before the meeting date.

Agenda Preparation

The Board ~~President Executive Committee~~ and the Superintendent shall prepare the agenda for each regular and special meeting.

Any Board member, the Superintendent, a staff member, or any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and be submitted to the Board President and Superintendent or designee with supporting documents and information, if any, at least ten days before the scheduled meeting date. Items submitted less than ten days before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue. ~~The Board of Education Specialist will place the request on the Board Executive Committee agenda.~~

Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, the Board ~~President Executive Committee~~ and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

The Board ~~President Executive Committee~~ and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item, informational item or consent item. The individual or group who submitted the item for the ~~Board Executive Committee~~ agenda will be notified by the Board of Education Specialist of the status of their request. In addition, this status will be reported to Board members.

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

(cf. 9323.2 - Actions by the Board)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1340 - Access to District Records)
(cf. 3320 - Claims and Actions Against the District)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Consent Items

In order to promote efficient meetings, the Board may act upon more than one item by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature or items for which no Board discussion is anticipated and for which the Board ~~President Executive Committee~~ and the Superintendent recommend approval.

In accordance with law, the public has a right to comment on any consent item. At the request of any member of the Board, any item on the consent agenda shall be removed and given individual consideration for action as a regular agenda item.

Agenda Dissemination

A copy of the agenda shall be forwarded to each Board member at least three days before each regular meeting, together with minutes to be approved; copies of communications; and other available documents pertinent to the meeting.

When special meetings are called, the Superintendent and Board ~~P~~president shall make every effort to distribute the agenda and supporting materials to Board members as soon as possible.

Board members shall review agenda materials disseminated to the Board before each meeting. Individual members may confer directly with the Superintendent or designee to request additional information on agenda items.

Upon request, the Superintendent or designee shall make the agenda and/or agenda packet available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

The Superintendent or designee shall make available the agenda on the district website and mail a copy of the agenda, or a copy of all the documents constituting the agenda packet, to any person who requests the items. The materials shall be mailed, and made available on the district's website, at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. Failure of the requesting person to receive the agenda or agenda packet, or failure to make available the documents constituting the agenda packet on the district's website pursuant to this Bylaw, shall not constitute grounds for invalidation of the actions of the legislative body taken at the meeting for which the agenda or agenda packet was not received or the agenda packet was not posted on the district website. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee as determined by the Superintendent or designee.

Legal Reference:

EDUCATION CODE

35144 Special meetings

35145 Public meetings

35145.5 Right of public to place matters on agenda

GOVERNMENT CODE

6250-6270 Public Records Act

53635.7 Separate item of business

54954.1 Mailed agenda of meeting

54954.2 Agenda posting requirements; board actions

54954.3 Opportunity for public to address legislative body

54954.5 Closed session item descriptions

54956.5 Emergency meetings

54957.5 Public records

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.160 Effective communications

36.303 Auxiliary aids and services

COURT DECISIONS

Caldwell v. Roseville Joint Union HSD, 2007 U.S. Dist. LEXIS 66318

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2007

Guide to Effective Meetings, rev. 2007

Maximizing School Board Leadership: Boardsmanship, 1996

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, California Attorney General's Office, rev. 2003

CALIFORNIA CITY ATTORNEY PUBLICATIONS

Open and Public III: A User's Guide to the Ralph M. Brown Act, 2000

WEB SITES

CSBA, Agenda Online:

<http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>

California Attorney General's Office: <http://www.caag.state.ca.us>

Bylaw SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted: November 16, 1998 Sacramento, California

reviewed: November 5, 2001

revised: November 20, 2008

revised: August , 2021



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.2

Meeting Date: June 24, 2021

Subject: **Public Hearing for Resolution No. 3209: Resolution of Intention to Convey Public Utilities Easement Entitlements 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: Provide a Public Hearing on Resolution No. 3209, which declares the District's Intention to Convey Public Utilities Easement Entitlements to the County of Sacramento at Fern Bacon Middle School.

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 adopted Resolution No. 3209 at its June 10, 2021, Board of Education Meeting. Resolution No. 3209, declared the District's intention to convey District property located at 4140 Cuny Ave Sacramento, CA 95823 to the County of Sacramento for a public right of way easement.

Pursuant to Education Code 17558, copies of the adopted Resolution No. 3209 are posted in three public places within the District and a Notice of Public hearing was published in the Sacramento Bee on June 11, 2021.

Financial Considerations: N/A

LCAP Goal(s): Operational Excellence

Documents Attached:

1. Executive Summary
2. Notice of Public Hearing

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

Board of Education Executive Summary

Facilities Support Services

Public Hearing for Resolution No. 3209: Resolution of Intention to Convey Public Utilities Easement Entitlements to the County of Sacramento at Fern Bacon Middle School
June 24, 2021



I. Overview/History of Department or Program

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.

To initiate the process for an easement, Education Code 17557 specifies that the District has to provide a resolution of its intention to dedicate real property. On the June 10, 2021, Board of Education Meeting, the Governing Board adopted Resolution No. 3209 which declared the District's intention to convey District property located at 4140 Cuny Ave Sacramento, CA 95823 to The County of Sacramento for a public utilities easement.

Thereafter, Pursuant to Education Code 17558, copies of Resolution No. 3209 are posted in three public places within the District and a Notice of Public Hearing was published in the Sacramento Bee on June 11, 2021.

II. Driving Governance:

Education Code Article 15 §17556-17561

III. Budget:

N/A

IV. Goals, Objectives and Measures:

Convey Public Utilities Easement Entitlements to the County of Sacramento to improve the pedestrian network at Fern Bacon Middle School.

V. Major Initiatives:

N/A

VI. Results:

Upon completion, Fern Bacon Middle School will have an improved pedestrian network at Fern Bacon Middle School provided by County of Sacramento for its operations.

VII. Lessons Learned/Next Steps:

Adopt Resolution No. 3210, which conveys Public Utilities Easement Entitlements to the County of Sacramento at Fern Bacon Middle School.

Sacramento City Unified School District
Compliance with Education Code Article 15 [17556-17561] Dedication of Real Property

NOTICE OF PUBLIC HEARING

The Sacramento City Unified School District hereby gives notice that a
Public Hearing will be held as follows:

Topic of Hearing:

**Public Hearing on Resolution No. 3209:
Resolution of Intention to Convey Public Utilities and Public Facilities Easement Entitlements
to the County of Sacramento at the Fern Bacon Middle School**

Copies of this resolution may be inspected at:

**Serna Educational Center
5735 47th Avenue
Sacramento, CA 95824**

**SCUSD Maintenance Office
425 1st Ave
Sacramento, CA 95818**

**Fern Bacon Middle School
4140 Cuny Ave
Sacramento, CA 95823**

The Sacramento City Unified School District Governing Board will consider adoption of a
Resolution to Convey Public Utilities Easement Entitlements to the County of Sacramento at
Fern Bacon Middle School.

HEARING DATE: Thursday, June 24, 2021

TIME: 6:00 P.M.

LOCATION: Virtual livestream at <https://www.scusd.edu/post/watch-meeting-live>

Due to the COVID-19 pandemic, no physical location of the meeting will be
provided to the public.

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. 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/SCUSDcommentJune24>; 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 24, 2021.

FOR ADDITIONAL INFORMATION CONTACT: SCUSD Facilities Support Services Department
(916) 395-3970 Extension 450005.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.3

Meeting Date: June 24, 2021

Subject: **Public Hearing: SCUSD SELPA Local Plan – Governance, Annual Budget Plan, Annual Service Plan (Christine Baeta, Sadie Hedegard, and Geovanni Linares)**

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Special Education

Recommendation: Approve & Adopt

Background/Rationale: The SCUSD SELPA Local Plan is annually required to be adopted by the District Governing Board. For the 2021-2022 school year, the Local Plan update includes updates to the Governance, Annual Budget, and Annual Service Plan sections. These updates are in alignment with new CDE policies on having all SELPAs in the state use consistent forms.

The Annual Service Plan describes the full continuum of services provided by the District in service to students with disabilities.

The Annual Budget Plan describes those funds received in accordance with California Education Code 56836 and the expenditure of those funds.

The Governance section describes the functioning of the SELPA.

Financial Considerations: The SCUSD SELPA receives federal, state, and local funds to provide supports and services. The District also provides a local contribution to make up the needed funds to provide full continuum of services.

LCAP Goal(s): NA

Documents Attached:

1. SELPA Local Plan

Estimated Time of Presentation: 10 minutes

Submitted by: Christine Baeta, Chief Academic Officer, Dr. Sadie Hedegard, and Geovanni Linares

Approved by: Jorge A. Aguilar, Superintendent

LOCAL PLAN
Section A: Contacts and Certifications
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2021–22 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration
- Local Plan Section B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- Local Plan Section D: Annual Budget Plan
- Select if this Local Plan Section D submission was revised after June 30th due date
- Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- Local Plan Section E: Annual Service Plan
- Select if this Local Plan Section E submission was revised after June 30th due date
- Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA

Fiscal Year

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Sacramento City Unified"/>		
Street Address	<input type="text" value="5735 47th Avenue"/>	Zip Code	<input type="text" value="95824"/>
City	<input type="text" value="Sacramento"/>	County	<input type="text" value="Sacramento"/>
Mailing Address	<input type="text" value="5735 47th Avenue"/>		
City	<input type="text" value="Sacramento"/>	Zip Code	<input type="text" value="95824"/>
Administrator First Name	<input type="text" value="Geovanni"/>	Administrator Last Name	<input type="text" value="Linares"/>
Administrator Title	<input type="text" value="Director, SELPA"/>		
Administrator's Email	<input type="text" value="geovanni-linares@scusd.edu"/>		
Telephone	<input type="text" value="(916) 643-9163"/>	Extension	<input type="text"/>

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name	<input type="text" value="Sacramento City Unified SELPA"/>		
Street Address	<input type="text" value="5735 47th Avenue"/>	Zip Code	<input type="text" value="95824"/>

Section A: Contacts and Certifications

SELPA Fiscal Year

City County
Contact First Name Last Name
Contact Title
Email
Telephone Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

Section A: Contacts and Certifications

SELPA

Fiscal Year

COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

Section A: Contacts and Certifications

SELPA

Fiscal Year

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by EC sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-				
-				

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1: SELPA Local Plan Section B: Governance and Administration

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)

Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2021–22 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No (If the answer is “NO,” please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Yes No (If the answer is “NO,” please include comments.)

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the *Individuals with Disabilities Education Act (IDEA)*, Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the *Federal Rehabilitation Act of 1973*, 29 *USC*, Chapter 16 as applicable; the *Federal Americans with Disabilities Act of 1990*, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

C2-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No (If the answer is “NO,” please include comments.)

C2-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Yes No (If the answer is “NO,” please include comments.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

SELPA

Fiscal Year

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

Sacramento City Unified School District is a single district SELPA in the City and County of Sacramento. SCUSD is the 10th largest public K-12 district in California and one the oldest in the western United States (established in 1854). SCUSD serves approximately 42,000 students across 75 school sites spanning 70 square miles inclusive of both rural and urban settings. The diversity of Sacramento, one of the nation's most ethnically and linguistically diverse cities is reflected in the district's demographics. Latinx students make up 40 percent of the student population, Asian and Pacific Islander 19 percent, African American students 15 percent, and White students 17 percent. More than 51 languages are spoken by students and families in the district and 31 percent are English learners. More than 71 percent of the district's student population are considered socioeconomically disadvantaged. Special Education serves approximately 7400 students with disabilities ages 3-22. Services to infants (0-2) with low incidence disabilities are provided by the Sacramento County Office of Education. Infants and toddlers with other developmental disabilities are served by the Alta California Regional Center.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

SCUSD is a single district SELPA. Pursuant to Sections 56195 and 56200 of the California Education Code, the Governing Board of the District has the responsibility to adopt a plan to assure access to special education and services for all eligible students with disabilities residing in the geographic area served by SCUSD. The goal of special education is to help students disabilities become increasingly independent as they move through the grade levels. Close collaboration between the special education and general education staff and administrators is a priority to reach this goal for all students with disabilities.

RESPONSIBILITIES OF LOCAL SCUSD BOARD MEMBERS

The SCUSD Board of Education shall:

SELPA

Fiscal Year

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the SELPA.
2. Enter into an agreement with other agencies participating in the plan for the purpose of delivery of services and programs by approving the Local Plan.
3. Review and approve revisions of the SCUSD Local Plan for Special Education.
4. Participate in the governance of the SCUSD SELPA through its designated representative, the SCUSD Special Education Administrator/SELPA Administrator. The SELPA Administrator has the authority to act as the board designee to approve and amend policies as necessary.

ROLE OF THE SELPA ADMINISTRATOR

The Administrator of SELPA is the primary administrator responsible for the operation of the SELPA. The SELPA responsibilities of the Administrator include coordination and administration of the SELPA and the Local Plan. The Administrator oversees the following:

1. Coordinated system of identification and assessment
2. Coordinated system of procedural safeguards
3. Coordinated system of staff development and parent education
4. Coordinated system of curriculum development and alignment with the core curriculum
5. Coordinated system of internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism
6. Coordinated system of data collection and management
7. Coordination of inter-agency agreements
8. Coordination of services to medical facilities
9. Coordination of services to licensed children's facilities and foster family homes
10. Preparation and transmission of required SELPA reports
11. Fiscal and logistical support of the Community Advisory Committee
12. Coordination of transportation services for students with disabilities

SELPA

Fiscal Year

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The Board of education and District Superintendent authorize the SELPA Director to act on their behalf to make recommendations and decisions regarding the provision of a full continuum of special education services within the SELPA. The SELPA Director reports to the Assistant Superintendent of Special Education, Innovation & Learning . The SELPA Director consults regularly with the Assistant Superintendent. The Assistant Superintendent regularly consults with the Chief Academic Officer who regularly communicates with the Superintendent regarding special education services within the District. The Board of Education is the final authority for formal policies that impact the governance and administration of the SELPA.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The Sacramento City Unified SELPA is a single district SELPA. The Sacramento County Office of Education has final authorization authority over Sacramento City Unified SELPA revised Local Plan once approved by the Sacramento City Unified Board of Education.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

It is the policy of the Sacramento City Unified SELPA that a request by a charter school to participate as a Local Educational Agency (LEA) within the Special Education Local Plan Area (SELPA) will not be treated differently from a similar request made by a school district.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

Community Advisory Committee

The members of the community advisory committee are appointed by, and responsible to, the governing board of each participating charter LEA, district or county office, or any combination thereof participating in the local plan (California Ed. Code 56191). The community advisory committee is composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of

Section B: Governance and Administration

SELPA Sacramento City Unified

Fiscal Year 2021-22

individuals with exceptional needs (California Ed. Code 56192).

When developing the SELPA Local Plan, the CAC shall:

1. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan.
2. Encourage public involvement in the development and review of the local plan.
3. Assist in parent education and in recruiting parents/guardians, volunteers, and agencies that may contribute to the implementation of the Local Plan.
4. Encourage community awareness and involvement in the development and review of the Local Plan.
5. Serve as an advisory committee in the development and review of the Local Plan, Annual Budget Plan and Annual Service Plan for the SELPA
6. Have 30 days to review the Local Plan prior to submission to the California Department of Education for review and approval.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

When engaging in either an annual or triennial review of the SELPA local plan, or when making updates and/or adjustments to the SELPA local plan, various representatives from member LEA representatives will be organized to form a work group that consist of the following individuals:

1. SELPA Director
2. Member LEA Administrator(s)
3. Member LEA regular and special education teachers (selected by member LEA administrators)
4. SELPA Administrative Unit representative from Business Services
5. Volunteer parent representative(s) and the SELPA Community Advisory Committee chair
6. Community partners and agencies who advocate for or the deliver special education services

Section B: Governance and Administration

SELPA

Fiscal Year

The purpose of the work group is to advise the SELPA Director regarding any omissions, changes or preservation of language regarding the SELPA governance, budgetary allocation of fiscal resources and allocation of special education services in the Local Plan. The work group will advise on the update of such language to be in accordance and compliant with California Education Code or local policies and procedures.

Any proposed content changes regarding SELPA governance and administration (Local Plan Section B) following the work group advisory reviews; such proposed changes are to be reviewed, discussed and approved by the SCUSD Governing Board prior to being sent to CDE for final review and approval.

The SELPA Annual Budget Plan (Local Plan Section D and associated attachments) and Annual Service Plan (Local Plan Section E and associated attachments) are developed each year. Members of the work group will advise the SELPA Director on content within each plan. Upon completion of both plans, the SCUSD SELPA will publicly post a notice of public hearing at least 15 days prior to the date of the public hearing. During the public hearing, members of the SCUSD Governing board will review and approve the plans for submission to the California Department of Education by June 30 annually.

All approved sections of the Local Plan will be posted on the SCUSD SELPA website.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The Sacramento City Unified School District (SCUSD) will serve as the Administrative Unit (AU) for the Sacramento City Unified SELPA. It shall be responsible for functions such as, but not limited to:

- Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- Provision of administrative support
- The employment of staff to support SELPA functions.

The Sacramento City Unified SELPA is designated as the responsible local agency (RLA) for the administration and implementation of the Local Plan, including the provision of a continuum of program options and services. The SELPA shared responsibility for fiscal administrative support and for coordination and implementation of the approved Allocation

Section B: Governance and Administration

SELPA

Fiscal Year

Plan. The Sacramento City Unified SELPA will have no responsibility to operate any direct educational services, but will help to coordinate available resources across the SELPA. The Sacramento City Unified SELPA is responsible for its membership to be compliant with all applicable laws and regulations related to the provision of special education and related services.

9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

As a single-district SELPA the Sacramento City Unified SELPA is responsible for the education of all students with disabilities, including students in charter schools that are members of the SELPA, residing within the geographical area of the district.

The Sacramento City Unified SELPA has a contractual agreement with the Sacramento County Office of Education to provide services to its infants and toddlers, students with significant cognitive and physical needs, and students residing in the juvenile court system.

Additionally, the Sacramento City Unified SELPA has a memorandum of understanding (MOU) with Alta California Regional Center for the provision of services for its infants and toddlers students with disabilities.

Additional participating agencies may enter into contractual agreements with the Sacramento City Unified SELPA to meet the requirements of applicable federal and state laws. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities designated within the Local Plan. Each agency shall provide special education and related services to all eligible students including students attending charter schools where the Sacramento City Unified SELPA has granted that charter.

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

Section B: Governance and Administration

SELPA

Fiscal Year

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

NA

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

NA

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The SELPA Director is an employee of the Sacramento City Unified School District (AU) and reports to the Assistant Superintendent of Special Education, Innovation & Learning. The SELPA Director supervises staff employed by the District to support the implementation, monitoring, & evaluation of the Local Plan.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

All SELPA funds flow through the Sacramento City Unified School District (AU) and are provided to the SELPA for the provision of special education services throughout the SELPA.

c. The operation of special education programs:

The SCUSD Superintendent is responsible for special education programs operated by the SELPA and for implementing all requirements of the Local Plan.

The SCUSD SELPA Administrator, under the supervision of the SCUSD Assistant Superintendent, is responsible for the coordination of special education services and programs within SCUSD and for the implementation of the Local Plan. The SELPA Administrator is subject to the Administrative Unit's (AU) policies and procedures for day-to-day operations. The Assistant Superintendent of Special Education and SELPA Administrator are given authority to implement policies and procedures.

Section B: Governance and Administration

SELPA

Fiscal Year

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The SELPA Administrator, in collaboration with the Business Services Department, is responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

The SCUSD SELPA provides specialized equipment and services to all students eligible for special education within the geographical jurisdiction of the SELPA in the least restrictive environment.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

Section B: Governance and Administration

SELPA

Fiscal Year

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

“It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.” The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4)

Policy/Procedure Number:

Document Title:

Document Location:

“It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student’s

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progress and make appropriate revisions.” The policy is adopted by the SELPA as stated:

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at

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least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools: 20 USC Section 1412(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number:
Document Title:
Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:
Document Title:
Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19)

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Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:

Document Title:

Document Location:

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Description:

Direct instructional support provided by Program Specialist:

The Program Specialist duties may be performed by SCUSD Program Specialists:

Program specialist support services may be available to individuals with exceptional needs, their families, and district staff upon LEA request. Program Specialist/Administrator of Teaching & Learning personnel requirements:

- holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization,
- has advanced training and related experience in the education of individuals with exceptional needs and has a specialized in-depth knowledge in one or more areas of major disabilities, preschool disabilities, or career vocational development.

Role of the RLA/AU:

The Administrative Unit (AU) for the Sacramento City Unified SELPA will be responsible for functions such as, but not limited to:

- Receipt and distribution of special education funds to district accounts for the Special education programs and services, pursuant to state and federal law.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- Employment of staff to support SELPA functions.
- Submission of all SELPA budgets for SCUSD Governing Board approval, receiving, and expending those funds, based upon the needs of special education students residing in the Local Plan area.
- Employ a SELPA Director to coordinate implementation of the Local Plan throughout the Local Plan area and with other SELPAs, as appropriate.

Role of the SELPA Director:

The SELPA Director is a full-time employee who coordinates the operation of all special education services of the SELPA pursuant to law

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and will administer those functions delegated to the SELPA pursuant to the Local Plan adopted by the SCUSD Governing Board.

The SELPA Director serves under the direction of the Assistant Superintendent of Special Education Innovation & Learning and assumes responsibility for duties delegated by the Assistant Superintendent, Chief Academic Officer, and Superintendent.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Description:

Direct instructional support provided by Program Specialist:

Program Specialist may observe, consult with, and assist member LEA resource specialists, related services providers, and special day class teachers to assist in the referral, identification and assessment process.

Role of the RLA/AU:

The role of the RLA/AU related to the coordinated system of identification and assessment is highlighted by supporting child find awareness activities through social media, SCUSD website, and other informational activities and community events.

Role of the SELPA Director:

The SELPA Director assists the conduct of child find activities through:

- Annual distribution of child find materials to local child care facilities, private schools, medical offices, nonprofit organizations focused on serving children and interested parties.
- Staffing community events and distributing child find activities.
- Maintaining child find information on the SCUSD SELPA website.
- Providing workshops on child find.
- Providing technical assistance and guidance to school sites,

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3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description: **Direct instructional support provided by Program Specialist/ Administrator:**

The Administrator of Teaching & Learning may provide alternate dispute resolution as requested by parents.

The program specialists assure procedural safeguards by providing technical assistance and guidance on forms and procedures to school sites in the areas of assessment, identification, and placement.

Role of the SELPA Director:

The SELPA Director ensures the implementation of all federal, state and local responsibilities of the SELPA including procedural safeguards. The SELPA provides alternate dispute resolution as requested by parents. The SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA also assures procedural safeguards by providing technical assistance and guidance on forms and procedures in the areas of assessment, identification, and placement. The SELPA provides parents with a copy of their procedural safeguards upon request and will maintain a copy on their website.

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

Document Title:

Document Location:

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Description:

Direct instructional support provided by Program Specialist:
The Program Specialist may provide direct staff support and coaching, staff development and program development.

Role of the SELPA Director:
The SELPA works cooperatively with the local community agencies to provide parent and guardian education. The SELPA collaborates with neighboring SELPAs to provide regional trainings to support ongoing professional development. The SELPA Director will arrange for trainings and supports as requested, or determined appropriate.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

Document Title:

Document Location:

Description:

Direct instructional support provided by Program Specialist:
The Program Specialist may guide sites to curricular resources aligned to the core curriculum for students with disabilities.

Role of the SELPA Director:
The SELPA Director will provide technical assistance and arrange for staff development, as requested or determined appropriate.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

Document Title:

Document Location:

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Description:

action is the responsibility of the SEPA director/ designee. Equal access to programs and services is assured through monitoring of IEP documents, through professional development provided annually to all site IEP teams, and frequent attendance at IEP meetings by District administrative personnel.

The superintendent/Designee of the District shall review proposed policies, review the efficiency and effectiveness of resource allocations, review planning documents and annual reports related t present and future services and programs of the local plan.

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

Direct instructional support provided by Program Specialist:

The Program Specialist may review special education data to target professional development and provide technical assistance to sites.

Role of the SELPA Director:

The SELPA Director:

- Ensures timely collection of data for state reporting.
- Provides technical assistance and training upon request.
- Approves the California Longitudinal Assessment and Pupil Data System (CALPADS) and DRDP data submissions as required by the California Department of Education.

8. Coordination of interagency agreements:

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Reference Number:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

10. Coordination of services to licensed children's institutions and foster family homes:

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Reference Number:

Document Title:

Document Location:

Description: **Direct instructional support provided by Program Specialist:**

The Program Specialist/ Administrators may ensure member LEA students have access to a full educational opportunity. The program specialist may support member in connecting with licensed children's institutes and foster family homes upon request.

Role of the SELPA Director:

The SELPA will facilitate the development of agreements associated with licensed children's institutions and foster families to support in gaining access to the provision of IEP mandated educationally related services delivered either in person or at a distance via telehealth electronic platforms.

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

Document Title:

Document Location:

Description: **Direct instructional support provided by Program Specialists:**

Not applicable.

Role of the SELPA Director:

The SELPA Director will ensure timely transmission of required reports and provide technical assistance in completing reports.

12. Fiscal and logistical support of the CAC:

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Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="The SELPA shall establish and support a Community Advisory Committee (CAC) which will serve in an advisory capacity to the SELPA administration in accordance with California Education Codes 56190-56194."/>

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="Direct instructional support provided by Program Specialist:

Not applicable.

Role of the SELPA Director:

The SELPA Director will coordinate LEA medi-cal billing training to the transportation department that provide transportation to medically fragile students with a disability. Upon request and need, SELPA Director will facilitate the development of agreements between SCUSD and local transportation entities to safely transport students to and from home to their respective school."/>

14. Coordination of career and vocational education and transition services:

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text"/>

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15. Assurance of full educational opportunity:

Reference Number:	<input type="text"/>
Document Title:	Sacramento City Unified SELPA Local Plan
Document Location:	SELPA Office and Website
Description:	It is the policy of the Sacramento City Unified SELPA that a free appropriate public education is available to all children residing in the LEA between the ages of 3 and 21, inclusive.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:	<input type="text"/>
Document Title:	Sacramento City Unified SELPA Local Plan
Document Location:	SELPA Office and Website
Description:	It shall be the policy of Sacramento City Unified SELPA is to provide assurances that funds received will be expended in accordance with the applicable provisions of IDEA, state, and local funds. The SELPA administrator submits the annual budget plan, and creates and coordinates reports and accounting of special education funding.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:	<input type="text"/>
Document Title:	Sacramento City Unified SELPA Local Plan
Document Location:	SELPA Office and Website
Description:	Under the direction of the SELPA Director, Administrators of Teaching & Learning & Program Specialists will assist in the direct delivery and support of all special education programs and services including the many listed activities described in this section of the Local Plan.

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Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text"/>

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<input type="text" value="Members of the public, including parents or guardians of individuals with exceptional needs, are encouraged to contact the School Site Special Education Case Manager and/or the School Site Administrator, then the Administrator of Teaching & Learning, then to contact the SELPA Office. Information will also include for parents of students with disabilities who wish to file a complaint with the California Department of Education or request for due process with the Office of Administrative Hearings."/>

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:	<input type="text"/>
Document Title:	<input type="text" value="Sacramento City Unified SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
	<input type="text" value="The safeguards include an entire section promoting the use of"/>

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Description:

alternative dispute resolution (ADR) processes to resolve problems at the early stages of dissatisfaction or conflict. The District will continue to promote and utilize ADR. The updated SELPA Procedural guide will provide guidance on ADR and the development of a parental Special Education Handbook will also highlight effective conflict resolution strategies as well as means for addressing questions or concerns.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

Document Title:

Document Location:

Description:

Appropriate interventions within the general education setting are considered and/or utilized, and documented, prior to a referral for a special education assessment. The SELPA will work with other District personnel to ensure a robust Response to Intervention system is in place as a part of high quality Multi-Tiered System of Support in order to effectively support students in the least restrictive environment.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

Document Title:

Document Location:

Description:

The Sacramento City Unified Governing Board contracts with Non-Public Schools and the SELPA has the authority and responsibility to visit, observe, monitor, and report on the educational program. The SELPA may choose to administer additional assessments as necessary, with parental consent, to determine whether the student is making appropriate educational progress.

Additionally, the SELPA has the responsibility to ensure that each

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6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number:

Document Title:

Document Location:

Free Appropriate Public Education (“FAPE”)

Every individual with exceptional needs who is eligible to receive special education instruction and related services under the Individuals with Disabilities Act (“IDEA”) and state special education laws, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her. A FAPE shall be available to individuals with exceptional needs in accordance with 20 U.S.C. §1412(a)(1) and 34 C.F.R. §300.101.

Eligible Adults

Adults who are aged 18-22 years, have not graduated with a high school diploma, who, at the time they have turned 18 were identified as an individual with exceptional needs and had an individualized education program (“IEP”) under the IDEA, are also entitled to a FAPE (hereinafter (“eligible adults”).) (See 20 U.S.C. §1400(d)(1)(A), (B), (C); 20 U.S.C. § 1412(a)(1)(A); California Ed. Code §56000, 56026(c)(4).)

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This applies to adults imprisoned in California adult jails and prisons. However, an individual aged 18 through 21 years, who, in the educational placement prior to his or her imprisonment in an adult correctional facility was not identified as an individual with an exceptional need or did not have an IEP under the IDEA, is not entitled to a FAPE. (20 U.S.C. §1412(a)(1)(B); California Ed. Code, §56040(b).)

District of Residence Responsibilities

For eligible adults who prior to reaching the age of majority resided within the Sacramento City Unified Special Education Local Plan Area (“SELPA”) geographic boundaries, the applicable local educational agency within the SELPA shall ensure they have available to them a FAPE. If the parent relocates to a new district of residence, the new district of residence shall become the responsible local educational agency (“LEA”). If the student is conserved, the district of residence of the conservator shall attach and remain the responsible local educational agency, as long as and until the conservator relocates or a new one is appointed. At that time, the new district of residence shall attach and become the responsible local educational agency. (Added by Stats. 1992, c. 1360 (A.B. 2773), §8.)

Child Find

The Individuals with Disabilities Education Act (IDEA) requires that students who are in need of special education be identified. This “child find” responsibility extends to nontraditional settings or students such as highly mobile students. In California, local educational agencies (LEAs) must “actively and systematically” seek out all individuals with exceptional needs. The SELPA local plan ensures their LEA are in compliance with all state and federal laws, including child find. This responsibility includes identifying adult students in a county jail within the SELPA who remain eligible for special education services, through means such as self-reporting, interviewing, and requesting prior school records. In certain cases, the SELPA in which the county jail is located may identify an eligible adult student whose responsible LEA is located outside the SELPA. In such cases, it is recommended that the SELPA work with the sheriff and the responsible SELPA/LEA to assist the eligible adult student in contacting the responsible SELPA/LEA. This may include contacting the responsible SELPA/LEA on the eligible adult student’s behalf, and/or providing contact information for the responsible SELPA/ LEA to the sheriff, and/or providing contact information for the responsible SELPA/LEA to the eligible adult student.

Description:

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Individualized Education Program

Once the LEA is informed that one of its residents is an eligible adult imprisoned at an adult correctional facility, it will revise the individual’s IEP as necessary, including conducting an annual review, as needed, subject to the cooperation of the correctional facility where the student is located. The LEA will determine whether the qualified individual is provided a FAPE pursuant to IDEA and corresponding California Education Code. To receive special education services while imprisoned, a qualified individual must consent to the receipt of such services and enroll in the adult education program at the adult correctional facility.

Limitations

The following special education exemptions apply to eligible individuals who are convicted as adults under State law and imprisoned in adult prisons:

1. The requirements set out in 20 U.S.C. § 1412(a)(16) and 20 U.S.C. §1414(d)(1)(A)9i)(VI) (relating to participation in general assessments) do not apply. Eligible individuals convicted as adults under State law and imprisoned in adult prisons are exempted from participation in State and district-wide assessment programs under the IDEA.
2. The requirements of items (aa) and (bb) of 20 U.S.C. §1414(d)(1)(A) (i)(VIII) (relating to transition planning and transitional services), do not apply with respect to such individuals whose eligibility under the IDEA will end, because of their age, before such individuals will be released from prison.
3. If an individual with a disability is convicted as an adult under state law and imprisoned in an adult prison, the individual’s IEP Team may modify the individual’s IEP or placement notwithstanding the least restrictive environment (“LRE”) requirements of 20 U.S.C. § 1414(d)(1)(A) and the IEP contents requirements of 20 U.S.C. § 1414(d)(1)(A) if there is a bona fide security or compelling penological interest that cannot otherwise be accommodated.

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA

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Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Pursuant to California *Education Code (EC)* Section 56048, adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct.

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 1: Special Education Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="26,574,859"/>	22.11%
AB 602 Property Taxes	<input type="text" value="2,240,374"/>	1.86%
Federal IDEA Part B	<input type="text" value="9,790,718"/>	8.15%
Federal IDEA Part C	<input type="text" value="139,420"/>	0.12%
State Infant/Toddler	<input type="text" value="280,996"/>	0.23%
State Mental Health	<input type="text" value="2,633,779"/>	2.19%
Federal Mental Health	<input type="text" value="477,659"/>	0.40%
Other Revenue*	<input type="text" value="78,062,195"/>	64.94%
Total Revenue	120,200,000	100.00%

D2. Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

D3. *Include a description of the revenue identified the "Other Revenue" category

Workability Programs (\$575,341), Tuition (\$3,460), State Apportionments (\$30,968), Contribution (\$77,452,426)

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 2: Total Budget by Object Codes

D4. Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	39,810,000	33.12%
Object Code 2000—Classified Salaries	9,850,000	8.19%
Object Code 3000—Employee Benefits	33,260,000	27.67%
Object Code 4000—Supplies	500,000	0.42%
Object Code 5000—Services and Operations	33,500,000	27.87%
Object Code 6000—Capital Outlay	10,000	0.01%
Object Code 7000—Other Outgo and Financing*	3,270,000	2.72%
Total Expenditures	120,200,000	100.00%

D5. Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. *Include a description of the expenditures identified under object code 7000:

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 3: Federal, State, and Local Revenue Summary

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	<input type="text" value="29,612,881"/>	24.64%
Federal Revenue	<input type="text" value="10,890,859"/>	9.06%
Local Contribution	<input type="text" value="79,696,260"/>	66.30%
Total Revenue From All Sources	120,200,000	100.00%

D8. Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

D9. Describe the basic premise of the SELPA Allocation Plan.

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

Section D: Annual Budget Plan

SELPA

Fiscal Year

Table 4: Special Education Local Plan Area Operating Expenditures

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="39,810,000"/>	33.12%
Object Code 2000—Classified Salaries	<input type="text" value="9,850,000"/>	8.19%
Object Code 3000—Employee Benefits	<input type="text" value="33,260,000"/>	27.67%
Object Code 4000—Supplies	<input type="text" value="500,000"/>	0.42%
Object Code 5000—Services and Operations	<input type="text" value="33,500,000"/>	27.87%
Object Code 6000—Capital Outlay	<input type="text" value="10,000"/>	0.01%
Object Code 7000—Other Outgo and Financing*	<input type="text" value="3,270,000"/>	2.72%
Total Operating Expenditures	120,200,000	100.00%

D12. *Include a description of the expenditures identified under object code 7000:

Section D: Annual Budget Plan

SELPA

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Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with Low Incidence Disabilities

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D13. Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

Yes No

D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities

Total Projected Expenditures for Students with LI Disabilities

D15. Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Submission

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c), SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2020–21 or 2021–22 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA: Sacramento City Unified School District

Fiscal Year: 2021-22

Add or Delete Row	List	County Code	District Code	School Code	Charter Code (if applicable)	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	34	67439	0		Sacramento City Unified	Geovanni	Linares	(916) 643-9000	Geovanni-Linares@scusd.ed	Previously Reported

Attachment II

SELPA: Sacramento City Unified School District

Fiscal Year: 2021–22

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA: Sacramento City Unified School District

Fiscal Year: 2021–22

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Sacramento City Unified	26,574,859	2,240,374	139,420	9,790,718	280,996	2,633,779	477,659	78,062,195	120,200,000
	Totals:	26,574,859	2,240,374	139,420	9,790,718	280,996	2,633,779	477,659	78,062,195	120,200,000

Attachment III

SELPA: Sacramento City Unified School District

Fiscal Year: 2021-22

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021-22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Sacramento City Unified	39,810,000	9,850,000	33,260,000	500,000	33,500,000	10,000	3,270,000	120,200,000
	Totals:	39,810,000	9,850,000	33,260,000	500,000	33,500,000	10,000	3,270,000	120,200,000

Attachment IV

SELPA: Sacramento City Unified School District

Fiscal Year: 2021–22

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Sacramento City Unified	10,890,859	100.00%	29,612,881	100.00%	79,696,260	40,503,740
	Totals:	10,890,859	100.00%	29,612,881	100.00%	79,696,260	40,503,740

Attachment V

SELPA: Sacramento City Unified School District

Fiscal Year: 2021–22

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Sacramento City Unified	3,280,000	56,050,000
Totals:		3,280,000	56,050,000

**Attachment VI
must be
completed
using the CDE
approved
Microsoft Excel
Template**

Attachment VII

SELPA:

Fiscal Year:

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Sacramento City Unified		Delete This Row							<input type="text"/>

DO NOT
DISTRIBUTE

Special Education Local Plan Area (SELPA) Local Plan

SELPA

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LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2021–22 Local Plan Annual Submission

Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

330—Specialized Academic Instruction

Provide a detailed description of the services to be provided under this code.

Specialized Academic Instruction: Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3))

Section E: Annual Service Plan

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210–Family Training, Counseling, Home Visits (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

220–Medical (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

230–Nutrition (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

240–Service Coordination (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

250–Special Instruction (Ages 0-2 only)

Service is Not Currently Provided

Section E: Annual Service Plan

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Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

260–Special Education Aide (Ages 0-2 only) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

270–Respite Care (Ages 0-2 only) *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

340–Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

350–Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

415–Speech and Language *Service is Not Currently Provided*

Section E: Annual Service Plan

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Provide a detailed description of the services to be provided under this code.

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

425–Adapted Physical Education *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

435–Health and Nursing: Specialized Physical Health Care *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child’s licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

436–Health and Nursing: Other *Service is Not Currently Provided*

Section E: Annual Service Plan

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Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.

445–Assistive Technology

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

450–Occupational Therapy

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.

Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

460–Physical Therapy

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

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Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a) (2)).

510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

515–Counseling and Guidance

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

Section E: Annual Service Plan

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520–Parent Counseling

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

525–Social Worker

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

530–Psychological

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program.

535–Behavior Intervention

Service is Not Currently Provided

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Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

540–Day Treatment

545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).

610–Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing/hearing impairment (HH/HI), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student

710–Specialized Deaf and Hard of Hearing

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.

715–Interpreter

Service is Not Currently Provided

Section E: Annual Service Plan

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Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16).

720–Audiological

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.

725–Specialized Vision

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).

730–Orientation and Mobility

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

735–Braille Transcription

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

740–Specialized Orthopedic

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment (C

745–Reading

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any specialized assistance provided for students who are print-impaired, whether the impairment is the result of a visual disability, other physical disability, or reading disability. This may include but is not limited to, readers provided for examinations, textbooks, and other course related reading assignments and may also include recorded materials.

750–Note Taking

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

755–Transcription

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any transcription service to convert materials from print to a mode of communication suitable

Section E: Annual Service Plan

SELPA:

Fiscal Year:

for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction

- 760–Recreation Service, Including
Therapeutic Recreation *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs;

- 820–College Awareness *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

- 830–Vocational Assessment, Counseling,
Guidance, and Career Assessment *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Vocational Assessment, Counseling, Guidance, and Career Assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

- 840–Career Awareness *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

850–Work Experience Education

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

855–Job Coaching

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance

860–Mentoring

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.

865–Agency Linkages (referral and placement)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).

Section E: Annual Service Plan

SELPA:

Fiscal Year:

870—Travel and Mobility Training

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community

890—Other Transition Services

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

900—Other Related Service

Pursuant to Title 5 of the *California Code of Regulations (5 CCR) 3051.24*, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1a

Meeting Date: June 24, 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:

Financial Considerations: See attached.

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy, Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Expenditure and Other Agreements
3. Non-Fiscal (Zero-Dollar) Agreements
4. Approval of Declared Surplus Materials and Equipment
5. Recommended Bid Awards – Supplies/Equipment
6. 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>
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CHILD DEVELOPMENT

California Department of Education A21-00118	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, received grant in 2020/21	\$5,157,543 State Preschool Program (CSPP) \$499,631 General Child Care (CCTR) \$15,000 Pre-K & Family Literacy (CPKS) No Match
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7/1/21 – 6/30/22 Grant funding for the State Preschool Program (CSPP). The Child Development Department will serve 800 eligible three- and four-year-old children within part-day and full-day Children’s Centers. Children enrolled in State Preschool programs receive core class curriculum that is developmentally, culturally and linguistically appropriate services. District will be reimbursed \$49.85 per child per day with a maximum reimbursable amount of \$5,157,543.

District will serve 28 part time General Child Care (CCTR) slots in the school age program. District will be reimbursed \$49.54 per child per day with a maximum reimbursable amount of \$499,631.

Pre-Kindergarten and Family Literacy Program (CPKS) grant provides \$15,000 for supplemental support for interactive literacy activities for children and families. Funds will be used to support the implementation of the APPLE Bag program in all District preschool classrooms. The APPLE Bag program provides preschool families with books to read each week. Supplemental support includes district and community resources for adult literacy and information on the importance of reading with children

NUTRITION SERVICES

Share Our Strength No Kid Hungry Campaign A21-00119	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$85,000 No Match
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6/7/21 – 8/31/21: No Kid Hungry Campaign grant funds will be used to alleviate staffing shortages for meal distribution over the summer by providing stipends to per diem staff for summer work. The District has experienced a significant decline in the number of staff applying for these per diem positions and the stipends will go a long way to ensure and entice staff to apply, not only from Nutrition Services, but from other District departments like Transportation and Child Development. In addition, a portion of the funds will be used for program outreach promotional materials such as fliers, banners and advertisements for the District’s summer meal program.

EXPENDITURE AND OTHER AGREEMENTS

Restricted Funds

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<u>ENROLLMENT CENTER</u>		
In Class Today SA22-00003	7/1/21 – 8/31/23: InClass Today (ICT) continues to be a strategic thought partner as the District navigates COVID and post- COVID issues. ICT provides research and evidence based interventions and services designed to support all District students utilizing the MTSS framework. Services include implementing a family communication program designed to reduce student absenteeism in the classroom, motivating student engagement and attendance during remote learning periods and periods of transition, and motivating returning to school. The program includes both mailed communications and electronic communications to all students and families, accelerating learning for students with significant amounts of lost instructional time during the COVID-19 pandemic, as well as the research-based attendance intervention of timely strategic absence reports. ICT continues to provide the District with aggregated data throughout the school year in order to progress monitor the effectiveness of their work. In addition to post mortem data they have created a user friendly, accurate and actionable data dashboard allowing staff to conduct research and analyze data to determine which attendance metrics are associated with lower academic performance in distance or in person learning and thus meeting the needs of every student as is the goal of the MTSS framework.	Per Year: \$149,619
New Contract: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total: \$299,238 CARES Funds

COLLEGE & CAREER READINESS

Improve Your Tomorrow SA22-00004	7/1/21 – 6/30/24: Improve Your Tomorrow (IYT) is an organization focused on breaking the school to prison pipeline by helping young men of color get to and through college. IYT started with seventeen students at Valley High School in South Sacramento, these seventeen laid the foundation for what is now the largest education nonprofit only serving young men of color in the country. IYT currently serves over 1000 young men of color through three academic programs including IYT College Academy, IYT Continue to Dream Academy and IYT U.	Per Year: \$150,000
New Contract: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	IYT is unique because students can enter the program as early as 7th grade and remain in the program for up to 12 years, or until college graduation. At IYT, their college students are hired to be on staff as Program Directors, Academic Mentors and tutors, creating what they refer to as the college to community pipeline. The college to community pipeline is helping to bring young men from some of the city's most challenging neighborhoods back into the community to help the next group of students get to college through the IYT Mentor Fellowship.	Total: \$450,000 CTEIG Funds

IYT's impact is real and life changing. Ninety-nine percent of IYT College Academy students graduate high school and ninety-four percent attend college. They achieve this impact by creating a community of brothers that are allowed to be their authentic self and who support each other.

It is important to note that this partnership will directly support one of the recommendations of the African American Achievement Task Force, "Provide school-to-college and school-to-career experiences utilizing community stakeholders (career training, university shadowing, mentoring and internships, etc.)"

The strength of the IYT program is that it provides ongoing support for students of color at both the K-12 and postsecondary levels. The African American Task Force identified this as an important need in order to build and accelerate African American student academic achievement. It is important to note that IYT is one of the leaders of the regional 1300 Campaign.

For the reasons above, IYT has been selected to partner with the College and Career Readiness Department to improve pathway completion rates among Luther Burbank students through the IYT College Academy program. IYT will serve 150 students total, 75 at Luther Burbank, and 75 at feeder middle school Rosa Parks. The goal is to ensure middle school students have a better idea of what pathway they want to pursue once they are enrolled at Luther Burbank High School ultimately increasing the retention of students and increasing the number of students who reach completer status which is part of the CA Accountability Dashboard.

NUTRITION SERVICES

Food Literacy Center
SA22-00019

7/1/21 – 3/31/23: Subaward of California Department of Food and Agriculture (CDFA) grant. Food Literacy Center (FLC), in partnership with Nutrition Services, will facilitate the 2021 California Farm to School Incubator Grant Program awarded to Sacramento City Unified School District.

\$376,500
CDFA Grant

New Contract:

- Yes
 No

FLC will procure seasonal produce from local farms, incorporate weekly garden lessons and afterschool programming at nine Title I elementary schools: Bret Harte, Camellia Basic, Ethel Phillips, John Still, Leataata Floyd, Pacific, Oak Ridge, Susan B. Anthony and Woodbine.

The goals of the program are:

- To increase produce procurement from local farmers.
- Increase student knowledge of how local vegetables are grown by 80 percent.
- Increase the number of students exposed to fresh local vegetables by 80 percent.
- 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 they will be offered in the cafeteria.

FLC will be responsible for keeping all procurement records, invoices, and other related information on hand for auditing purposes; submitting all allowable expenses in CDFA grant portal monthly and report expenses to Nutrition Services; responding to CDFA quarterly and annual reports regarding progress and practices. FLC will be paid for allowable expenses from District upon receipt of CDFA reimbursement check. At all times during the performance of this subaward, Nutrition Services will work closely with FLC to monitor compliance and assure a well-integrated effort.

YOUTH DEVELOPMENT

Sacramento Chinese Community Service Center (SCCSC) SA21-00120

8/27/20 – 6/30/21: Ratification is requested for the third amendment to the Expanded Learning contract with SCCSC for adding a Learning Hub at Nicholas; provision of in-person Expanded Learning at nine sites when schools re-opened: Alice Birney, Caleb Greenwood, David Lubin, Genevieve Didion, Leonardo da Vinci, Matsuyama, Phoebe Hearst, Sutterville and William Land; and for after school activities at Sacramento Charter High and C.K. McClatchy. Increase will be funded with CARES Act dollars. The addition of up to 15 sites was pre-approved at the February 4, 2021 Board meeting based on an estimated dollar amount. Now that the sites and the exact cost have been identified, ratification of the amendment is requested.

Increase:
\$362,161
CARES Funds

New Contract:

- Yes
- No

Original Amount:
21stCCLC: \$760,840
ASES: \$4,081,067
CARES: \$561,989
Summer Learning Initiative: \$49,600
Title I: \$75,000
\$5,528,496

New Total:
\$5,890,657

Unrestricted Funds

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
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TECHNOLOGY SERVICES

Digital Deployment SA22-00024

7/1/21 – 6/30/22: Renewal of web hosting services contract for District website and 62 participating school websites including hosting, maintenance, security upgrades, feature upgrades and service-level agreement for website support. The District has contracted with Digital Deployment for these services since 2012/13 when they were selected through an RFP process. Digital Deployment provides timely responses to support requests, ongoing quality assurance, workshops for ongoing education, highly-available hosting and routine upgrades that provide new content management features to keep our websites performing well for site visitors. Technology Services considers Digital Deployment a valuable partner in keeping the District's websites current with new technologies and in compliance with federal accessibility standards.

\$96,000
General Fund

New Contract:

- Yes
- No

<p>Frontline Education R22-00374 New Contract: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>7/1/21 – 6/30/22: Renewal of District-wide license and maintenance fees for Escape Online 5. Escape Technology was acquired by Frontline Education in 2019. License includes Employee Online Portal and unlimited usage for employees. The District has contracted with Escape for over 25 years for enterprise resource planning (ERP) software for finance, HR and payroll. The Escape ERP system is designed for California K-12 education and currently has a large market share across California. Escape addresses the unique needs of the California K-12 industry with a configurable product lower in cost than other software systems that are not customizable to the District's needs. The District has evaluated other products in the past but found they could not serve our needs. Technology Services finds it is in the best interest of the District to extend the contract for Escape.</p>	<p>\$522,295 General Fund</p>
<p>Infinite Campus R22-00369 New Contract: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>7/1/21– 6/30/22: Renewal of District-wide Infinite Campus Student Information System (SIS) license and support. Districts are required by the state to use an approved SIS to submit data such as enrollment, grades, attendance and behavior. The District has contracted with Infinite Campus for these services since 2013/14 when they were selected through an RFP process as the software solution best fitting the District's needs.</p>	<p>\$494,487 General Fund</p>

RECOMMENDED BID AWARDS – SUPPLIES/EQUIPMENT

Non-Competitive Bid: Nutrition Services – Juice Products

Recommendation: Extend Contract with Gregory Packaging, Inc. (Suncup Juice)

Amount: \$230,000

Funding: Nutrition Services Funds

Due to the Covid-19 pandemic, Nutrition Services and Purchasing Services find it is in the best interest of the District to use the emergency, non-competitive procurement method under regulations of the United States Department of Agriculture and the California Department of Education Child Nutrition Programs; Nationwide Waiver Extension. 7CFR 210.16(d) and 7CFR 225.6(h)(7)

With the Board's approval, the District will utilize this extension to continue to purchase 100% juice products from Gregory Packaging, Inc. (Suncup Juice) from July 1, 2021 through June 30, 2022.

This is a 1-year extension to the existing contract (2017/18 Bid #180201, Direct Grocery) which was due to expire on June 30, 2021.

Non-Competitive Bid: Nutrition Services – Fresh Produce
Recommendation: Extend Contract with Daylight Foods
Amount: \$800,000
Funding: Nutrition Services Funds

Due to the Covid-19 pandemic, Nutrition Services and Purchasing Services find it is in the best interest of the District to use the emergency, non-competitive procurement method under regulations of the United States Department of Agriculture and the California Department of Education Child Nutrition Programs; Nationwide Waiver Extension. 7CFR 210.16(d) and 7CFR 225.6(h)(7)

With the Board's approval, the District will utilize this extension to continue to purchase fresh produce products from Daylight Foods from July 1, 2021 through June 30, 2022.

This is a 1-year extension to the existing contract (2018/19 Bid #19105, Produce) which was due to expire on June 30, 2021.

RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Bid No: 0144-401, Hubert H. Bancroft Playground
Bids received: June 16, 2021
Recommendation: Award to McGuire & Hester
Funding Source: Measure Q

BIDDER	BIDDER LOCATION	AMOUNT
McGuire & Hester	Sacramento, CA	\$930,770
Bothman Construction	Fair Oaks, CA	\$943,497
Martin Brothers Construction	Sacramento, CA	\$1,018,000



LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

DATE: July 01, 2021

CONTRACT NUMBER: CSPP-1407

PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM

PROJECT NUMBER: 34-6743-00-1

STATE AGENCY: CALIFORNIA DEPARTMENT OF EDUCATION

CONTRACTOR'S NAME: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the GENERAL TERMS AND CONDITIONS (GTC04/2017)*; the CALIFORNIA STATE PRESCHOOL PROGRAM REQUIREMENTS*; the FUNDING TERMS AND CONDITIONS (FT&C)* and any subsequent changes to the FT&C*, which are by this reference made a part of this Agreement. Where the GTC04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2021 through June 30, 2022. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$49.85 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$5,157,543.00. During the term of this contract, the MRA may be adjusted through an Allocation Letter issued to the Contractor by State Agency.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Minimum Days of 103,461.0
Operation (MDO) Requirement 239

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract.

Items shown with an Asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. Amendments to any of these asterisked documents during the term of this contract shall be incorporated by reference as of the date issued by State Agency without need for formal amendment. These documents can be viewed at http://www.cde.ca.gov/fg/aa/cd/ftc2021.asp.

Table with 2 main columns: STATE OF CALIFORNIA and CONTRACTOR. Rows include: BY (AUTHORIZED SIGNATURE), PRINTED NAME OF PERSON SIGNING, TITLE, and ADDRESS.

Table with 4 columns: Financials (Amount Encumbered, Prior Amount, Total Amount), Program/Category, Fund Title, and Object of Expenditure. Includes a signature line for the Accounting Officer and a date field.

Contractor Certification Clauses

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

Contractor/Bidder Firm Name (Printed)	Federal ID Number
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By (Authorized Signature)

Printed Name and Title of Person Signing

Date Executed	Executed in the County of
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CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,

2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably

required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and

Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. **CALIFORNIA CIVIL RIGHTS LAWS:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. **EMPLOYER DISCRIMINATORY POLICIES:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

1. Proposer/Bidder Firm Name (Printed):
2. Federal ID Number:
3. By (Authorized Signature):
4. Printed Name and Title of Person Signing:
5. Date Executed:
6. Executed in the County and State of:

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 CFR Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title,

Check if there are workplaces on file that are not identified here.

to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee shall insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment.)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT (CONTRACTOR)	CONTRACT #
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE



LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

DATE: July 01, 2021

CONTRACT NUMBER: CCTR-1193

PROGRAM TYPE: GENERAL CHILD CARE & DEV PROGRAMS

PROJECT NUMBER: 34-6743-00-1

STATE AGENCY: CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

CONTRACTOR'S NAME: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the GENERAL TERMS AND CONDITIONS (GTC04/2017)*; the GENERAL CHILD CARE AND DEVELOPMENT PROGRAM REQUIREMENTS*; the FUNDING TERMS AND CONDITIONS (FT&C)*, which are by this reference made a part of this Agreement. Where the GTC04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2021 through June 30, 2022. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$49.54 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$499,631.00. During the term of this contract, the MRA may be adjusted through an Allocation Letter issued to the Contractor by State Agency.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Minimum Days of 10,085.0
Operation (MDO) Requirement 239

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract.

Items shown with an Asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. Amendments to any of these asterisked documents during the term of this contract shall be incorporated by reference as of the date issued by State Agency without need for formal amendment. These documents can be viewed at https://www.cdss.ca.gov/inforesources/cdss-programs/calworks-child-care/child-care-transition.

Table with columns for STATE OF CALIFORNIA and CONTRACTOR, containing fields for signatures, titles, amounts, and program details.

CONTRACTOR'S NAME: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

CONTRACT NUMBER: CCTR-1193

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 73,552	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 13609-6743	FC# 93.596	PC# 000321	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 73,552	ITEM 30.10.020.001 5180-101-0890	CHAPTER B/A	STATUTE 2021	FISCAL YEAR 2021-2022
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 33,811	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 15136-6743	FC# 93.575	PC# 000324	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 33,811	ITEM 30.10.020.001 5180-101-0890	CHAPTER B/A	STATUTE 2021	FISCAL YEAR 2021-2022
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 392,268	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 23254-6743			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 392,268	ITEM 30.10.020.001 5180-101-0001	CHAPTER B/A	STATUTE 2021	FISCAL YEAR 2021-2022
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590			

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.	T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER	DATE	

CONTRACTOR CERTIFICATION CLAUSES (CCC 04/2017)

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i>	<i>Federal ID Number</i>
<i>By (Authorized Signature)</i>	
<i>Printed Name and Title of Person Signing</i>	
<i>Date Executed</i>	<i>Executed in the County of</i>

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

1) receive a copy of the company's drug-free workplace policy statement; and,

2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of

any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State. Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

- 1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.
- 2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

- 1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.
- 2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will

process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION (CO-005)

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. CALIFORNIA CIVIL RIGHTS LAWS: For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. EMPLOYER DISCRIMINATORY POLICIES: For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

<p>I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.</p> <p><i>Proposer/Bidder Firm Name (Printed)</i></p>	<p><i>Federal ID Number</i></p>
<p><i>By (Authorized Signature)</i></p>	
<p><i>Printed Name and Title of Person Signing</i></p>	
<p><i>Date Executed</i></p>	<p><i>Executed in the County and State of</i></p>

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 CFR Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title,

Check if there are workplaces on file that are not identified here.

to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee shall insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment.)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT (CONTRACTOR)	CONTRACT #
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE



LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

DATE: July 01, 2021

CONTRACT NUMBER: CPKS-1073

PROGRAM TYPE: PREKINDERGARTEN AND FAMILY LITERACY PROG

PROJECT NUMBER: 34-6743-00-1

STATE AGENCY: CALIFORNIA DEPARTMENT OF EDUCATION

CONTRACTOR'S NAME: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the GENERAL TERMS AND CONDITIONS (GTC04/2017)*; the PREKINDERGARTEN AND FAMILY LITERACY SUPPORT PROGRAM REQUIREMENTS*; the FUNDING TERMS AND CONDITIONS (FT&C)*, which are by this reference made a part of this Agreement. Where the GTC04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2021 through June 30, 2022.

The total amount payable pursuant to this Agreement shall not exceed \$15,000.00.

During the term of this contract, the MRA may be adjusted through an Allocation Letter issued to the Contractor by State Agency.

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract.

Items shown with an Asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. Amendments to any of these asterisked documents during the term of this contract shall be incorporated by reference as of the date issued by State Agency without need for formal amendment. These documents can be viewed at http://www.cde.ca.gov/fg/aa/cd/ftc2021.asp.

STATE OF CALIFORNIA		CONTRACTOR				
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)				
PRINTED NAME OF PERSON SIGNING Jaymi Brown,		PRINTED NAME AND TITLE OF PERSON SIGNING				
TITLE Contract Manager		ADDRESS				
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 15,000	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		Department of General Services use only		
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) 0656 24859-6743					
TOTAL AMOUNT ENCUMBERED TO DATE \$ 15,000	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2021			FISCAL YEAR 2021-2022
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6052 Rev-8590					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.			
SIGNATURE OF ACCOUNTING OFFICER		DATE				

Contractor Certification Clauses

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

Contractor/Bidder Firm Name (Printed)	Federal ID Number
---------------------------------------	-------------------

By (Authorized Signature)

Printed Name and Title of Person Signing

Date Executed	Executed in the County of
---------------	---------------------------

CONTRACTOR CERTIFICATION CLAUSES

1. **STATEMENT OF COMPLIANCE:** Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. **DRUG-FREE WORKPLACE REQUIREMENTS:** Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,

2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably

required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and

Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. **CALIFORNIA CIVIL RIGHTS LAWS:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. **EMPLOYER DISCRIMINATORY POLICIES:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

1. Proposer/Bidder Firm Name (Printed):
2. Federal ID Number:
3. By (Authorized Signature):
4. Printed Name and Title of Person Signing:
5. Date Executed:
6. Executed in the County and State of:

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 CFR Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title,

Check [X] if there are workplaces on file that are not identified here.

to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee shall insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

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As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment.)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT (CONTRACTOR)	CONTRACT #
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE



June 7, 2021

Adrian Vargas
Assistant Superintendent of Budget
Sacramento City Unified School District
3051 Redding Ave
Sacramento, California 95820

Dear Adrian,

Share Our Strength's No Kid Hungry Campaign is pleased to award a grant of **\$85,000.00** to **Sacramento City Unified School District**. The purpose of this grant is to support your critical work to end childhood hunger, as described in your proposal, which is attached for your convenience.

Please note:

- We want to ensure you receive email communications about your grant. To make sure you receive our messages, please whitelist grantshelpdesk@strength.org. Ask your IT administrator if you need assistance with this.
- Funding will be dispersed via an electronic funds transfer. You must be able to provide your banking information (below) in order for your organization to receive award funding. Paper checks will not be issued. Please contact grantshelpdesk@strength.org if you have any questions.

Agreement Period

This Agreement ("Agreement") shall align with the start and end dates listed in your application, if applicable, or begin on the date of this agreement and end one-year after the start date, unless earlier terminated hereunder or such period is extended by written agreement of both parties ("Agreement Period").

Use of Grant Funds

Grant funds may be used only for the budget items outlined in your proposal. Funds must be spent before the end of the grant Agreement Period. Grant funds may NOT be used to support lobbying. Prohibited lobbying includes direct or grassroots lobbying communications that reflect a view of support or opposition on a specific legislative proposal. Any unused funds at the end of the grant Agreement Period must be returned to Share Our Strength. Budget changes may be requested in advance, in writing, to Share Our Strength by emailing grantshelpdesk@strength.org with your organization's name and specific budget request.

Reporting Requirements

By accepting these grant funds, you agree to provide us with a four quarterly reports and one final narrative report throughout your grant period accessible via the No Kid Hungry Online Grants Portal at <https://nokidhungrygrants.force.com>. Share Our Strength reserves the right to use data, research, publications, and stories submitted via reporting on this Agreement. The applicant has listed a Point of Contact in your organization as the contact responsible for reporting; they will receive reminders to complete reporting and are required to do so. If your organization wishes to change the reporting

contact, please email GrantsHelpDesk@strength.org with organization and updated contact information.

Site Visits and Publicity Efforts

As a condition of this grant, your organization agrees to participate in in-person or virtual site visits and/or publicity efforts relating to this grant, by either Share Our Strength or any additional funders of this grant noted in this Agreement. Please note that all such in-person or virtual site visits or publicity efforts will be coordinated in advance and with consideration of your organization's availability and schedule.

Additionally, Share Our Strength is excited to promote the great work your organization is doing! Share Our Strength reserves the right to include the name, location, and website of your organization on our No Kid Hungry Grants Map, along with a description of how your No Kid Hungry grant(s) will be used.

Commitment to Anti-Discrimination and Diversity

Share Our Strength has a zero-tolerance policy toward all forms of unlawful discrimination and harassment by or towards staff and volunteers, including but not limited to sexual harassment, and no form of unlawful discrimination by or towards any employee, member, volunteer, or other person in our workplace or jobsites will be tolerated. It is our belief that every person shall be treated fairly and with respect regardless of such things as race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, veteran status, age, or socio-economic status. Sacramento City Unified School District acknowledges and agrees that it shall comply with all applicable federal and state laws prohibiting discrimination and/or harassment in its programs, activities, hiring or employment practices and within all activities conducted under this grant and partnership agreement.

Changes in Programming and Tax-Exempt

Please immediately notify your Share Our Strength program or grant contact of any change in your public charity status or if you encounter challenges or delays starting your program on time, meeting the goals or objectives outlined in this Agreement, spending the grant funds before the end of the grant Agreement Period. This grant is contingent on your organization's ability to implement the goals or objectives as outlined in this Agreement. Grantees who are no longer tax-exempt or are unable to implement their grant are required to notify Share Our Strength and return the full grant amount or remaining unspent grant funds at Share Our Strength's discretion.

Compliance with Laws

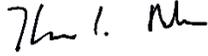
Grantee represents that it will perform its obligations hereunder in full compliance with all applicable federal, state and local laws and regulations.

Termination of Grant

If Share Our Strength determines, in its sole reasonable opinion, that Grantee is unable to meet the goals or objectives of the grant, or has violated or failed to carry out any provision of this Agreement, Share Our Strength, may, in addition to any other legal remedies it may have, terminate the Agreement and demand the return of all or part of the grant funds, including, without limitation, grant funds expended by Grantee for purposes other than those set forth in this Agreement. If so requested, Grantee shall return all such grant funds to Share Our Strength within thirty (30) days of receiving a termination notice from Share Our Strength.

If you have questions about any of the conditions described in this letter, or about your grant in general, please contact Liz Evancho, Director of Grants Administration, at eevancho@strength.org. I offer you my thanks for your daily efforts to end childhood hunger. Share Our Strength is pleased to support your important work and looks forward to hearing about your progress.

Sincerely,



Tom Nelson
President & CEO

ACH (Bank to Bank) Grant Deposit Information

Please fill-in the banking information below to receive your grant funds via direct bank deposit to your school district or organization. We cannot process any grant payments with missing fields or blank signature.

BANK NAME: _____

BANK ADDRESS: _____

(9) DIGIT ROUTING NUMBER: _____

DEPOSITOR ACCOUNT NAME: _____

DEPOSITOR ACCOUNT NUMBER: _____

TYPE OF ACCOUNT:

The information being collected on this form will be used by Share Our Strength to securely transmit payment data, by electronic means, to your organization's financial institution. By checking this box, you agree that the above ACH payment information listed is accurate and that you are an authorized representative of your organization permitted to share this ACH payment information.

Authorizing Signature

Signing the below indicates your agreement to all grant requirements and authorizes a bank transfer of the grant amount stated in this letter.

Signature: _____

Date: _____

Print Name: Rose Ramos

Title: CBO

Organization Name or School District: _____



School Nutrition Program Application
Sacramento City Unified School District

Submitted By: Diana Flores
Submission Date: 05/13/2021

INTRODUCTION

School Nutrition Grant Opportunity:

The No Kid Hungry School Nutrition Grant Opportunity will provide funding to school districts to enable districts and schools to maximize the child nutrition programs and other emergency food programs and resources to ensure children and families have access to healthy meals at school and at home.

No Kid Hungry knows that school districts play an essential role in ensuring students receive nutritious meals to learn, grow and thrive to reach their full potential. These flexible grants will allow school districts across the country to respond to the growing needs and emerging opportunities to provide meals and resources to kids and families.

Eligibility Priorities

Equity Priority:

The coronavirus pandemic has exacerbated long-standing systemic health, social and economic inequities, disproportionately impacting racial and ethnic minority groups. To ensure we are supporting individuals and communities most impacted, we will prioritize grant funds to school districts serving majority-minority communities, including immigrant populations. We will also provide funds to rural communities where schools face unique challenges in addressing hunger.

Economic and COVID-19 Impact:

Grant funds will also be provided to communities experiencing economic hardship and having existing or increasingly high COVID-19 infection rates. In determining economic impact, No Kid Hungry will review data points to include: free and reduced eligible students, unemployment rates, child food insecurity rates, and the social vulnerability index score.

Ability to Serve Kids Today and in the Future:

Taking into consideration equity, economic hardship and COVID-19 impact factors, funds will be prioritized to support school districts with a strong and sustainable plan for maximizing participation in the child nutrition programs and/or leveraging other programs to combat food insecurity such as emergency food programs and student and family outreach and enrollment. Applications should address both the immediate need for supporting students and alleviating hunger as well address long-term sustainability of programming.

Use of Funds

As school districts face significant challenges maintaining and expanding meal programs in this uncertain environment, funds are intended to support school districts in having the adaptability to meet the changing needs of students and families. Grant funding is available for school districts to leverage a variety of strategies to increase meals served and support kids and families in this new operating environment, including:

- Ensuring maximum student participation and improving meal quality in federal nutrition programs like Breakfast, Lunch, Afterschool Meals and Snacks, and the Fresh Fruit and Vegetable Program as well as the Summer Food Service Program or Seamless Summer Option as needed during emergency school closures
- Offering universal breakfast and lunch (served at no cost to all students), including Community Eligibility Provision implementation
- Promoting awareness of meal availability to students and families, especially for free and reduced-price eligible students
- Providing meals during weekends and out-of-school time through backpack programs and school pantries
- Promoting SNAP, WIC and Pandemic-EBT programs and supporting enrollment

Examples of how funding may be used include:

- Meal service supplies and equipment needed to implement new models for serving breakfast, lunch, and afterschool meals and snacks including: grab and go carts, insulated coolers/warmers, packaging equipment and supplies, refrigerators, and retrofitting existing equipment to meet new needs
- Costs of hiring additional staff positions to meet increased demand as a result of COVID-19 or provide additional services like meal delivery
- Transportation costs associated with meal delivery such as refrigerated trucks or fuel
- New costs associated with COVID-19 preparedness like no-touch point of service machines, hand washing stations, PPE equipment and cleaning supplies
- Non-reimbursable food costs for school food pantries, backpack programs or adult meals
- Program outreach, enrollment assistance and marketing costs
- Additional expenses as needed

We understand that meal service plans in SY20-21 may vary and change throughout the school year. Please submit your application with your current thinking for how your school district plans to operate meal service throughout the year and any potential emergency service plans. If you are awarded funds, you will be required to submit quarterly progress reports that accurately describe your school meals implementation and other meal programs, as well as changes in participation and meal service delivery as they adjust to the evolving operating environment.

Corporate Funding

Grants may be funded through corporate partners working with Share Our Strength. You will be notified upon receipt of the grant award if a corporate partner is sponsoring the grant award.

Submitting Your Application

Be sure to input all required answers and save frequently as you are inputting information. Complete the application when all information is entered by clicking on “Review Your Answers” and then “Submit Your Answer.”

Technical Assistance

Technical or portal-related: GrantsHelpDesk@strength.org.

APPLICANT DETAILS

Food Service Director

Are you the Food Service Director of your School District?

Yes

Diana Flores

diana-flores@scusd.edu

(916) 395-5600 ext 460011

Superintendent

Are you the Superintendent of your School District?

No

Jorge Aguilar

jaguilar@scusd.edu

(916) 643-9010

HISTORIC SCHOOL MEALS PARTICIPATION

How many total schools were in your district in SY2019-20?

80

What was your total district enrollment in October 2019?

44,822

Which of the following programs, if any, were offered by your district during SY2019-20, including any emergency meals related to COVID-19? Please select all that apply.

SFSP Summer Meals;SNAP outreach or services;Food skills and/or nutrition education;CACFP child day care meals/snacks;CACFP afterschool meals/snacks;NSLP afterschool snacks;Universal breakfast (served at no cost to all students);Universal school lunch (served at no cost to all students);NSLP School Lunch;Farm to School

Did you serve meals during school closures related to COVID-19?

Yes

How many total meals did your district serve from COVID-19 related shut down to the start of the new school year?

2,188,000

How did the number of meals served across all programs in SY2019-20 compare to the number of meals served in SY2018-19?

Many more

CEP

Did your school district participate in CEP in SY2019-20?

Yes

Did all schools participate in CEP in SY2019-20?

No

How many schools in the district participated in CEP?

57

How was CEP implemented throughout the district?

All CEP schools grouped together with one ISP

What was your district's identified student percentage (ISP) for SY2019-20?

63.00 %

Of the schools that did NOT participate in CEP, please provide the total number free and reduced eligible students in your district in October 2019?

Number of Students Eligible for Free Meals

5,200

Number of Students Eligible for Reduced Meals

1,170

Breakfast & Lunch

How many days did you serve school lunch in October 2019? Please report the highest number if service days varied across schools

23

How many meals by reimbursement type were served in October 2019? For CEP and Provision 2 schools, please list all meals as “Free”.

Free Breakfast Meals	Reduced Breakfast Meals	Paid Breakfast Meals
255,900	8,600	12,700
Free Lunch Meals	Reduced Lunch Meals	Paid Lunch Meals
573,200	19,200	51,650

Did you serve NSLP/CACFP? If yes, please answer the below questions concerning NSLP/CACFP. If no, please enter 0.

Number of schools that participated in CACFP/NSLP Afterschool snacks or suppers in October 2019.

80

Please provide the number of NSLP/CACFP Afterschool Snacks served in SY2019-2020.

543,500

Please provide the number of CACFP Afterschool Suppers served in SY2019-2020.

606,500

CURRENT NUTRITION PARTICIPATION

How many total schools are currently in your district?

80

What is your current total district enrollment for the 2020-2021 school year?

44,300

What is your district's planned school schedule or learning plan? Select all that apply.

100% Remote Learning (Ex. All students learn remotely, picking up or receiving delivered meals); Targeted Distance Learning (Ex. Some students learn in person, where others are at home (i.e. students with IEPs, English language learners, and children of essential workers at school, others at home)); A/B Schedule (Daily, Weekly) (Ex. Students rotate between distance learning and in-school learning on either a half-day, daily or weekly basis)

How have recent school closure impacted your Food and Nutrition Service budget? How has this impacted your approach to your current budget?

Schools' closure was due to Covid 19 caused extra packaging supplies for grab and go meals and more staffs to prepare/pack foods. With school reopening our meal counts have dropped significantly at the secondary schools where students are offered lunch and grab and go breakfast for the next day in a take home meal bag. Many secondary students leave campus at multiple egress points and it's challenging to get them to come where the meals are being served. As we prepare for summer meals we are challenged by the number of staff available to work in our program.

CEP

Will your school district participate in CEP in the 2020-2021 school year?

No

PROVISION 2

Will your school district participate in Provision 2 in SY2020-21?

No

Please provide the total current number free and reduced eligible students in your district?

Number of Students Eligible for Free Meals

35,541

Number of Students Eligible for Reduced Meals

1,386

Which of the following programs, if any, are currently offered by your district or do you plan to offer during the current school year? Please select all that apply.

School Breakfast;SFSP Summer Meals;CACFP child day care meals/snacks;CACFP afterschool meals/snacks;NSLP afterschool snacks;NSLP Summer Meals (Seamless Summer Option);Universal breakfast (served at no cost to all students);Universal school lunch (served at no cost to all students);NSLP School Lunch

Please describe the social distancing strategies you plan to leverage in the upcoming school year for school meals programs in your district?

Assigned seating;Staggered and/or extended meal service;Use of disposable utensils;Staff serve meals to students directly;Regulate flow of entry and exit for students using floor markings/signs;Addition of easily accessible handwashing stations;Elimination of salad bar/self-serve area;Face coverings required when not eating

School Breakfast

When will breakfast be offered? (select all that apply)

Before the first instructional bell

When will breakfast be allowed to be eaten by students (select all that apply)

In which of the following locations, if any, will breakfast be served or made available? (select all that apply)

In which of the following locations, if any, will breakfast be eaten by students? (select all that apply)

Projected average daily participation of school breakfast participation across the entire district in the upcoming school year.

35,000

School Lunch

In which of the following locations, if any, will lunch be served or made available? (select all that apply)

In which of the following locations, if any, will lunch be eaten by students? (select all that apply)

Projected average daily participation of school lunch participation across the entire district in the upcoming school year.

40,000

Meal Service

Who will be responsible for serving meals to students? (select all that apply)

Cafeteria Staff

Distance Learning

If students are participating in distance learning, what meal options will be available on days they are learning from home? (select all that apply.)

Walk-up distribution; Drive-thru or curbside distribution

Emergency Relief

With schools being shut down or having different learning plans, actions to minimize community hunger has been severely challenged. What strategies are you implementing in your district to ensure that you are feeding and supporting the neediest students and families in your community?

We distribute meals via curbside pickup every Monday to cover all five days meals for students, and we also distribute meals to students who attend school in person.

How does your thinking about racial equity inform how you develop and implement your programs?

We send flyers to promote school meals to students, parents and community in multi-languages. We also send emails and voice messages to families informing school meals pickup locations and pickup schedules. Information is updated frequently on webpage and on menus. We have also relied on direct mail communications about meal services in many languages as we know many of our families are not connected to technology and have language barriers that prohibit access to free summer meals. Our collaborations with Sacramento Food Bank partner agencies also expands our reach in our most needy communities since we will also offer school meal pick up of meals at many of these locations. Lastly we have and will continue to support the Food Bank Family Food box distribution at our most needy sites along with school meals.

Please provide us any additional details regarding how your school meals strategies have changed in SY2020-21 from last school year. For example, how do your school meals strategies differ by school or grade? How will your plans for shift if COVID-19

cases increase? Do you plan to continue offering meals if there are unanticipated school closures?

We will continue offering meals to all our students and promote healthy eating habits during school closures due to Covid 19. We are now offering both grab and go home bags when students attend in person and offer curbside meal distribution for the days they are on distance learning including meals for the weekend. As operations continually shift we seek to offer the maximum amount of meals allowable including Supper and Snacks and weekend Breakfast, Lunch, Supper and Snack.

Marketing Tactics

Which of the following marketing tactics, if any, is your district planning to implement this year? Please select all that apply.

Mail postcards;Have school staff asking if children ate breakfast and encouraging them to get a school breakfast;Parent text messages;e-newsletters;Social Media;Encourage teachers, administrators, coaches and other staff to promote meals;Announce the availability of school meals using the PA system;Post flyers or information about school meals availability throughout the school;Provide information on the school meals on the website or social media outlets;Send a letter or flyer about school meals directly to parents;Record a robocall to inform parents about school meals

AFTERSCHOOL MEALS / SNACKS

How many afterschool supper or snack sites is your organization planning to sponsor this upcoming year?

Projected Supper only site(s)

0

Projected Snack Only Site(s)

0

Projected Supper and Snack site(s)

80

Please provide the projected total snacks your district will serve in SY2020-21?

1,900,000

Please provide the projected total suppers your district will serve in SY2020-21.

1,900,000

This upcoming year, how many days will your organization serve afterschool suppers or snacks? If your organization has more than one site serving afterschool suppers or snacks and their days of operation will vary, please enter the maximum number of operating days.

200

USE OF GRANT FUNDS

In this section, No Kid Hungry would like to learn more about the programming that will be impacted specifically by No Kid Hungry grant funding.

Provide a concise description of the project you are proposing. (2-3 sentences maximum)

We have a significant decline in the number of staff applying for non contracted summer per diem work. The need for summer meals has never been greater. Staffing shortages could impact the number of community sites and level of service for our students and families. We want to continue to offer family food boxes from the Sacramento Food Bank but need staff for distribution. We are also serving dinners for 4 prepared by local restaurants and funded by the City of Sacramento but we need staff to distribute. Stipends will go along way to ensure and entice staff to sign up for additional work this summer including other staff from other district departments like transportation or child development.

Additionally we want to continue to offer direct mail and other outreach to ensure all our families have information about SNAP, PEBT, weekend meals and food bank resources.

Which of the following programs will No Kid Hungry funding be used to support?

SFSP Summer Meals;SNAP outreach or services

Please provide 1-2 primary objectives for this program area, and how your grant funds will help support these objectives. Well written objectives will be specific, measurable, achievable, relevant and time-specific.

Objective 1:

Increase the number of staff willing to work this summer to help support our objectives to make Summer Meals accessible in the most needy communities of our district. Ensure all families have access to information in multiple languages about SNAP, PEBT, Food Bank and Family Meals project where other food benefits are also available to serve the needs of our students. We aim to offer the same number of meals in the summer of 2021 as we did in the summer of 2020.

Objective 2:

Maintain and retain a solid foodservice workforce this summer and beyond in a time when CA wages have increased and we are competing with record-breaking hiring occurring in the service, warehousing, distribution and restaurant sectors.

Please list all schools in the district that will be impacted by these grant funds.

Abraham Lincoln, Albert Einstein, Alice Birney, A.M. Winn, Bowling Green, Bret Harte, Caleb Greenwood, California MS, Camellia, Caroline Wenzel, Crocker Riverside, David Lubin, Earl Warren, Edward Kemble, Ethel I Baker, Ethel Phillips, Elder Creek, Father K.B. Kenny, Fern Bacon, Genevieve Didion, Golden Empire, Harkness, Hiram Johnson, Hollywood Park, Hubert Bancroft, Isador Cohen, James Marshall, John Bidwell, John Sloat, John Still Elem, Kit Carson, Leataata Floyd, Luther Burbank, Matsuyama, MLK Jr., Nicholas, NJ Bonnheim, Oakridge, OW Erlewine, Pacific, Parkway, Peter Burnett, Phoebe Hearst, Pony Express, Rosa Parks, Rosemont HS, Sam Brannan MS, Susan B. Anthony, Sequoia, Sutterville, Tahoe, Theodore Judah, Washington, West Campus, Will C Wood, Williamland, Woodbine.

Which of the following, if any, are challenges your district is facing? For each, please describe the actions your organization will take to address the challenge. To help with accountability, please also identify a person/leader by title in charge of addressing the challenge.

Challenge 1:

Too few staff

How challenge will be addressed:

Stipends to entice staff to sign up for summer meals per diem work and to help retain the staff who have already signed up. Hopefully also recruit staff from other departments who have contracted 10 month staff and would be enticed to sign up for summer work with the added compensation.

POC in charge (Title):

Diana Flores

Challenge 2:

Staff hiring challenges/inability to fill open positions

Diana Flores

How challenge will be addressed:

Widely promote job vacancies for 10 month positions as well as sub vacancies on Indeed and other Job Boards. Host a Job Fair this June and again in Aug and hiring and training conducted all summer to keep new hires employed going into the new school year.

POC in charge (Title):

Rebecca Penland

Challenge 3:

Other

Outreach in direct mail and other sources to ensure all families are aware of SNAP, PEBT, Food bank and Family Meal project resources.

How challenge will be addressed:

Direct mail this summer.

POC in charge (Title):

Diana Flores

BUDGET

1. **Category:** Other, please specify

Budget Request Description: Stipends Needed for summer staff

Estimated Cost of Item: \$65,000.00

Purpose of Cost of Category: Funding new costs

2. **Category:** Program outreach (flyers, banners, ads, etc.)

Budget Request Description: Direct Mail (split cost at 20k). Actual cost of printing and postage exceeds \$40k for entire district.

Estimated Cost of Item: \$20,000.00

Purpose of Cost of Category: Both offsetting existing expenses as well as funding new expenses

3. **Category:**

Budget Request Description:

Estimated Cost of Item:

Purpose of Cost of Category:

4. **Category:**

Budget Request Description:

Estimated Cost of Item:

Purpose of Cost of Category:

5. **Category:**

Budget Request Description:

Estimated Cost of Item:

Purpose of Cost of Category:

6. **Category:**

Budget Request Description:

Estimated Cost of Item:

Purpose of Cost of Category:

7. Category:

Budget Request Description:

Estimated Cost of Item:

Purpose of Cost of Category:

8. Category:

Budget Request Description:

Estimated Cost of Item:

Purpose of Cost of Category:

9. Category:

Budget Request Description:

Estimated Cost of Item:

Purpose of Cost of Category:

Budget Request Total: \$85,000.00

APPLICATION TEAM

Contact	Primary Role
Diana Flores	Applicant



In Class Today, Inc.
 303 Twin Dolphin Drive, Suite 600
 Redwood City, CA 94065

**IN CLASS TODAY, INC. SERVICES AGREEMENT
 COVER PAGE**

This agreement (“Agreement”) is entered into on the “Effective Date,” which shall be the date on which the Agreement is fully executed by both parties, between In Class Today, Inc., (“InClassToday”), and the Customer identified below (“District”). This Agreement includes and incorporates the below Order Form, as well as the accompanying In Class Today Terms and Conditions and Exhibits and Attachments and contains, among other things, warranty disclaimers, liability limitations and use limitations. There will be no force or effect to any different terms of any related purchase order or similar form even if signed by the parties after the date hereof. Each party’s acceptance of this Agreement was and is expressly conditional upon the other’s acceptance of the terms contained in this Agreement to the exclusion of all other terms.

District Information	
District Name: Sacramento City School District	Principal Contact:
Address:	Title:
	Phone:
	Email:
Billing Contact:	Data Contact:
Phone:	Phone:
Email:	Email:

InClassToday Contacts	
Program Manager: Emily Orngard	Sales & Contracts: Nicole Bosworth
Phone: 650-641-9485	Phone: 650-641-9485
Email: emily.orgnard@inclasstoday.com	Email: nicole@inclasstoday.com
Billing Contact: Holly Maddox	Secondary Email: contracts@inclasstoday.com
Email: ar@inclasstoday.com	

ORDER FORM

Services:

As described below, InClassToday and Sacramento City School District (“District”) will work together to implement a personalized intervention and engagement program for up to 30,375 students designed to address learning loss and support student success by:

- Preventing student absenteeism in the classroom and/or remote learning
- Reaching and engaging students’ families and connecting them to district supports, including hard-to-reach or vulnerable student groups
- Supporting key transitions (eg back to school)

The program will include both mailed personalized interventions (“Reports”) and digital personalized interventions (“Messages”).

InClassToday will use data from the District to deliver the program, analyzing the data to determine which students receive each type of personalized intervention, determining appropriate content for each student based on their grade, attendance record, language, school, and other factors, and generating, printing and delivering, mailing the Reports and Messages.

InClassToday will apply criteria to personalize the content for each student and to identify the students most likely to benefit from receiving each communication, considering attendance patterns and other factors. Specific students may be excluded by the District through the process described in the InClassToday Data Specification and Transfer Standards. InClassToday will also exclude students whose parents or guardians have elected to opt-out of receiving program communications (Reports or Messages), as well as those who don’t meet other eligibility criteria (e.g. undeliverable address or phone number).

The program leverages best practices from research conducted by InClassToday and others in the field, and InClassToday’s goal is to provide services that improve over time. As a result, InClassToday may from time to time suggest new approaches and make changes to the Program likely to further program objectives.

InClassToday will provide the following Professional Services:

- Family Support Team to handle questions from report recipients and direct callers to relevant district resources
- Program Manager to provide periodic updates, answer questions, and lead information webinar trainings for school and district staff
- Program monitoring including information about students receiving Reports and Messages and parent/guardian calls to the Family Support Team, and students who may have out of date addresses
- End of year program impact analysis

InClassToday will send up to 42,525 mailed Reports* in English and Spanish and unlimited digital Messages for up to 30,375 students in English and Spanish based on a delivery calendar and student eligibility criteria mutually agreed upon by InClassToday and District.

*Estimated # of Reports; exact number will depend on actual data and student attendance.

Fees: \$149,619 per academic year

Program Design, Licenses (includes digital messages): \$146,500

Reports Print & Mailing: \$42,525

Discounts (two-year contract and volume discounts): -\$39,406

Cost per academic year: \$149,619

Payment Schedule:

Periodic invoicing for services rendered, payable within 30 days of receipt by the District

Term: The term of this Agreement commences on the Effective Date and expires August 31, 2023, subject to early termination as provided herein (the “Term”).

In Class Today Terms and Conditions

PLEASE READ THESE TERMS AND CONDITIONS (“TERMS”) CAREFULLY BEFORE USING THE SERVICES OFFERED BY IN CLASS TODAY, INC. (“INCLASSTODAY”). BY MUTUALLY EXECUTING ONE OR MORE ORDER FORMS WITH INCLASSTODAY WHICH REFERENCE THESE TERMS (EACH, AN “ORDER FORM”), YOU (“DISTRICT”) AGREE TO BE BOUND BY THESE TERMS (TOGETHER WITH ALL ORDER FORMS, THE “AGREEMENT”) TO THE EXCLUSION OF ALL OTHER TERMS. IN ADDITION, ANY ONLINE ORDER FORM WHICH YOU SUBMIT VIA INCLASSTODAY’S STANDARD ONLINE PROCESS AND WHICH IS ACCEPTED BY INCLASSTODAY SHALL BE DEEMED TO BE MUTUALLY EXECUTED. IF THE TERMS OF THIS AGREEMENT ARE CONSIDERED AN OFFER, ACCEPTANCE IS EXPRESSLY LIMITED TO SUCH TERMS.

- 1. SERVICES.** Upon mutual execution, each Order Form shall be incorporated into and form a part of the Agreement. Subject to the terms and conditions of this Agreement (including any limitation and restrictions set forth on the applicable Order Form), InClassToday will provide District with the services specified in each Order Form (collectively, the “Services”) during the applicable Order Form Term (as defined below). The Services are subject to modification from time to time (at InClassToday’s sole discretion, for any purpose deemed appropriate by InClassToday). InClassToday will use reasonable efforts to give District prior written notice of any such modification. District will cooperate with InClassToday in connection with the performance of this Agreement by making available such personnel and information as may be reasonably required, and taking such other actions as InClassToday may reasonably request.
- 2. LIMITED RIGHTS TO USE STUDENT RECORDS.** District will provide the Student Records (as defined below) to InClassToday solely for InClassToday to provide the Services and otherwise exercise and fulfill its rights and obligations hereunder, and hereby grants to InClassToday the non-exclusive, royalty-free, worldwide, transferable license and right to (i) internally use, copy, modify, create derivative works of, and disclose the Student Records to InClassToday Persons (as defined below) and/or other persons authorized in writing by District solely to provide the Service for the benefit of District, and (ii) freely use, copy, modify, create derivative works of, disclose and otherwise exploit De-Identified Data (as defined below) for any business purposes during and after the Term (including without limitation, for purposes of improving, testing and operating products and services).

InClassToday warrants that it will comply with the requirements of FERPA with respect to the use and disclosure of student records.

“Student Records” means the confidential and proprietary student-related information which District discloses to InClassToday, including as set forth in Attachment A (Data Transfer Standards), and excludes De-Identified Data. “De-Identified Data” means data submitted to, collected by, or generated by InClassToday in connection with District’s use (and InClassToday’s provision) of the Services but only in anonymized form which does not (and cannot be used to) specifically identify District, any of District’s students or any other individual. District shall retain ownership of any rights it may have to the Student Records. “InClassToday Person” is (i) a director, employee, contractor, agent or affiliate of InClassToday, (ii) who needs to access the Student Records in connection with InClassToday’s provision of the Service, and (iii) is subject to confidentiality obligations that are no less protective of the Student Records than the terms of Section 7 of this Agreement. InClassToday reserves the right to utilize independent contractors (e.g., third-party mailing vendors, third-party data integration vendors) to provide the Service. Prior to providing Student Records to such contractors, InClassToday will enter into a separate agreement restricting the use and disclosure of Student Records in accordance with this Agreement.

Except for the rights expressly granted herein, this Agreement does not give InClassToday any rights, implied or otherwise, to the Student Records. **At no time will InClassToday share any Student Records with any non-InClassToday Person without the written permission of District.** InClassToday shall notify District should InClassToday become aware of any unauthorized access to Student Records. Such notification shall reasonably include a description of the corrective actions that will be undertaken by InClassToday. Upon contract termination, Student Records will be destroyed in accordance with Section 9.

- 3. DISTRICT RESPONSIBILITIES.** District shall only provide the Student Records to InClassToday in accordance with the Data Transfer Standards set forth in Attachment A. District will not, and will not permit any third party to: (i) reverse engineer, decompile, disassemble or otherwise attempt to discover or obtain the source code, object code or underlying structure, ideas or algorithms of the Services or any software, documentation or data related to the Services (“Software”) (provided that reverse engineering is prohibited only to the extent such prohibition is not contrary to applicable law); (ii) modify, translate, or create derivative works based on the Services or Software; (iii) use the Software or Services in any infringing, defamatory, harmful, fraudulent, illegal, deceptive, threatening, harassing, or obscene way; or (iv) use the Services or Software other than in accordance with this Agreement and in compliance with all applicable laws, regulations and rights (including but not limited to those related to, intellectual property, consumer and child protection). District further represents and warrants that neither the Student Records nor the use thereof by InClassToday in accordance with this Agreement will infringe, misappropriate or violate any rights of or agreements with a third party or any laws or regulations. If InClassToday receives any notice or claim that any data provided to InClassToday, or activities hereunder with respect to any such data, may infringe or violate rights of or agreements with a third party or any laws or regulations (a “Claim”), InClassToday may, but is not required to, suspend or terminate the Service. Without limiting the foregoing, District will indemnify InClassToday from all liability, damages, settlements, attorney fees and other costs and expenses in connection with any such Claim or any breach of District’s obligations in this Section 3, as incurred.
- 4. FEES; PAYMENT.** District shall pay InClassToday fees for the Service as set forth in each Order Form (“Fees”). Additionally, in the event that the United States Postal Service increases the First Class Mail postage rate, InClassToday reserves the right to increase Reports Fees accordingly, by an amount no greater than the increase in InClassToday’s costs associated with the increased postage rate. Unless otherwise specified in an Order Form, all invoices issued under this Agreement are payable in U.S. dollars within thirty (30) days from date of invoice. Past due invoices are subject to interest on any outstanding balance of the lesser of 1.5% per month or the maximum amount permitted by law. District shall be responsible for all taxes associated with Service (excluding taxes based on InClassToday’s net income). All Fees paid are non-refundable and are not subject to set-off.
- 5. WARRANTIES.** Each party represents and warrants that it (i) has the authority to enter into this agreement (ii) will comply with applicable law, including without limitation the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) (FERPA) and other data privacy laws. The parties shall reasonably cooperate with each other to facilitate compliance with these laws, regulations and standards.
- 6. OWNERSHIP.** District shall retain ownership of any rights it may have to the Student Records. As between the parties, InClassToday alone will retain all intellectual property rights relating to the Service, including without limitation (i) any processes designed, used or implemented or works authored by InClassToday, and (ii) the Reports other than information specific to the District. District grants to InClassToday a non-exclusive, royalty-free right and license to (directly or through InClassToday Persons) use and otherwise exploit the District’s names, marks, logos and other identifiers (“Logos”) during the Term in accordance with District’s reasonable trademark usage guidelines for InClassToday to perform the Services hereunder, including without limitation using the Logos with Reports. District may use the

InClassToday's Logos, in accordance with InClassToday's relevant usage guidelines to identify and publicize the Services at conferences and education events; and (ii) InClassToday may identify District as its customer and use District's Logos for marketing and sales purposes, provided that such identification shall not state or imply an endorsement by District. Except as expressly permitted by this Section 6, each Party shall have a written right of approval over the use of its Logos by the other party, which will not to be unreasonably withheld.

7. **CONFIDENTIALITY.** InClassToday will (i) use commercially reasonable efforts to protect the security of Student Records at all stages of providing the Service, (ii) use commercially reasonable efforts to limit access to Student Records to authorized recipients as provided in Section 2, and (iii) not at any time during or after the term of this Agreement disclose Student Records to any other person (other than InClassToday Persons) without District's prior written consent (except that notwithstanding anything else the foregoing may be disclosed as required by law, regulation, or valid legal process, in which case InClassToday shall, unless otherwise prohibited by law, notify District prior to such disclosure). Notwithstanding the foregoing, the confidentiality obligations of this Section 7 do not apply to any information that (a) was lawfully in the possession of InClassToday before receipt from District; (b) is or becomes publicly available through no fault of InClassToday; (c) is received by InClassToday, without use or disclosure restriction, from a third party having an apparent bona fide right to disclose the information to InClassToday; or (d) is independently developed by InClassToday without use of the Student Records. District may be identified as the source of the Student Records.

While the terms of this Agreement are InClassToday's confidential information, each party may disclose the relationship and the existence of this Agreement.

InClassToday shall, to the extent of its liabilities under the laws of the State of California, defend the District (including but not limited to, its directors, trustees, officers, and employees) ("District Indemnitees") from any and all claims, actions or suits by unaffiliated third parties, and shall indemnify and hold the District Indemnitees harmless up to \$1,000,000 from and against all losses, damages, costs, expenses paid or payable to such third party(ies) (including attorney fees), where such claims, actions or suits arise solely and directly from InClassToday's or an InClassToday Person's breach of the Student Record confidentiality requirements contained herein, provided InClassToday is promptly notified of any and all threats, claims and proceedings related thereto and given reasonable assistance and the opportunity to assume control over the defense and all negotiations for a settlement or compromise; InClassToday will not be responsible for any settlement it does not approve in writing. The foregoing is District's sole remedy with respect to any breach of InClassToday's obligations herein relating to Student Records.

8. **WARRANTY DISCLAIMER.** OTHER THAN THE EXPRESS WARRANTIES SET FORTH IN SECTION 5, THE SERVICES, SOFTWARE, AND InClassToday'S PROPRIETARY INFORMATION AND ANYTHING PROVIDED BY OR ON BEHALF OF InClassToday IN CONNECTION WITH THIS AGREEMENT ARE PROVIDED "AS-IS," WITHOUT ANY WARRANTIES OF ANY KIND, AND InClassToday (AND ITS AGENTS, AFFILIATES, LICENSORS AND SUPPLIERS) HEREBY DISCLAIM ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, WITHOUT LIMITATION, ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE, AND NON-INFRINGEMENT.
9. **TERMINATION.** Subject to earlier termination as provided below, this Agreement is for the Term as specified in the Order Form. In the event of any material breach of this Agreement, the non-breaching party may terminate this Agreement prior to the end of the Term by giving thirty (30) days prior written notice to the breaching party; provided, however, that this Agreement will not terminate if the breaching party has cured the breach prior to the expiration of such thirty-day period. Either party may terminate this Agreement, without notice, (i) upon the institution by or against the other party of insolvency, receivership

or bankruptcy proceedings (provided that if such proceedings are involuntary, they are not dismissed within 120 days), (ii) upon the other party's making an assignment for the benefit of creditors, or (iii) upon the other party's dissolution or ceasing to do business without a successor.

This Agreement may be terminated without cause by District upon fifteen (15) days written notice to InClassToday. In the event of a termination without cause, District shall pay InClassToday for all services performed and all expenses incurred under this Agreement supported by documentary evidence, including payroll records, and expense reports up until the date of notice of termination.

All sections of this Agreement which by their nature should survive termination will survive termination, including, without limitation, restrictions, accrued rights to payment, confidentiality obligations, indemnification obligations, intellectual property rights, warranty disclaimers, and limitations of liability. Within sixty (60) days of termination or expiration of this Agreement, InClassToday will destroy all District Student Records in its possession.

- 10. LIMITATION OF LIABILITY.** EXCEPT FOR EITHER PARTY'S INDEMNIFICATION OBLIGATIONS, IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER (I) FOR ANY INDIRECT, PUNITIVE, CONSEQUENTIAL, OR SPECIAL DAMAGES, INCLUDING LOST REVENUES OR PROFITS, ARISING FROM BREACH OF THE TERMS IN THIS AGREEMENT, NEGLIGENCE, STRICT LIABILITY OR OTHER TORT, OR ANY OTHER CAUSE, OR (II) AMOUNTS, IN THE AGGREGATE, IN EXCESS OF THE FEES PAID OR PAYABLE TO INCLASSTODAY HEREUNDER IN THE TWELVE MONTH PERIOD ENDING ON THE DATE THAT A CLAIM OR DEMAND IS FIRST ASSERTED.
- 11. INSURANCE.** InClassToday shall procure and maintain the types and minimum limits of insurance as required by District, covering the performance of the Service. InClassToday shall procure all insurance solely from insurers authorized to do business on an admitted basis in the State of California, or otherwise acceptable to District and their Office of Risk Management, or the equivalent office thereof. Prior to commencement of services and during the life of this Agreement, InClassToday shall provide the District with a certificate of insurance reflecting its comprehensive general liability and cyber 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.
- 12. PIGGYBACK/RIDER.** InClassToday agrees to allow district and other public agencies and school districts in the U.S. to purchase additional services, at the same terms and conditions that apply to this contract. Districts and agencies may order additional services in quantities and amounts. Any liability created by Purchase Orders/Order Forms issued against this agreement shall be the sole responsibility of the district or agency placing the order.
- 13. MISCELLANEOUS.** This Agreement will be governed by, and construed in accordance with, the substantive laws of the State of California, without giving effect to any choice or conflict of law provision. Any action, suit or other proceeding arising under or relating to this Agreement (a "Suit") shall be brought in a court of competent jurisdiction in the State of California, and the parties hereby consent to the sole jurisdiction of the state and federal courts sitting in the State of California. The Parties are independent contractors and neither party shall be deemed to be an agent or employee of the other party. Neither party shall have authority to make any statements, representations or commitments of any kind on behalf of the other party, or to take any action which shall be binding on the other party. Neither party may assign this Agreement without the written consent of the other party; provided that either party may assign all of its rights and obligations under this Agreement to a successor-in-interest in connection with a sale or transfer of substantially all of such party's assets or business to which this Agreement relates. No modification or

waiver of any provision of this Agreement or any Attachment shall be valid unless in writing and executed by duly-authorized representatives of both Parties. A failure by one of the Parties to this Agreement to assert its rights hereunder shall not be deemed a waiver of such rights. No such failure or waiver in writing by any one of the Parties hereto with respect to any rights shall extend to or affect any subsequent breach or impair any right consequent thereon. If any provision of this Agreement is or becomes invalid or is ruled invalid by any court of competent jurisdiction or is deemed unenforceable, it is the intention of the parties that the remainder of this Agreement shall not be affected. This Agreement may be executed in two or more counterparts, and by facsimile or electronic transmission, each of which will be deemed to be an original, but all of which together shall constitute one and the same instrument. This Agreement and its Exhibits and Attachments embody the entire understanding between District and InClassToday, and any prior or contemporaneous representations, either oral or written, are hereby superseded. All notices required by or relating to this Agreement shall be in writing and shall be sent by means of certified mail, postage prepaid, to the Parties to the Agreement and addressed, if to District, to the address set forth on the Order Form, and if to InClassToday, as follows:

In Class Today, Inc.
303 Twin Dolphin Drive, Suite 600
Redwood City, CA 94065
Attn: Contracts
Email: contracts@inclasstoday.com

or addressed to such other address as that party may have given by written notice in accordance with this provision. All notices required by or relating to this Agreement may also be communicated by email, provided that the sender receives and retains confirmation of successful transmittal to the recipient. Such notices shall be effective on the date indicated in such confirmation. In the event that either party delivers any notice hereunder by means of email transmission in accordance with the preceding sentence, such party will promptly thereafter send a duplicate of such notice in writing by means of certified mail, postage prepaid, to the receiving party, addressed as set forth above or to such other address as the receiving party may have previously substituted by written notice to the sender.

IN WITNESS WHEREOF, District and InClassToday have executed this Agreement as of the Effective Date.

DISTRICT

Signature: _____

By: Rose Ramos, CBO

Date: _____

IN CLASS TODAY, INC.

Signature: _____

By: Emily Bailard, CEO

Date: _____

ATTACHMENT A DATA TRANSFER STANDARDS

District will provide InClassToday with access to data as specified in the “**InClassToday Data Specification and Transfer Standards**” which contains comprehensive information on data fields and the transfer process. Data will be transferred to InClassToday daily. A summary of key steps are as follows:

- **Data Fields:** District will provide InClassToday with the following data files for all students who are currently enrolled in the district, as well as historical data. A complete list of the fields and transfer protocol can be found in the “InClassToday Data Specifications and Transfer Standards”.
 - **Roster File:** One row per student. Sample fields: student ID, first name, last name, enrollment date, un-enrollment date, school, grade, mailing address(es), contact information including phone and email*, demographic information, home language, exclusion flag
 - **Daily Attendance File:** One row per attendance event. Sample fields: student ID, attendance date, attendance code
 - **Exclusion List (Optional):** Used if student-level exclusions cannot be provided in the Roster File. One row per student. Sample fields: student ID, student name
 - **Parent/Guardian Contacts:** One row per contact. Sample fields: guardian name, phone number
 - **School Site Information:** One row per school. Sample fields: school name, school id, school phone number
 - **Period Attendance File (Optional):** One row per attendance event. Sample fields: student ID, attendance date, attendance code
- **Executing the Data Transfers:** InClassToday will host a secure, FERPA-compliant data transfer protocol through which the District will transfer all required data files on a daily basis. Additional details can be found in “InClassToday Data Specification and Transfer Standards.”

Please note that these data specifications and transfer standards are subject to change.

*As part of the program of intervention, InClassToday may send a text message to any guardians whose phone number has been provided. The first message will provide the recipient with the opportunity to opt-out of receiving further messages. If the district is not authorized to send text messages to specific guardians, follow the instructions in the InClassToday Data Specification and Transfer Standards to exclude them from text outreach. Note: digital communication will only be sent to parents and guardians; no digital communication is sent directly to students.

Memorandum of Understanding Between
Sacramento City Unified School District and
Improve Your Tomorrow, Inc

Overview:

This memorandum of understanding (MOU) specifies the expectations of the partnership between Sacramento City Unified School District (SCUSD) and Improve Your Tomorrow (IYT) to implement the IYT College Academy at Luther Burbank High School and Rosa Parks K-8 School. The partnership takes effect on July 1, 2021 and is effective through June 30, 2024.

Improve Your Tomorrow will:

1. Serve 150 students through the College Academy annually, starting in the fall of 2021, seventy-five (75) students at Luther Burbank High School and seventy-five (75) students at Rosa Parks K-8 School.
2. Complete a facility use agreement for at all schools that have the IYT College Academy program and provide the required certificate of insurance.
3. Ensure all employees comply with Education Code requirements, which includes undergoing a criminal background check (ie: SCUSD fingerprinting).
4. Gather formative assessment data to reflect IYT's progress at each site, to include overall program attendance.
5. Provide to Research and Evaluation Department (RED) a participants' list to include the names of each student participating in the program, by school, his district identification number, and a record of his daily attendance in the program
6. Administer the SEL (Social Emotional Learning) survey to all program participants. The survey will be provided by RED.
7. Conduct a parallel evaluation of program progress to include the metrics listed in this contract and will meet with RED to discuss outcomes.
8. Coordinate all IYT activities and services with the principals at targeted campuses. College Academy Services, starting in the fall of 2021, include but are not limited to:
 - IYT College Academy career-based activities
 - Professional Mentorship and Leadership Development
 - Career Assessments and Workshops
 - Work-based Field Trips
 - Family Engagement
 - Volunteering and Internships

Distance Learning

In the event of school closures due to COVID 19, within 3 business days, IYT students will be supported and engaged through the IYT Virtual platform. The services provided in this platform include; mentorship sessions, live hangouts, workshops, class huddles, parent engagement and tutoring.

Methods of Assessment

Sacramento City Unified School District will evaluate the effectiveness of IYT by analyzing key performance indicators for students served by IYT, including:

High School Key Performance Indicators

- Qualitative survey measuring students school engagement, campus belonging, improved campus relationships and college knowledge for all students participating in program
- Reduction in the number of D's and F's as compared to the previous semester for students participating in program a minimum of 2 semesters
- High school graduation rate for students in the program a minimum of 2 semesters
- College attendance rates for students in the program a minimum of 4 semesters
- 10% of students will enter an apprenticeship program
- 20% increase in student pathway completion
- 33% of students take at least one honors or advanced placement course in their junior year

Middle School Key Performance Indicators

- Promotion rate for 8th grade students
- Attendance Rate for all students participating in program
- Reduction in the number of D's and F's as compared to the previous semester for students participating in program a minimum of 2 semesters
- Qualitative survey measuring students school engagement, campus belonging, improved campus relationships and college knowledge for all students participating in program

Annually, Improve Your Tomorrow will submit an evaluation form to SCUSD and all school sites no later than 8 weeks after grades have posted for the Spring semester.

Sacramento City Unified School District (SCUSD) will:

1. Provide a dedicated workspace, office keys, furniture, technology, supplies and equipment for the Improve Your Tomorrow instructional program without charging a facility use fee.
2. Provide access to school site during Improve Your Tomorrow programming
3. Complete data sharing memorandum of understanding
4. Provide funding of \$150,000 per year, \$450,000 total, to be invoiced in equal in monthly increments from July 2021 through June 2024 payable within 30 days from time of invoice to Improve Your Tomorrow.

Payments directed to the following address:

Improve Your Tomorrow
3780 Rosin Court Suite 240
Sacramento, CA 95834

Terms:

The term of this Memorandum of Understanding shall commence July 1, 2021 and end June 30,

2024.

Termination Clause:

Either party may terminate this agreement without cause upon sixty (60) days written notice to the other party. Notice shall be deemed served on the date of the mailing.

Indemnification and Hold Harmless

To the fullest extent allowed by law, IYT shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this 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 IYT, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it. The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the IYT. 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 IYT or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold IYT and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("IYT 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 IYT and/or any IYT 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.

Clearance Requirements

IYT 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.

IYT shall monitor the status of licenses, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by IYT including volunteers.

IYT 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 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 Contract. Failure to notify LEA of changes in licenses, certifications or suspensions shall be good cause for

termination of this Contract by LEA.

IYT shall electronically submit, within 24 hours, any accident or incident report to LEA. IYT shall properly submit accident or incident reports as required by the District.

IYT 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.

IYT 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, IYT or others) on or off campus, IYT is to file the appropriate report to the Sacramento County Sheriff. IYT is also to confidentially notify the Legal Compliance Specialist of the report. IYT is to cooperate with any investigation conducted by the District in connection with such report.

IYT 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 IYT 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. IYT 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 agency 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.

Insurance

IYT shall, at 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 IYT's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

Commercial General Liability Insurance, including both bodily injury and property damage, with

limits as follows:

\$5,000,000 per occurrence

\$500,000 fire damage

\$5,000 medical expenses

\$1,000,000 personal & adv. injury

\$10,000,000 general aggregate

\$2,000,000 products/completed operations aggregate

The policy may not exclude coverage for claims arising from or relating to claims for sexual molestation or abuse. IYT must provide proof that IYT's Commercial General Liability Insurance covers claims for sexual molestation or abuse.

In the event that IYT's policy should have an exclusion for sexual molestation or abuse claims, then IYT shall be required to procure a supplemental policy providing such coverage and provide proof thereof.

Certificates of Insurance, additional insured endorsement and declaration of insurance coverages shall be provided to LEA.

For any claims related to the services contracted for under this Agreement, IYT's insurance coverage, including any supplemental policy covering sexual molestation and abuse claims, 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 IYT's insurance and shall not contribute with it.

Workers' Compensation and Employers Liability Insurance in accordance with provisions of California Labor Code sections 3200 et seq., adequate to protect IYT 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.

IYT, upon execution of this 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. Certificate of Insurance, additional insured endorsement and declaration of insurance coverages shall be provided to LEA.

For any claims related to the services contracted for under this Agreement, the IYT's insurance coverage shall be primary insurance as respects 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 IYT's insurance and shall not contribute with it.

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.

Signatures:

The following authorized signatures have agreed to the responsibilities stated within this Memorandum of Understanding:



Michael Lynch, CEO
Improve Your Tomorrow

Date: 4/30/21

Rose Ramos, CBO
Sacramento City Unified School District

Date: _____

Appendix A

Data Use Agreement

This agreement governs the conditions in which Improve Your Tomorrow must use, store, and safeguard the privacy of any and all student data (hereafter referred to as “Student Data”) received from the SCUSD pursuant to the signed Agreement between Improve Your Tomorrow and the SCUSD.

Student Data includes both student-specific data (where individual students are identifiable by name or student ID) and aggregate data (where no students are specifically identifiable).

The requested individual-level data includes:

- Student ID
- Ethnicity/Race
- Class Schedule
- Standardized Test Scores (SBACC, etc)
- Unofficial Student Transcripts
- Guardian Contact Information
- Access to online student grade book portal
- Suspension and Attendance data
- Individual Education Plan (if applicable)

General Purpose & Use of Student Data.

Improve Your Tomorrow will use the Student Data provided by the SCUSD to increase college enrollment rates for Improve Your Tomorrow students in SCUSD. Improve Your Tomorrow offers an array of strategic interventions to improve retention, including academic support, mentorship, internships, college advising, parent engagement and college tours. Regular data access will allow Improve Your Tomorrow staff to assess student progress and provide support as needed to ensure the students stay on track to enroll in college.

Improve Your Tomorrow acknowledges that it is fully familiar with the obligations of, is subject to, and will fully comply with the privacy regulations set forth in FERPA. Improve Your Tomorrow will not access, disclose or use any Student Data except to the extent such access, disclosure, or use is in full accordance with FERPA, and is explicitly permitted under this Agreement. Improve Your Tomorrow will maintain the security of the Student Data at all times and will promptly notify the SCUSD in the event of any disclosure that is inconsistent with the terms of this Agreement.

Improve Your Tomorrow agrees to maintain the Student Data received with reasonable security measures, such that the Student Data cannot be viewed or accessed electronically or in printed form by unauthorized individuals, which includes but is not limited to administrative controls, physical controls, and technical controls, electronic security, such as password sign-on and

sign-off procedures as appropriate and the proper placement of the equipment so that the screen cannot be viewed from a public location.

Improve Your Tomorrow agrees to refrain from redisclosing the Student Data to any other third party.

Improve Your Tomorrow agrees to destroy any Student Data contained in print form or electronically that is no longer needed for Improve Your Tomorrow's stated purpose and in such a way that identification of a student is not possible.

If Improve Your Tomorrow terminates the Agreement, goes out of business, files a petition under the Bankruptcy Code, or stops providing services to the SCUSD, it shall return to the SCUSD all Student Data in its possession.

Data Ownership. The Parties agree that, as between them, all rights, including all intellectual property rights in and to Student Data transmitted under this Agreement, shall remain the exclusive property of the SCUSD.

Subaward Agreement No. SA22-00019

Under California Department of Food & Agriculture ("CDFA" or "Prime Sponsor") Prime Award No. 20-1177-000-SG ("Prime Award")

This Subaward Agreement is entered into between the Pass-through Entity (PTE) and Subrecipient named below for the performance of a portion of the Statement of Work originally awarded to the PTE.

Pass-Through Entity ("PTE") Name: Sacramento City Unified School District Address: 5735 47 th Avenue Sacramento, CA 95824 DUNS: 060697109	Subrecipient Name: Food Literacy Center Address: 170 Sandburg Drive Sacramento, Ca 95819 DUNS: 069029863
PTE PI Name: Diana Flores	Subrecipient PI Name: Amber Stott
Subaward Period of Performance: Budget Period: July 1, 2021 Through: June 30, 2023 Total Project Period: June 1, 2021 Through: March 31, 2023	Subaward Funding: Funding This Action: \$376,500 Total Funding to Date: \$376,500 Anticipated Total Subaward: \$376,500
Subaward Type: cost-reimbursement	

Project Title: 2021 California Farm to School Incubator Grant Program

1. **Subaward:** PTE hereby awards a cost-reimbursable subaward, as described above, to Subrecipient. The Statement of Work and budget for this Subaward are as shown in Attachment 4, "Subrecipient Statement of Work and Budget," which is hereby made part of this Subaward Agreement. In its performance of Subaward work, Subrecipient shall be an independent entity and not an employee or agent of PTE.
2. **Invoicing and Payment:** Subrecipient shall submit invoices through WizeHive grant portal and submit copy to PTE not more frequently than monthly and not less frequently than quarterly for allowable costs incurred. Upon PTE receipt of reimbursement check from CDFA, the PTE agrees to reimburse Subrecipient for costs incurred in performance of services under this Subaward Agreement. All invoices shall be submitted using Subrecipient's standard invoice, but at a minimum shall include current and cumulative costs, cost sharing, and Subaward number. Invoices that do not reference PTE Subaward number may be returned to Subrecipient. Invoices and questions concerning invoice receipt or payments should be directed to the appropriate party's Financial Contact as shown in Attachments 3A & 3B.
3. **Financial Reporting:** A final statement of cumulative costs incurred, including cost sharing, marked "FINAL" must be submitted to PTE's Financial Contact, as shown in Attachment 3A, not later than 60 days after the Subaward Period of Performance end date. The final statement of costs shall constitute Subrecipient's final financial report.
4. **Party Contacts:** Matters concerning the technical performance of this Subaward shall be directed to the appropriate party's Principal Investigator as shown in Attachments 3A and 3B. Matters concerning the request or negotiation of any changes in the terms, conditions, or amounts cited in this Subaward, and any changes requiring prior approval, shall be directed to each party's Administrative Contact, as shown in Attachments 3A and 3B. Any such change made to this Subaward requires the written approval of each party's Authorized Official, as shown in Attachments 3A and 3B.
5. **Key Personnel:** Subrecipient's Principal Investigator, Amber Stott, is considered essential to the work to be performed under this Subaward Agreement. Substitution or substantial reduction in commitment of Subrecipient's Principal Investigator requires the prior written approval of PTE. In the event that Subrecipient notifies PTE that it desires to replace Subrecipient's Principal Investigator, Subrecipient shall notify PTE in writing within 14 business days of the date of such replacement and shall propose a substitute principal investigator, identifying the proposed substitute in the notice. PTE shall notify Subrecipient within 14 business days after receipt of such notice of its decision either to continue the Subaward Agreement with the substitute principal investigator or to terminate the Subaward Agreement.
6. **Incorporation of General Terms and Conditions:** In the performance of Subrecipient's Work, all terms and conditions in Attachment 2, "General Terms and Conditions" are hereby made part of this Subaward Agreement.
7. **Order of Precedence:** Any inconsistencies in this Subaward Agreement shall be resolved by giving precedence in the following order:
 - a. This Document and Attachment 1, "Representations and Certifications";
 - b. Attachment 2, "General Terms and Conditions";
 - c. Attachment 4, "Subrecipient Statement of Work and Budget".
8. **Entire Agreement:** This Subaward Agreement constitutes the entire agreement between the parties regarding the subject matter herein. Unless otherwise provided for in Attachment 2, any modification to this Subaward Agreement shall be made in writing and must be signed by an authorized representative of each Party.

IN WITNESS WHEREOF, duly authorized representatives of the Parties have entered into this Subaward Agreement as of the date of the last signature set forth below:

Authorized Official of Pass-Through Entity

Authorized Official of Subrecipient

Name: Rose Ramos
Title: Chief Business Officer
Date:

Name: Amber Stott
Title: Director, Food Literacy Center
Date:

**Subaward Agreement
Attachment 1
Representations and Certifications
Subward No. SA22-00019**

The following certifications are required by the Prime Award and are incorporated into this Subaward Agreement by reference.

None are required.

Subaward Agreement
Attachment 2
General Terms and Conditions
Subaward No. SA22-00019

1. Independent Entities. This Subaward Agreement is by and between two independent entities and is not intended to nor shall it be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association. The employees and agents of each party shall not be entitled to the employment benefits of the other by virtue of this agreement. Each party shall remain responsible for workers' compensation and other employment laws for their respective employees. Teachers participating in the program remain District's employees.
2. Audit; Access to Records; Records Retention. For a period of three years after final payment under this Subaward Agreement, Subrecipient agrees to provide to PTE, Prime Sponsor and/or the State Auditor General, and to any of their authorized representatives, access to any documents, papers, or other records of Subrecipient that are pertinent to the Prime Award in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to Subrecipient's personnel for the purpose of interview and discussion related to such documents.
3. Ownership of Materials, Copyrights, and Data Rights. Ownership of any copyrights, patents, or other proprietary interests that may result from Subaward activities, including new resources developed with Subaward funds, will vest exclusively in the party whose employees or representatives created the work of authorship or conceived the patentable invention; ownership resulting from joint works of authorship or patentable inventions will vest jointly in both parties. To the extent that Subrecipient incorporates into products produced in performance of this Subaward material that has been developed by Subrecipient prior to or outside of Subaward activities and is protected by copyright or trademark ("contributed copyrightable materials"), Subrecipient shall retain ownership of all right, title, and interest, including without limitation all intellectual property rights, in and to said contributed copyrightable materials.

Subrecipient grants to PTE the right to use any written progress reports created under this Subaward solely for the purpose of and only to the extent required to meet PTE's obligations to its Prime Sponsor under its Prime Award.

Subrecipient grants to PTE the right to use data created in the performance of this Subaward solely for the purpose of and only to the extent required to meet PTE's obligations to its Prime Sponsor under its Prime Award.
4. Nondiscrimination. Any service provided by either party pursuant to this Subaward Agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.
4. Limitation of Liability/Indemnity; Confidentiality of Student Data. Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its employees, officers, or directors, to the extent allowed by law. Each party shall be responsible for maintaining the confidentiality of student and employee data to the extent required by law, and if either party fails to comply with this requirement, it shall hold the non-offending party harmless and indemnify that party for the breach of confidentiality. The principals of comparative fault shall govern this agreement. This Limitation of Liability/Indemnity; Confidentiality of Student Data section shall survive the termination of this agreement.
5. Insurance. Subrecipient represents that it carries sufficient insurance coverage to comply with the requirements of federal, state and local laws as well as its obligations under this Subaward Agreement.
6. Termination. Either party may terminate this Subaward Agreement with 30 days' written notice to the other party's Authorized Official, as shown in Attachments 3A and 3B. In the event that Prime Sponsor terminates Prime Award and PTE notifies Subrecipient of such termination, Subrecipient shall terminate its performance under this Subaward Agreement. Upon termination, PTE shall reimburse Subrecipient for allowable costs and non-cancelable obligations incurred prior to the date of termination and Subrecipient shall, in accordance with Attachments 4 and 5, furnish all necessary data and final reports that are completed or in progress through the date of termination.
7. Disputes. The parties shall attempt to resolve all disputes through informal means. Each party agrees that, prior to resorting to litigation to resolve any dispute, it will confer with the other party to determine whether other procedures that are less expensive or less time-consuming can be adopted to resolve the dispute.

8. Integration. This Subaward Agreement and its attachments contain the entire agreement between the parties, and no statements, promises, or inducements made by either party or agent of either party that are not contained in this written Subaward Agreement shall be valid or binding; and this Subaward may not be enlarged, modified, or altered except in writing signed by the parties.
9. Amendments. Except as expressly set forth in this section, no subsequent amendment, modification or addition to this Subaward Agreement will be binding upon the parties hereto unless reduced to writing and signed by the respective authorized representatives of PTE and Subrecipient.
10. Counterparts. This Subaward Agreement may be executed simultaneously in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same agreement. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.
11. Signatures. By affixing its signature to this Subaward Agreement, each party warrants and represents that it has the authority to enter into this agreement and to perform all obligations under it, and further that the signatory of this agreement is authorized to legally bind the party.

**Subaward Agreement
Attachment 3A
Subcontract No. SA22-00019**

Pass-Through Entity Contacts

Name: Sacramento City Unified School District

Address: 5735 47th Ave.

City: Sacramento

State: California

Zip Code + 4: 95824-4528

Institution Type : School District

Congressional District:

Registration current in SAM? Yes ___ No ___

Administrative Contact

Name: Robert Aldama

Address: 3051 Redding Ave

City: Sacramento

State: California

Zip Code + 4: 95820-2122

Telephone: 916-395-5600 ext. 460027

Fax: 916-277-6665

E-Mail: robert-aldama@scusd.edu

Principal Investigator

Name: Diana Flores

Address: 3101 Redding Ave

City: Sacramento

State: California

Zip Code + 4: 95820-2128

Telephone: 916-395-5600 ext. 460011

Fax: n/a

E-Mail: diana-flores@scusd.edu

Financial Contact

Name: Jesse Castillo

Address: 5735 47th Ave

City: Sacramento

State: California

Zip Code + 4: 95824-4528

Telephone: 916-643-7837

Fax: 916-399-2039

E-Mail: Jesse-M-Castillo@scusd.edu

Invoices Sent To: SCUSD Nutrition Services

Tara Phillips / tara-phillips@scusd.edu

916-395-5600 ext. 460005

Authorized Official

Name: Rose Ramos

Address: 5735 47th Ave

City: Sacramento

State: California

Zip Code + 4: 95824-4528

Telephone: 916-643-9055

Fax: 916-399-2039

E-Mail: Rose-F-Ramos@scusd.edu

Subaward Agreement Attachment 3B Subaward No. SA22-00019		
Subrecipient Contacts		
Name: Food Literacy Center		
Address: 170 Sandburg Drive		
City: Sacramento	State: California	Zip Code + 4: 95819-2526
Institution Type :Non-Profit 501(c)(3)	Congressional District:	Registration current in SAM.gov? Yes __ No __
EIN: 45-3973268	DUNS: 069029863	Parent DUNS: n/a
Did Subrecipient's gross income, from all sources, in the previous tax year exceed \$300,000? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Is the Performance Site the same address as set forth above? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If no, is the Performance Site the same as the PI address set forth below? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If you answered "no" to any of the above questions, please complete "Attachment 3B, Page 2," below.		
Is Subrecipient exempt from reporting compensation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, complete "Attachment 3B, Page 2," below.		
Administrative Contact (Contracting)		
Name: Amber Stott		
Address: 170 Sandburg Drive		
City: Sacramento	State: California	Zip Code + 4: 95819-2526
Telephone: 916-873-2025	Fax: n/a	
E-Mail: amber@foodliteracycenter.org		
Principal Investigator		
Name: Amber Stott		
Address: 170 Sandburg Drive		
City: Sacramento	State: California	Zip Code + 4: 95819-2526
Telephone: 916-873-2025	Fax: n/a	
E-Mail: amber@foodlitracycenter.org		
Financial Contact		
Name: Samantha Lysaythong		
Address: PO Box 188706		
City: Sacramento	State: California	Zip Code + 4: 95818
Telephone: 916-476-4766	Fax: n/a	
E-Mail: samantha@foodliteracycenter.org		
Checks Sent To:		
Name: Food Literacy Center		
Address: PO Box 188706		
City: Sacramento	State: California	Zip Code + 4: 95818
Telephone: 916-476-4766	Fax: n/a	
E-Mail: amber@foodliteracycenter.org		
Authorized Official		
Name: Amber Stott		
Address: 170 Sandburg Drive		
City: Sacramento	State: California	Zip Code + 4: 95819-2526
Telephone: 916-873-2025	Fax: n/a	
E-Mail: amber@foodliteracycenter.org		

**Subaward Agreement
Attachment 3B, Page 2
Place of Performance & Highest Compensated Officers
Subcontract No. SA22-00019**

Subrecipient Name: Food Literacy Center

Place of Performance: Food Literacy Center @ Leataata Floyd

Name: Amber Stott

Address: 401 McClatchy Way

City: Sacramento

State: California

Zip Code + 4: 95818

Telephone: 916-476-4766

E-Mail: amber@foodliteracycenter.org

Congressional District:

The names and total compensation of the five most highly compensated officers of Subrecipient must be listed if:

(i) Subrecipient in the preceding fiscal year received:

(I) 80 percent or more of its annual gross revenues in Federal awards (federal contracts (and subcontracts), loans, Subawards (and subSubawards) and cooperative agreements); AND

(II) \$25,000,000 or more in annual gross revenues from Federal awards; AND

(ii) the public does not have access to information about the compensation of the senior executives of Subrecipient through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986.

Is Subrecipient exempt from reporting executive compensation? Yes No If no, complete the information below.

Officer 1 Name: Sarah Modeste, Board Chair

Officer 1 Compensation: \$0

Officer 2 Name: Erik Johnson, Treasurer

Officer 2 Compensation: \$0

Officer 3 Name: Justin Nordan, Secretary

Officer 3 Compensation: \$0

Officer 4 Name: Stacey Kauffman, Immediate Past Board Chair

Officer 4 Compensation: \$0

Officer 5 Name: Amber Stott

Officer 5 Compensation: \$98,500

**Subaward Agreement
Attachment 4
Subrecipient Statement of Work and Budget**

**2021 CALIFORNIA FARM TO SCHOOL INCUBATOR GRANT PROGRAM
Statement of Work for Food Literacy Center**

Food Literacy Center will procure seasonal produce from local farmers to incorporate into weekly classes and afterschool programming at nine of the PTE's Title I elementary schools. Students will learn to identify and cook with produce. FLC's Garden Educator will teach a series of 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. Project goals are to increase student knowledge of how local vegetables are grown by 80 percent and increase the number of students of students exposed to fresh local vegetables by 80 percent.

In support of the collaboration, Food Literacy Center will ensure the following activities:

1. Adhere to the project implementation timeline
2. Record program activities in quarterly progress reports in WizeHive grant portal
3. Submit monthly or quarterly invoices for allowable expenses to CDFA through Wizehive grant portal.
4. Submit monthly or quarterly allowable expense report (invoice) to PTE for reimbursement
5. Respond to quarterly progress reporting questions in WizeHive by the end of the third, sixth, ninth, twelfth, etc. months of grant term
6. Participate in final interview after the grant term to concludes to discuss successes, challenges, and other related information
7. Report California food procurement practices data annually through WizeHive grant portal to CDFA for the duration of the grant and the following year after the end of the project term

At all times during the performance of this Subaward, Subrecipient agrees to work closely with PTE's principal investigator in order to assure a well-integrated effort.

Food Literacy Budget

\$50,000	Food Procurement: FY21/22 - \$25,000, FY22/23 - \$25,000
\$23,700	Personnel: Salaries and benefits including health insurance, FY21/22 - \$12,925.20, FY22/23 - \$10,774.80
\$9,500	Evaluation Specialist: FY21/22 – \$4,500, FY22/23 - \$5,000
\$213,300	Educational Integration: FY21/22 – \$116,326.80, FY22/23 - \$96,973.20
\$10,000	Farm & Landscaping Consulting: FY21/22 - \$5,000, FY22/23 - \$5,000
\$70,000	Cooking & Farm Supplies & Equipment: FY21/22 - \$35,000, FY22/23 - \$35,000
\$ 326,500	Total Reimbursable Subaward Budget

AGREEMENT FOR SERVICES

Between

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Youth Development Support Services Department
And
Sacramento Chinese Community Service Center

Amendment No. 3

The agreement between Sacramento City Unified School District (“District” or “SCUSD”) and Sacramento Chinese Community Service Center (“SCCSC”), dated July 20, 2020 is hereby amended as follows:

Attachment A of the Agreement is hereby replaced in its entirety with Attachment A of this Amendment.

B. Payment. For provision of services pursuant to this Agreement, District shall reimburse SCCSC for direct services not to exceed **\$5,890,657.49**, which represents an increase of **\$362,160.72** to the agreement.

Breakdown:

Program/Funding	School Name	Contract Amount	Number of Students	Target Days July 27 – August 21, 2020
Summer Learning/Learning Loss Mitigation Funds	Cesar Chavez	\$26,000.00	N/A	20
Summer Learning/Learning Loss Mitigation Funds	Ethel Philips	\$21,200.00	N/A	16
Summer Learning/Learning Loss Mitigation Funds	Leonardo Da Vinci	\$26,000.00	N/A	20
Summer Learning/Learning Loss Mitigation Funds	Pacific	\$26,000.00	N/A	20
Summer Learning/Learning Loss Mitigation Funds	Washington	\$26,000.00	N/A	20

Program	School Name	Contract Amount	Number of Students	Target Days
ASES	A.M. Winn K-8	\$131,305.03	N/A	180
ASES	Abraham Lincoln	\$113,193.99	N/A	180
ASES	Albert Einstein	\$150,925.32	N/A	180
ASES	Bowling Green	\$113,697.07	N/A	180
ASES	California Middle	\$150,774.39	N/A	180
ASES	Camellia Basic	\$113,193.99	N/A	180

ASES	Caroline Wenzel	\$112,741.21	N/A	180
ASES	Cesar Chavez	\$113,193.99	N/A	180
ASES	David Lubin	\$83,473.77	N/A	180
ASES	Earl Warren	\$113,193.99	N/A	180
ASES	Elder Creek	\$285,479.77	N/A	180
ASES	Ethel Phillips	\$113,193.99	N/A	180
ASES	Fern Bacon	\$150,925.32	N/A	180
ASES	Golden Empire	\$113,193.99	N/A	180
ASES	Hubert H. Bancroft	\$97,799.61	N/A	180
ASES	John Bidwell	\$113,193.99	N/A	180
ASES	John Cabrillo	\$113,193.99	N/A	180
ASES	Kit Carson	\$97,401.92	N/A	180
ASES	Martin Luther King, Jr.	\$113,193.99	N/A	180
ASES	Nicholas	\$115,457.87	N/A	180
ASES	O.W. Erlewine	\$113,193.99	N/A	180
ASES	Pacific	\$115,457.87	N/A	180
ASES	Peter Burnett	\$137,191.12	N/A	180
ASES	Pony Express	\$113,193.99	N/A	180
ASES	School of Engineering and Science	\$95,082.96	N/A	180
ASES	Sequoia Elementary	\$113,193.99	N/A	180
ASES	St. Hope Public School 7	\$150,925.32	N/A	180
ASES	Tahoe	\$113,193.99	N/A	180
ASES	Theodore Judah	\$113,193.99	N/A	180
ASES	Washington	\$113,193.99	N/A	180
ASES	Will C Wood	\$150,925.32	N/A	180
ASES	William Land	\$130,399.48	N/A	180
ASES	Woodbine	\$113,193.99	N/A	180
21 st CCLC – After School	Cesar Chavez	\$34,425.00	N/A	180
21 st CCLC – Before School	Cesar Chavez	\$30,600.00	N/A	180
21 st CCLC	Ethel Phillips	\$34,425.00	N/A	180
21 st CCLC	Martin Luther King, Jr.	\$96,390.00	N/A	180
Central Office Funds- Title I	C.K. McClatchy	\$75,000.00	N/A	180
21 st Century ASSETs	American Legion	\$60,000.00	N/A	180
21 st Century ASSETs	Arthur A. Benjamin Health Professions	\$65,000.00	N/A	180
21 st Century ASSETs	Hiram Johnson	\$110,000.00	N/A	180
21 st Century ASSETs	John F. Kennedy	\$110,000.00	N/A	180
21 st Century ASSETs	Rosemont	\$110,000.00	N/A	180
21 st Century ASSETs	Sacramento Charter High	\$110,000.00	N/A	180
CARES Funding	Bowling Green	\$110,766.09	40	156
CARES Funding	John Cabrillo	\$110,766.09	40	156
CARES Funding	Martin Luther King, Jr	\$23,423.06	40	156

CARES Funding	Hiram Johnson	\$75,398.89	48	107
CARES Funding	Tahoe	\$66,540.38	48	93
CARES Funding	Will C Wood	\$44,423.33	48	107
ASES	Will C Wood	\$18,397.20	In Class Support	86
21 st Century ASSETs	Hiram Johnson	\$28,674.54	In Class Support	86
21 st Century ASSETs	Sacramento Charter High	\$8,000.00	After School Activity	Stipend
CARES Funding	Nicholas Elementary	\$57,698.51	48	75
CARES Funding	Alice Birney	\$39,654.26	28	50
CARES Funding	Caleb Greenwood	\$32,411.57	28	40
CARES Funding	Genevieve Didion	\$39,654.26	28	50
CARES Funding	Leonardo da Vinci	\$32,411.57	28	40
CARES Funding	Matsuyama	\$39,654.26	28	50
CARES Funding	Phoebe Hearst	\$39,654.26	28	50
CARES Funding	Sutterville	\$39,654.26	28	50
ASES Funding	David Lubin	\$6,551.50	14	50
ASES Funding	William Land	\$19,319.60	28	53
21 st Century ASSETs	Sacramento Charter High	\$10,250.00	After School Activity	Stipend
Title I	C.K.McClatchy	\$5,246.65	After School Activity	40

All other provisions of the Agreement remain unchanged.

IN WITNESS WHEREOF, the Parties have caused this Amendment to be executed.

District:

Rose Ramos
Chief Business Officer

Date

Sacramento Chinese Community Service Center:



Henry Kloczkowski
Executive Director

Date

5-24-21

AGREEMENT FOR SERVICES

Between

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Youth Development Support Services Department
 And
Sacramento Chinese Community Service Center

The Sacramento City Unified School District (“District” or “SCUSD”) and the Sacramento Chinese Community Service Center (“SCCSC”) collectively hereinafter referred to as “the Parties” and individually hereinafter referred to as “the Party” hereby enter into this Agreement for program services (“Agreement”) effective on July 20, 2020 (“Effective Date”) with respect to the following recitals:

RECITALS

WHEREAS, the District desires to engage Sacramento Chinese Community Service Center to develop, maintain and sustain programs that offer support services to A.M. Winn K-8, Abraham Lincoln Elementary, Albert Einstein Middle, Bowling Green Elementary, California Middle, Camellia Basic Elementary, Caroline Wenzel Elementary, Cesar Chavez, David Lubin Elementary, Earl Warren Elementary, Elder Creek Elementary, Ethel Phillips Elementary, Fern Bacon Middle, Golden Empire Elementary, Hubert H. Bancroft Elementary, John Bidwell Elementary, John Cabrillo Elementary, Kit Carson International Academy, Martin Luther Jr., K-8, Nicholas Elementary, O.W. Erlewine Elementary, Pacific Elementary, Peter Burnett Elementary, Pony Express Elementary, School of Engineering and Science, Sequoia Elementary, St. Hope Public School 7, Tahoe Elementary, Theodore Judah Elementary, Washington Elementary, Will C. Wood Middle, William Land Elementary, Woodbine Elementary, Arthur A. Benjamin Health Professions High, Rosemont High, American Legion High, C.K. McClatchy High, Hiram Johnson High, John F. Kennedy High, and Sacramento Charter High programs and recreational activities supporting the After School Education and Safety (ASES), 21st Century Community Learning Centers expanded learning programs at the above mentioned school during the school year 2020-2021. This collaboration is designed to provide students opportunities to expand learning, promote academic achievement, assist children and adults from low-income families to achieve challenging state content standards, provide opportunities for parents to actively participate in their children’s education, provide safe, supervised, and high-quality expanded learning care for students.

Due to COVID-19, all services will be virtually provided *via* Google Classroom, Zoom or other virtual platforms approved by the District. All SCCSC employees who will be working with students must abide by all local, California, and federal applicable law, including FERPA, 20 U.S.C. 1232g, and Ed. Code section 49060 *et seq.*, which limits personally identifiable student records without parental consent with limited exceptions. All employees who will be working with students virtually must undergo a criminal background investigation by SCUSD. Transition to in-person services may resume once SCCSC has the permission from the District to be with students on sites and has complied with all local, California, and federal applicable law.

Due to the COVID-19 Pandemic, Senate Bill 98, Statutes of 2020, allowed the California Department of Education (“CDE”) to waive certain California *Education Code* sections for the Fiscal Year 2020–21. As a result, the CDE has suspended review of items included in the Federal Program Monitoring Expanded

Learning (“EXLP”) Instrument for Fiscal Year 2020–21. Therefore, District is granting flexibility on the following requirements:

EXLP 04—Operates Program Required Hours and Days

EXLP 05—Early Release and Late Arrival Policies

EXLP 15—Student to Staff Ratio

NOW THEREFORE, THE PARTIES AGREE AS FOLLOWS:

A. Roles and Responsibilities.

i. SCCSC shall adhere to Attachment A Scope of Services; Attachment B Expanded Learning Programs Expectations; and all expectations outlined in the SCUSD Expanded Learning Program Manual (located on SCUSD Youth Development Website); <https://www.youthdevelopmentscusd.org/copy-of-after-school>

ii. SCCSC shall adhere to scope of services outlined in this agreement.

iii. District shall adhere to scope of service outlined in Attachment A. District shall provide funding pursuant to Paragraph B regarding payment directly below. District shall provide and coordinate space and location of all District-sponsored expanded learning professional development, meetings, and trainings. District shall coordinate the convening of all contractors to facilitate program planning and modifications as reasonably practicable.

B. Payment. For provision of services pursuant to this Agreement, District shall reimburse SCCSC for direct services not to exceed \$5,042,107.19 (\$125,200 + \$4,916,907.19) be made in installments upon receipt of properly submitted invoices. The invoice for Summer Learning program (\$125,200) should be submitted separately.

Breakdown:

Program/Funding	School Name	Contract Amount	Target Days July 27 – August 21, 2020
Summer Learning/Learning Loss Mitigation Funds	Cesar Chavez	\$26,000.00	20
Summer Learning/Learning Loss Mitigation Funds	Ethel Philips	\$21,200.00	16
Summer Learning/Learning Loss Mitigation Funds	Leonardo Da Vinci	\$26,000.00	20
Summer Learning/Learning Loss Mitigation Funds	Pacific	\$26,000.00	20
Summer Learning/Learning Loss Mitigation Funds	Washington	\$26,000.00	20
Total		\$125,200.00	

Program	School Name	Contract Amount	Target Days
ASES	A.M. Winn K-8	\$131,305.03	180
ASES	Abraham Lincoln	\$113,193.99	180
ASES	Albert Einstein	\$150,925.32	180
ASES	Bowling Green	\$113,697.07	180
ASES	California Middle	\$150,774.39	180
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ASES	Cesar Chavez	\$113,193.99	180
ASES	David Lubin	\$83,473.77	180
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ASES	Elder Creek	\$285,479.77	180
ASES	Ethel Phillips	\$113,193.99	180
ASES	Fern Bacon	\$150,925.32	180
ASES	Golden Empire	\$113,193.99	180
ASES	Hubert H. Bancroft	\$97,799.61	180
ASES	John Bidwell	\$113,193.99	180
ASES	John Cabrillo	\$113,193.99	180
ASES	Kit Carson	\$97,401.92	180
ASES	Martin Luther King, Jr.	\$113,193.99	180
ASES	Nicholas	\$115,457.87	180
ASES	O.W. Erlewine	\$113,193.99	180
ASES	Pacific	\$115,457.87	180
ASES	Peter Burnett	\$137,191.12	180
ASES	Pony Express	\$113,193.99	180
ASES	School of Engineering and Science	\$95,082.96	180
ASES	Sequoia Elementary	\$113,193.99	180
ASES	St. Hope Public School 7	\$150,925.32	180
ASES	Tahoe	\$113,193.99	180
ASES	Theodore Judah	\$113,193.99	180
ASES	Washington	\$113,193.99	180
ASES	Will C Wood	\$150,925.32	180
ASES	William Land	\$130,399.48	180
ASES	Woodbine	\$113,193.99	180

21 st CCLC – After School	Cesar Chavez	\$34,425.00	180
21 st CCLC – Before School	Cesar Chavez	\$30,600.00	180
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Central Office Funds-Title I	C.K. McClatchy	\$75,000.00	180
21 st Century ASSETs	American Legion	\$60,000.00	180
21 st Century ASSETs	Arthur A. Benjamin Health Professions	\$65,000.00	180
21 st Century ASSETs	Hiram Johnson	\$110,000.00	180
21 st Century ASSETs	John F. Kennedy	\$110,000.00	180
21 st Century ASSETs	Rosemont	\$110,000.00	180
21 st Century ASSETs	Sacramento Charter High	\$110,000.00	180
Total Amount		\$4,916,907.19	

The final installment shall not be invoiced by SCCSC or due until completion of all obligations pursuant to this Agreement. For provisions of services pursuant to this Agreement, SCCSC shall provide documentation of \$756,316.078 as in-kind match (15% of the contract amount) to the District.

C. Independent Contractor. While engaged in providing the services in this Agreement, and otherwise performing as set forth in this Agreement, SCCSC and each of SCCSC employees, is an independent contractor, and not an officer, employee, agent, partner, or joint venturer of the District.

D. Insurance Requirements. Prior to commencement of services and during the life of this Agreement, SCCSC shall provide the District with a copy of its certificates of insurance evidencing its comprehensive general liability insurance, employment practices liability insurance, and directors and officers coverages in sums of not less than \$1,000,000 per occurrence. SCCSC will also provide a written endorsement to such policies-naming District as an additional insured and such endorsement shall also state, "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 SCCSC to the District.

E. Fingerprinting Requirements. As required by SCUSD, all individuals that come into contact with SCUSD students must undergo a criminal background investigation by SCUSD. SCCSC agrees that any employee it provides to District shall be subject to the fingerprinting and TB requirements set forth in the California Education Code. The agency will be notified upon clearance. Upon receipt of a subsequent

arrest notification from DOJ, SCUSD shall within 48 hours notify SCCSC of such a subsequent arrest notification. If an employee is disqualified from working for District pursuant to the requirements of the California Education Code, SCCSC 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.

F. Confidential Records and Data. Each Party shall not disclose confidential records received from the other Party, including student records pursuant to FERPA, 20 U.S.C. § 1232g, *et seq.*, and California Education Code Section 49060, *et seq.* SCCSC shall maintain the confidentiality of student or pupil records and shall not disclose such records to any third parties without the express written approval of the District. In the event a Party receives a request for disclosure of such confidential records, whether under the California Public Records Act, a duly-issued subpoena, or otherwise, said Party shall tender the request to the other Party who shall be responsible for addressing said request, including the defense of its claim of confidentiality. The Party asserting its claim of confidentiality shall hold harmless and defend the Party receiving such request from any liability, claim, loss, cost, attorney's fees and damages, as adjudged by a court of competent jurisdiction, arising out of a refusal to disclose such confidential records.

G. Period of Agreement. The term of this Agreement shall be from July 20, 2020 through June 30, 2021. This Agreement may be terminated by either Party at any time, for any reason, with or without cause, by providing at least sixty (60) days written notice.

The District may terminate this Contract with cause upon written notice of intention to terminate for cause. A Termination for Cause shall include: (a) material violation of this Agreement by SCCSC; (b) any act by SCCSC exposing the District to liability to others for personal injury or property damage; or (c) SCCSC is adjudged as bankrupt; SCCSC makes a general assignment for the benefit of creditors, or a receiver is appointed on account of the SCCSC'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.

H. Indemnity. The Parties understand and agree that certain rights and obligations are governed by California Education Code section 38134(i), which states:

Any school district authorizing the use of school facilities or grounds under subdivision (a) shall be liable for any injuries resulting from the negligence of the district in the ownership and maintenance of those facilities or grounds. Any group using school facilities or grounds under subdivision (a) shall be liable for any injuries resulting from the negligence of that group during the use of those facilities or grounds. The district and the group shall each bear the costs of defending itself against claims arising from those risks. Notwithstanding any provision of law, this subdivision shall not be waived. Nothing in this subdivision shall be construed to limit or affect the immunity or liability of a school

district under Division 3.6 (commencing with Section 810) of title 1 of the government Code, for injuries caused by a dangerous condition of public property.

Accordingly, SCCSC agrees to indemnify and hold harmless the District and its successors, assigns, trustees, officers, employees, staff, agents and students from and against all actions, causes of action, claims and demands whatsoever, and from all costs, damages, expenses, charges, debts and liabilities whatsoever (including attorney's fees) arising out of any actual or alleged act, omission, willful misconduct, negligence, injury or other causes of action or liability proximately caused by SCCSC and/or its successors, assigns, directors, employees, officers, and agents related this Agreement. SCCSC has no obligation under this Agreement to indemnify and hold harmless the District and is not liable for any actions, causes of action, claims and demands whatsoever, and for any costs, damages, expenses, charges, debts or other liabilities whatsoever (including attorney's fees) arising out of any actual or alleged act, omission, negligence, injury or other causes of action or liability proximately caused by the District and/or its successors, assigns, trustees, officers, employees, staff, agents or students. The Parties expressly agree that the indemnity obligation set forth in this Agreement shall remain in full force and effect during the term of this Agreement. The Parties further agree that said indemnity obligations shall survive the termination of this Agreement for any actual or alleged act, omission, negligence, injury or other causes of action or liability that occurred during the term of this Agreement.

I. Use of Facilities. Neither SCCSC, nor its employees, agents, guests nor invitees are authorized to use any other real property or physical improvements to real property, other than the facilities covered by this Agreement. SCCSC's use of the District's facilities shall not interfere with the District's ability to carry on educational activities, interfere with the District's ability to carry on recreational activities, or interfere with other potential users' authorized right to use District property. At all times, SCCSC shall comply with the District's rules, regulations, and policies, copies of which are deemed to have been provided to SCCSC prior to the execution of this Agreement. SCCSC is responsible for ensuring that its Directors, Officers, agents, employees, contractors, guests, invitees, and participants, as well as any other individual who may attend or view the contemplated activities at the sites, comply with these requirements. SCCSC shall ensure that the District's property is not altered, modified, or changed in any manner absent the District's express prior and written consent. Failure to comply with these obligations shall, at the discretion of the District, be a basis to immediately terminate this Agreement. SCCSC waives any claim against the District for damages relating to its use of the facilities, including, but not limited to, theft or destruction of the User's property.

J. 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, gender identity, sexual orientation, age or marital status. SCCSC agrees to comply with applicable federal and California laws including, but not limited to, the California Fair Employment and Housing Act.

K. Severability. If any provisions of this Agreement are held to be contrary to law by final legislative act or a court of competent jurisdiction inclusive of appeals, if any, such provisions will not be deemed valid and subsisting except to the extent permitted by law, but all other provisions will continue in full force and effect.

L. 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.

M. Assignment. This Agreement is made by and between SCCSC and the District and any attempted assignment by them, their successors or assigns shall be void unless approved in writing by the Parties.

N. Entire Agreement. This Agreement constitutes the entire agreement between SCCSC and the District with respect to the subject matter hereof and supersedes all previous negotiations, proposals, commitments, writings, advertisements, publications and understandings of any nature whatsoever, with respect to the same subject matter unless expressly included in this Agreement. The Parties hereby waive the presumption that any ambiguities in a contract are read against the drafter of same. The Parties further agree and represent that each of them are the drafters of every part of this Agreement.

O. Amendments. The terms of this Agreement shall not be amended in any manner except by written agreement signed by the Parties.

P. Execution In Counterparts. This Agreement may be executed in counterparts such that the signatures of the Parties may appear on separate signature pages. Facsimile or photocopy signatures shall be deemed original signatures for all purposes.

Q. Authority. Each party represents that they have the authority to enter into this Agreement and that the undersigned are authorized to execute this Agreement.

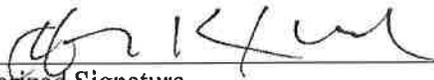
R. Approval/Ratification by Board of Education. This Agreement shall be subject to approval/ratification by the District's Board of Education.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed in duplicate.

DISTRICT:

By: DocuSigned by:
Rose Ramos
CC6FE7C204D7402... 10/23/2020
Rose Ramos Date
Chief Business Officer
Sacramento City Unified School District

AGENCY NAME:

By:  09/08/2020
Authorized Signature Date

Print Name: Henry Kloczkowski

Title: Executive Director

Sacramento City Unified School District and Sacramento Chinese Community Service Center:
Attachment A

DISTRICT shall:

1. Provide support for program evaluation.
2. Recognize in all sponsored events and on brochures, flyers, and promotional materials as appropriate.
3. Provide a district Expanded Learning Specialist for each school that will provide the support and guidance needed to operate the Expanded Learning program.
4. Meet monthly with the Program Manager of SCCSC to identify program needs, assistance, and successes.
5. Designate a school staff contact person to work directly with the Program Manager for program planning, assistance in hiring staff and to address any implementation issues.
6. Help train program staff and volunteers on school procedures and the education/curriculum materials being used at the school that should be integrated into the program.
7. Help recruit students into the program and provide the program access to parents of participating students.
8. Help provide parents/students forums to obtain feedback on the program, what is working and what new services/program elements need to be added or modified.
9. Provide space for the program to operate, including office space for the Program, classroom space for classes and activities, and storage space for program supplies/materials. (Note: All Expanded Learning programs will start virtually due to COVID-19).
10. Provide Expanded Learning snack that is consistent with requirements of the USDA.
11. Help coordinate custodial and storage needs of the program.
12. Meet regularly with the District contact person, SCCSC site liaison and site administrator to identify program needs, successes and assistance.
13. Provide a "Mid-Year" Partnership Report addressing strengths and areas for improvement for future partnership.

Sacramento Chinese Community Service Center shall:

1. Provide services based on the guidance from CDE. (*Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools*)
<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>
2. Work collaboratively with the District and the school to create a comprehensive program plan for the Expanded Learning program. The plan will be shared out with stakeholders including school site administrators. SCCSC's Expanded Learning plan is attached to this Agreement and SCCSC will be held accountable to follow the plan presented to the District.
3. Follow the Expanded Learning Procedural Manual. Program Managers will be required to read the program manual and provide their signatures verifying that they understand the content of the manual.
4. All Expanded Learning staff is required to read District's *Return to Health* plan (including appendixes) posted on District's website and follow the instructions written in the plan.
<https://returntogether.scusd.edu/return-health>
5. Provide an "End of Year" Report on status of all outcomes and objectives.
6. Maintain and provide to the District monthly attendance and program activities records.

7. Comply with requirements of the USDA related to administration and operation of Expanded Learning snack and other District-sponsored nutrition programs including SCUSD's Wellness Policy.
8. Per District policies and protocol, agency staff will administer required medications prescribed by a student's health care provider/doctor. *(This applies only when staff will work with students in person).*
9. Supply the staff with materials, supervision and volunteer recruitment for designated school sites.
10. Develop special activities or virtual field trips for the sites individually and collectively.
11. Attend and provide monthly reports at designed meetings, monthly SCCSC meetings, monthly SCCSC Program Managers meetings, as well as other planning meetings as necessary.
12. Work collaboratively with the other outside SCCSC contracted by the District to provide after school services at school sites as permitted under the District's policies and applicable local, state, and federal law.
13. Communicate progress of project/partnership development on a timely and consistent manner to the District.
14. Communicate new partnership opportunities with the District.
15. Advertise, when possible, project/partnership in newspaper, events, press releases, *etc.* with the prior approval of the District.
16. Provide at least one full time Program Manager (or two based on the number of students being served) that is employed until the termination of this Agreement and sufficient staffing to maintain a 20:1 student/staff ratio based on the grant requirement (funding per site and number of students to be served). SCCSC will be required to report to and provide updates to the District regarding the number of staff and hours of employment at each of their contracted site.
17. Utilize the Youth Development Support Services Quality Assurance tool, or a Self-Assessment Tool for Expanded Learning programs as the monitoring and evaluation device on a monthly basis.
18. Provide annual in-kind support and direct services that equates to approximately 15% of total contract and such financial support to be itemized and reported bi-annually to the District.
19. Meeting with the Program Manager and District contact person to identify program needs, successes and areas for assistance.
20. Act as liaison with parents in supporting family engagement.
21. Other areas as agreed upon by the Parties.

The District shall:

1. Designate a school staff person to work directly with the Program Manager for program planning, assistance in hiring staff and to address any implementation issues.
2. Help recruit program staff among school site staff and parents.
3. Help train program staff and volunteers on school procedures and educational/curriculum materials being used at the school that should be integrated into the program.
4. Help recruit students into the program and provide program access to parents of participating students.
5. Help provide parent/student forums for the program to obtain feedback on what is working and what new services/program elements need to be added or modified.
6. Provide space for the program to operate, including office space for the Program Manager, classroom space for classes and activities, and storage space for program supplies/materials when services resume in-person.
7. Help coordinate custodial and storage needs of the program.

8. Meet monthly or as needed with the Program Manager, the District liaison, site liaison and/or site administrator to identify program needs, successes and assistance.

Sacramento City Unified School District and Sacramento Chinese Community Service Center
Program Expectations
Attachment B

District Expectations for Expanded Learning Programs:

The following guidelines are set forth to establish clear communication between the District staff and contracted Expanded Learning Programming SCCSC regarding District expectations.

1. SCCSC and their staff will adopt and work within the social justice youth development framework as they operate District programs. This may include:
 - a. Creating opportunities for youth-led activities and service learning
 - b. Involving youth in the decision-making process when appropriate
 - c. Encouraging youth civic engagement
 - d. Incorporating character education

2. SCCSC and their staff will be knowledgeable of and adhere to the regulations established in the Expanded Learning manual, including, but not limited to:
 - a. Requirements for Safety
 - b. Training on Child Sexual Abuse to all agency staff
 - c. Communication Protocol
 - d. Medical Protocol
 - e. District Disciplinary Protocol
 - f. SCUSD Wellness Policy
 - g. Volunteer Process – Policies, Procedures, Protocols. Agency is required to follow the guidelines set forth in District’s Volunteer Protocol.

3. SCCSC will maintain an environment that is physically and emotionally safe for children/youth and staff at all times during District Learning. This includes:
 - a. Adequate supervision that includes keeping students within the visual line of sight for staff (age appropriate) at all times - excluding restroom breaks. (Once services resume on sites)
 - b. Clear, positively stated program rules and expectations.
 - c. Engage in active supervision at all times including moving through program space, scanning environment and interacting with students to help prevent incidents from occurring.

4. Area representatives, SCCSC and their staff will communicate effectively and regularly with each other and maintain accurate contact information. This means:
 - a. Checking and answering e-mails and phone message daily
 - b. Incidents, issues and concerns will be communicated to the district within 24 hours
 - c. Regular and clear communication with parents via newsletters, phone calls, e-mails etc.
 - d. Checking district (Outlook) email regularly

5. Program staff will conduct themselves in a professional manner at all times by being:

- a. Easily identifiable to parents and school staff by wearing badges in plain view while on duty
 - b. Prepared and ready at least 30 minutes prior to start of programming
 - c. Regularly assess student interest via student surveys, classroom discussions, suggestion boxes etc., and make adjustments when necessary to ensure continued student engagement
6. In order to support academic achievement, SCCSC/staff should:
- a. Have a general knowledge of the academic standing of their students in their program
 - b. Align Expanded Learning programs to the regular school day
 - c. **Each program site will have their own program plan based on the needs of their students**
 - d. Meet with administrators and teachers regularly. Maintain regular communication with site administrator or site designee
 - e. Be a part of the school community. Participate in staff meetings, school site council, school events such as Back to School Night, Open House etc.
 - f. A representative from each provider agency should serve on at least one school site committee such as the School Site Council, Safety Committee etc.
7. Review the School Accountability Report Card for your school site. This information is posted at
<https://www.scusd.edu/post/2018-2019-school-accountability-report-cards>
8. Program Managers will perform on-going program observations utilizing the Expanded Learning Walk-Thru form in order to provide feedback to their staff.
9. All 21st Century Learning Centers/ASSETs programs must assess the need for family literacy services among adult family members of students served by the program. Based on that need, all programs must, at a minimum, either refer families to existing services or coordinate with Youth Development Support Services to deliver literacy and educational development services.
10. Area representatives will evaluate Expanded Learning programming based on student participation, adherence to the above mentioned guidelines, and on the analysis of the various assessment tools.
11. Agencies will participate in the SCUSD end of year youth voice survey with at least at 85% response rate.
12. Program managers and instructional aids will participate in district offered professional development.
13. Agency will include information about sexual harassment and child sexual abuse prevention in all new employee orientations as required under applicable state and federal law.

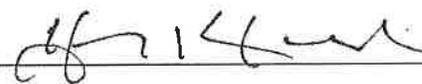
COVID-19 Addendum

In further consideration for this Agreement, SCCSC enters this COVID-19 Addendum as SCCSC would like their staff to provide services from the school sites due to internet access issues.

1. SCCSC agrees to strictly follow all currently applicable federal, state, county, city and/or district rules regarding protection from the COVID-19. Such guidelines may be found at:
 - a. <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
 - b. <https://covid19.ca.gov/>
 - c. <https://www.saccounty.net/COVID-19/Pages/default.aspx>
 - d. <https://www.cityofsacramento.org/Emergency-Management/COVID19>
 - e. https://www.scusd.edu/sites/main/files/file-attachments/mitigation_guidelines.pdf
 - f. <https://returntogether.scusd.edu/return-health>
2. SCCSC agrees to strictly follow all currently applicable federal, state, county, city and/or district rules regarding reopening guidelines for child care providers. Such guidelines may be found at:
 - a. <https://www.saccounty.net/COVID-19/Documents/SCPH%20COVID-19%20Reopening%20guidelines%20for%20Child%20Care%20final.pdf>
3. School Administration and plant manager need to be aware of the staff and all the activities.
4. SCCSC will provide training to their staff on COVID-19 mitigation measures and how to remain safe at all times.
5. Agency staff will only be at the sites during the hours agreed upon with the site administration.
6. Agency staff are required to follow all District protocols while on-site at this time, including, but not limited to maintaining proper physical distancing, wearing a mask while inside district's facilities, partaking in the health screening, washing their hands properly etc.
7. The District reserves the right to stop the use of its facilities if it observes violation of the COVID-19 rules.

SCCSC: Sacramento Chinese Community Service Center, Inc

Address: 420 I Street, Suite 5 Sacramento, CA 95814

Signature and Title:  Executive Director

Work Phone: 916-612-8954

Other Phone:



Distance Learning Options

Clerical Support	Google Classroom Support	Academics	Club Based Enrichment	Social Emotional Well-Being of Students/Families
High School	High School	High School	High School	High School
<p>Grade reports/transcript case management</p> <p>Attendance</p> <p>Contacting students/parents and assessing needs</p> <p>Teacher assistance</p> <p>Social Media</p> <p>9th grade transition support (familiarizing families/students with school resources, culture, check points, etc)</p> <p>Creating flyers/newsletters for school</p> <p>Counselor referrals</p>	<p>Creating intentional opportunities for Youth Voice and Choice via GC</p> <p>Attendance</p> <p>Tutoring hours via GC</p> <p>Creating Journal prompts/activity planning</p> <p>Assisting 7th period teachers</p> <p>Monitoring group break outs</p>	<p>Team Leaders as instructional aids/classroom monitors/teaching assistants</p> <p>Individualized case management</p> <p>ESL Support/Translation</p> <p>Host "review" sessions that reinforce learning objectives from instructional day</p> <p>Credit Recovery</p> <p>Math Lab</p> <p>Grade checks/reports</p> <p>Drop in tutoring</p>	<p>Foreign Language</p> <p>"Adulting" Workshops</p> <p>Career Exploration (reinforcing CTE from instructional day)</p> <p>Virtual College Visits</p> <p>Leadership Vocational Skills (resume building/interview skill sets)</p> <p>School spirit days</p> <p>Dance teams</p> <p>Robotics</p> <p>Coding</p> <p>Podcast/developing online content</p> <p>Budgeting and Finances</p> <p>Community Service Learning</p> <p>Peer/Cross Age Mentoring</p>	<p>One on one mental health wellness checks</p> <p>Healing Circles</p> <p>Cultural Inclusion and Practices</p> <p>Community resource/counselor referrals</p> <p>Intentional discussions around current events and community traumas</p> <p>SEL workshops and activities</p> <p>Community Activism and Engagement</p>



the center
sacramento chinese
community service center

Distance Learning Options

Clerical Support	Google Classroom Support	Academics	Club Based Enrichment	Social Emotional Well-Being of Students/Families
Middle School	Middle School	Middle School	Middle School	Middle School
<p>Grade reports</p> <p>Documentation of student behavior/progress</p> <p>Attendance tracking during virtual sessions Teachers</p> <p>assistance IC tutorials for parents and students</p> <p>Supervision/docum entation of small group work</p> <p>7th grade transition support (familiarizing families/students with school resources, culture, check points, etc)</p> <p>Creating flyers/newsletters for school</p>	<p>Creating intentional opportunities for Youth Voice and Choice via GC</p> <p>Attendance</p> <p>Tutoring hours via GC</p> <p>Creating Journal prompts/activity planning</p>	<p>Team Leaders as instructional aids/classroom monitors/teaching assistants</p> <p>Individualized case management ESL Support</p> <p>Host "review" sessions that reinforce learning objectives from instructional day</p>	<p>E Sports</p> <p>Film Club</p> <p>Robotics</p> <p>Culture Exploration</p> <p>Leadership</p> <p>Coding</p> <p>Peer/cross age mentoring</p> <p>Physical activities</p> <p>Virtual World Travel</p> <p>Literacy/Spoken Word</p> <p>Book Club</p> <p>Dance Teams</p> <p>Arts and Crafts</p> <p>Community Service Learning</p> <p>STEAM Club</p> <p>Cooking Club</p>	<p>One on one mental health wellness checks</p> <p>Healing Circles</p> <p>Cultural Inclusion and Practices</p> <p>Community resource/counselor referrals</p> <p>Intentional discussions around current events and community traumas</p> <p>SEL workshops and activities</p> <p>Resources for preventing/confron ting virtual bullying</p> <p>Creating virtual communities</p>



the center

sacramento chinese
community service center

Distance Learning Options

	<p>Presenting and organizing resources in different ways to help students understand new concepts</p>		<p>Deliver a 6 week PBL Art Activity based on Color Theory, Different Art Mediums, Different Genres of Art</p> <p>Incorporating Music into STEM (Producing music, Producing beats, 8 count, etc-reinforcing math)</p> <p>Collaborate with museums to reinforce student's learning and understanding</p> <p>Reach out to Community Partners to bring field trip to Students</p>	<p>checking in with families who are not present in distance learning</p> <p>Providing Services to families: Community Resource Posting Board, Connecting them to services, "Resources Round Up"</p> <p>Virtual Family Events: Prevention Awareness, Virtual Family Dance, Family Fitness Hour</p> <p>Parent Check Ins: Coordinate Guest Speaker, online Parent Q/A, Family Academy Style Workshops, Virtual Coffee Connections</p> <p>SEL Lessons: Providing school site specific SEL lessons (I.e. Leader In Me...etc). Listening Circles</p> <p>School SEL Blog</p>
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Distance Learning Options

Clerical Support	Google Classroom Support	Academics	Club Based Enrichment	Social Emotional Well-Being of Students/Families
Elementary School	Elementary School	Elementary School	Elementary School	Elementary School
<p>Calls to students who are not regularly attending</p> <p>Infinite Campus attendance</p> <p>Assemble material packets</p> <p>Support parent communication with parents during office hours or after hours during afterschool</p> <p>Newsletters that include what is happening during the school day and during virtual after school</p> <p>Technical assistance</p> <p>Create and process feedbacks, survey, etc</p> <p>Provide technical support for Distance Learning videos, and computer literacy</p> <p>Monitor, support and schedule students for break out session</p>	<p>GC monitor to post activities; Finding, creating and posting interesting content</p> <p>Being in the GC with the teachers and supporting teachers and students with instruction.</p> <p>Conducting break-out sessions or one on ones for students who need extra assistance</p> <p>Helping keep the class attention during live instruction</p> <p>Added to teacher's google classrooms for support</p> <p>Polling Questions - constant feedback from students and parents</p> <p>Connect various platforms (for example, flip grid, google docs, google calendar, google photos)</p> <p>Google Meet for tutoring</p>	<p>Homework Assistance</p> <p>Reinforcing learning activities</p> <p>Literacy: Read Alouds, Creative Writing, and Reader's Theater.</p> <p>Small group chapter/concept review (Math)</p> <p>Practice of high frequency words and spelling (ELA)</p> <p>Recall, Retell, Comprehension (ELA)</p> <p>Small group reading/typing skills (ELA)</p> <p>Exploring real world issues (ex. global warming, animal extinction, natural disasters) (Science)</p> <p>Vocabulary/ Concept review (Math/Science)</p>	<p>Prevention-tobacco, cyber bullying</p> <p>Girl Scout Troops</p> <p>Literacy-poetry script writing, music writing, reading</p> <p>Advocacy club regarding efforts that matter to youth</p> <p>Visual or fine arts-sketching, painting, dance</p> <p>Puppet shows</p> <p>STEAMRecycle Art, Coding Programs, Kahoot Games, and Rube Goldberg</p> <p>Healthy Choices-Cooking demos, Nutrition Exploration</p> <p>Physical fitness-indoor or outdoor sports, Soccer for Success-Skills and drills</p> <p>Lemon Aid Stands</p> <p>NBA Math Hoops</p> <p>Virtual Field Trips</p>	<p>Weekly check ins with families and students about their needs.</p> <p>Providing them list of resources etc</p> <p>Facilitate Sanford Harmony: SEL skills instruction to help students develop and practice the SEL competencies.</p> <p>Group "circle" restorative discussions</p> <p>Yoga-wellness-mindfulness</p> <p>Family game day</p> <p>Virtual field trips Show and tell</p> <p>Facilitated buddy program</p> <p>Digital Leader in Me</p> <p>Virtual Calming Room</p> <p>Mindfulness: Daily Check-Ins</p> <p>Daily Check Ins: Yoga Mindfulness, "Wellness" Checks, Individually</p>



Proposal for Expanded Learning Program (Distance Learning)

Enrollment Process

In-class support will align to the enrollment and attendance of the school day. Club ASES will be made available to all students at each school site with specialised targeting for students identified as foster or homeless youth, English Language Learners, and other groups identified by school site administration.

Number of Students Served

The Center is proposing to serve 83 students at each site during in-class support, based on school day attendance and interactions with students (25 X 83 = 2,075 students); sites with higher contracted ASES, 21st CCLC, or Central funds will target higher numbers during in-class support. The Club ASES model, proposes to serve a minimum of 100 students per feeder pattern call (5 X 100 = 500 students).

Location of Services

The Center is proposing ASES staff report to campus school sites to ensure stable WiFi, technology and resources. Staff will work remotely from classrooms and abide by all health and safety guidelines. School Sites include:

- Abraham Lincoln Elementary
- AM Winn Waldorf K-8
- Bowling Green Elementary
- Camellia Basic Elementary
- Caroline Wenzel Elementary
- Cesar Chavez Intermediate
- David Lubin Elementary
- Earl Warren Elementary
- Elder Creek Elementary
- Ethel Phillips Elementary
- Golden Empire Elementary
- Hubert Bancroft Elementary
- John Bidwell Elementary
- John Cabrillo Elementary
- Martin Luther King Jr. K8
- Nicholas Elementary
- OW Erlewine Elementary
- Pacific Elementary
- Peter Burnett Elementary
- Pony Express Elementary
- Sequoia Elementary
- Tahoe Elementary
- Theodore Judah Elementary
- Washington Elementary
- William Land Elementary
- Woodbine Elementary



Proposal for Expanded Learning Program (Distance Learning)

During Club ASES, students will be invited to join enrichment sessions based on their high school feeder pattern. During this time, Program Managers will host daily read alouds at grade level, social and emotional learning using the Sanford Harmony curriculum, and enrichment activities including but not limited to:

Club Based Enrichment	Social Emotional Well-Being of Students/Families
<p>Prevention- tobacco, cyber bullying</p> <p>Literacy: poetry, script writing, music writing, reading</p> <p>Advocacy club regarding efforts that matter to youth</p> <p>Visual or fine arts-sketching, painting, dance</p> <p>STEAM: Recycle Art, Coding Programs, Kahoot Games, and Rube Goldberg</p> <p>Healthy Choices: Cooking demos, Nutrition Exploration</p> <p>Physical fitness: indoor or outdoor sports, Soccer for Success-Skills and drills</p> <p>Reach out to Community Partners to bring field trip to Students. E.g. Girl Scout Troops, Soccer for Success, Lemon Aid Stands, NBA Math Hoops.</p> <p>Host weekly Virtual Field Trips</p> <p>Deliver a 6 week PBL Art Activity based on Color Theory, Different Art Mediums, Different Genres of Art</p> <p>Incorporating Music into STEM (Producing music, Producing beats, 8 count, etc- reinforcing math)</p> <p>Collaborate with museums to reinforce student's learning and understanding</p>	<p>Weekly check ins with families and students about their needs.</p> <p>Providing them list of resources etc</p> <p>Facilitate Sanford Harmony: SEL skills instruction to help students develop and practice the SEL competencies.</p> <p>Group "circle" restorative discussions</p> <p>Facilitated buddy program</p> <p>Virtual Calming Room and Mindfulness: Daily Check-Ins</p> <p>Daily Check Ins: Yoga Mindfulness, "Wellness" Checks, Individually checking in with families who are not present in distance learning</p> <p>Providing Services to families: Community Resource Posting Board, Connecting them to services, "Resources Round Up"</p> <p>Virtual Family Events: Prevention Awareness, Virtual Family Dance, Family Fitness Hour</p> <p>Parent Check Ins: Coordinate Guest Speaker, online Parent Q/A, Family Academy Style Workshops, Virtual Coffee Connections</p> <p>SEL Lessons: Providing school site specific SEL lessons (I.e. Leader In Me...etc). Listening Circles. School SEL Blog</p>



Proposal for Expanded Learning Program (Distance Learning)

During in-class support, frontline staff will be partnered with teachers to offer small group support. Principals can also choose from the following menu options based on site needs:

Clerical Support	Google Classroom Support	Academics
<p>Calls to students who are not regularly attending</p> <p>Infinite Campus attendance</p> <p>Assemble material packets</p> <p>Support parent communication with parents during office hours or after hours during afterschool</p> <p>Newsletters that include what is happening during the school day and during virtual after school</p> <p>Technical assistance</p> <p>Create and process feedbacks, survey, etc</p> <p>Provide technical support for Distance Learning videos, and computer literacy</p> <p>Monitor, support and schedule students for break out session</p>	<p>GC monitor to post activities; Finding, creating and posting interesting content</p> <p>Being in the GC with the teachers and supporting teachers and students with instruction.</p> <p>Conducting break- out sessions or one on ones for students who need extra assistance</p> <p>Helping keep the class attention during live instruction</p> <p>Added to teacher's google classrooms for support</p> <p>Polling Questions - constant feedback from students and parents</p> <p>Connect various platforms (for example, flip grid, google docs, google calendar, google photos)</p> <p>Google Meet for tutoring</p> <p>Presenting and organizing resources in different ways to help students understand new concepts</p>	<p>Homework Assistance</p> <p>Reinforcing learning activities</p> <p>Literacy: Read Alouds, Creative Writing, and Reader's Theater.</p> <p>Small group chapter/concept review (Math)</p> <p>Practice of high frequency words and spelling (ELA)</p> <p>Recall, Retell, Comprehension (ELA)</p> <p>Small group reading/typing skills (ELA)</p> <p>Exploring real world issues (ex. global warming, animal extinction, natural disasters) (Science)</p> <p>Vocabulary/ Concept review (Math/Science)</p>



Proposal for Expanded Learning Program (Distance Learning)

Purpose

Provide in-class support during teacher led instructional time and Club ASES during after school hours. The Center staff will provide opportunities for students to participate in small group pull-out sessions designed to support their synchronous and asynchronous distance learning. Club ASES provides students with:

- Education and literacy element (foundational skills, classwork support);
- Enrichment (Life Skills, STEM, Art/Crafts);
- Technology/Support;
- Mentoring;
- Recreation and Physical Activity;
- Social Emotional Support.

Population

Grades K-6th grade at 25 elementary and K-8 sites.

Schedule/Program Information

The Center's programming proposes to be divided into two components; in-class support (9:30am-1:00pm) and Club ASES/enrichment activities (2:30pm-4:00pm). Students who attend Club ASES will qualify for the district provided Supper Meal program.

Sample schedule for in-class support: 8am-2pm

Time	Schedule
8:00 am - 9:00 am	Program Manager Administration Time/ Prep
9:00 am - 9:30 am	Team Leader Prep Time/Check In with Program Manager
9:30 am - 1:00 pm	GC support based on teacher needs and Principal goals/plans
1:00 pm - 2:00 pm	Lunch Break

Sample schedule for Club ASES (enrichment): 2pm-5pm

Time	Schedule
2:00 pm - 2:30 pm	Program Manager Administration Time/ Prep
2:30 pm - 2:45 pm	Literacy: Read Alouds at grade level
2:45 pm - 3:00 pm	SEL: Sanford Harmony
3:00 pm - 3:45 pm	Enrichment: e.g. Soccer for Success, Girl Scouts, Arts and Crafts, SEL, STEAM, Literacy, and Healthy Choices and Behaviors. Virtual field trips
3:45 pm - 4:00 pm	Debriefing Learning, Check In, Sign Off
4:00 pm - 5:00 pm	Program Manager Administration Time

AGREEMENT FOR SERVICES

Between

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Youth Development Support Services Department
And
Sacramento Chinese Community Service Center

Amendment No. 1

The agreement between Sacramento City Unified School District (“District” or “SCUSD”) and Sacramento Chinese Community Service Center (“SCCSC”), dated July 20, 2020 is hereby amended as follows:

Attachment A of the Agreement is hereby replaced in its entirety with Attachment A of this Amendment.

B. Payment. For provision of services pursuant to this Agreement, District shall reimburse SCCSC for direct services not to exceed **\$5,287,062.43** which represents an increase of **\$244,955.24** to the agreement.

Breakdown:

Program/Funding	School Name	Contract Amount	Number of Students	Target Days July 27 – August 21, 2020
Summer Learning/Learning Loss Mitigation Funds	Cesar Chavez	\$26,000.00	N/A	20
Summer Learning/Learning Loss Mitigation Funds	Ethel Philips	\$21,200.00	N/A	16
Summer Learning/Learning Loss Mitigation Funds	Leonardo Da Vinci	\$26,000.00	N/A	20
Summer Learning/Learning Loss Mitigation Funds	Pacific	\$26,000.00	N/A	20
Summer Learning/Learning Loss Mitigation Funds	Washington	\$26,000.00	N/A	20

Program	School Name	Contract Amount	Number of Students	Target Days
ASES	A.M. Winn K-8	\$131,305.03	N/A	180
ASES	Abraham Lincoln	\$113,193.99	N/A	180
ASES	Albert Einstein	\$150,925.32	N/A	180
ASES	Bowling Green	\$113,697.07	N/A	180
ASES	California Middle	\$150,774.39	N/A	180
ASES	Camellia Basic	\$113,193.99	N/A	180

ASES	Caroline Wenzel	\$112,741.21	N/A	180
ASES	Cesar Chavez	\$113,193.99	N/A	180
ASES	David Lubin	\$83,473.77	N/A	180
ASES	Earl Warren	\$113,193.99	N/A	180
ASES	Elder Creek	\$285,479.77	N/A	180
ASES	Ethel Phillips	\$113,193.99	N/A	180
ASES	Fern Bacon	\$150,925.32	N/A	180
ASES	Golden Empire	\$113,193.99	N/A	180
ASES	Hubert H. Bancroft	\$97,799.61	N/A	180
ASES	John Bidwell	\$113,193.99	N/A	180
ASES	John Cabrillo	\$113,193.99	N/A	180
ASES	Kit Carson	\$97,401.92	N/A	180
ASES	Martin Luther King, Jr.	\$113,193.99	N/A	180
ASES	Nicholas	\$115,457.87	N/A	180
ASES	O.W. Erlewine	\$113,193.99	N/A	180
ASES	Pacific	\$115,457.87	N/A	180
ASES	Peter Burnett	\$137,191.12	N/A	180
ASES	Pony Express	\$113,193.99	N/A	180
ASES	School of Engineering and Science	\$95,082.96	N/A	180
ASES	Sequoia Elementary	\$113,193.99	N/A	180
ASES	St. Hope Public School 7	\$150,925.32	N/A	180
ASES	Tahoe	\$113,193.99	N/A	180
ASES	Theodore Judah	\$113,193.99	N/A	180
ASES	Washington	\$113,193.99	N/A	180
ASES	Will C Wood	\$150,925.32	N/A	180
ASES	William Land	\$130,399.48	N/A	180
ASES	Woodbine	\$113,193.99	N/A	180
21 st CCLC – After School	Cesar Chavez	\$34,425.00	N/A	180
21 st CCLC – Before School	Cesar Chavez	\$30,600.00	N/A	180
21 st CCLC	Ethel Phillips	\$34,425.00	N/A	180
21 st CCLC	Martin Luther King, Jr.	\$96,390.00	N/A	180
Central Office Funds-Title I	C.K. McClatchy	\$75,000.00	N/A	180
21 st Century ASSETs	American Legion	\$60,000.00	N/A	180
21 st Century ASSETs	Arthur A. Benjamin Health Professions	\$65,000.00	N/A	180
21 st Century ASSETs	Hiram Johnson	\$110,000.00	N/A	180
21 st Century ASSETs	John F. Kennedy	\$110,000.00	N/A	180
21 st Century ASSETs	Rosemont	\$110,000.00	N/A	180
21 st Century ASSETs	Sacramento Charter High	\$110,000.00	N/A	180
CARES Funding	Bowling Green	\$110,766.09	40	156
CARES Funding	John Cabrillo	\$110,766.09	40	156
CARES Funding	Martin Luther King, Jr	\$23,423.06	40	156

All other provisions of the Agreement remain unchanged.

IN WITNESS WHEREOF, the Parties have caused this Amendment to be executed.

District:

DocuSigned by:

CC6FE7C204D7402...

Rose Ramos
Chief Business Officer

12/4/2020

Date

Sacramento Chinese Community Service Center:



Henry Kloczkowski
Executive Director

10-29-20

Date

Sacramento City Unified School District and Sacramento Chinese Community Service Center:
Attachment A

DISTRICT shall:

1. Provide support for program evaluation.
2. Recognize in all sponsored events and on brochures, flyers, and promotional materials as appropriate.
3. Provide a district Expanded Learning Specialist for each school that will provide the support and guidance needed to operate the Expanded Learning program.
4. Meet monthly with the Program Manager of SCCSC to identify program needs, assistance, and successes.
5. Designate a school staff contact person to work directly with the Program Manager for program planning, assistance in hiring staff and to address any implementation issues.
6. Help recruit program staff among school site staff and parents.
7. Help train program staff and volunteers on school procedures and the education/curriculum materials being used at the school that should be integrated into the program.
8. Help recruit students into the program and provide the program access to parents of participating students.
9. Help provide parents/students forums to obtain feedback on the program, what is working and what new services/program elements need to be added or modified.
- 10. Provide space for the program to operate, including office space for the Program, classroom space for classes and activities, and storage space for program supplies/materials. (Note: All Expanded Learning programs will start virtually due to COVID-19).**
11. Provide Expanded Learning snack that is consistent with requirements of the USDA.
12. Help coordinate custodial and storage needs of the program.
13. Meet regularly with the District contact person, SCCSC site liaison and site administrator to identify program needs, successes and assistance.
14. Provide a “Mid-Year” Partnership Report addressing strengths and areas for improvement for future partnership.

Sacramento Chinese Community Service Center shall:

1. Provide services based on the guidance from CDE. (*Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools*)
<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>
2. Work collaboratively with the District and the school to create a comprehensive program plan for the Expanded Learning program. The plan will be shared out with stakeholders including school site administrators. SCCSC’s Expanded Learning plan is attached to this Agreement and SCCSC will be held accountable to follow the plan presented to the District.
3. Follow the Expanded Learning Procedural Manual. Program Managers will be required to read the program manual and provide their signatures verifying that they understand the content of the manual.
4. All Expanded Learning staff is required to read District’s *Return to Health* plan (including appendixes) posted on District’s website and follow the instructions written in the plan. <https://returntogether.scusd.edu/return-health>
5. Provide an “End of Year” Report on status of all outcomes and objectives.
6. Maintain and provide to the District monthly attendance and program activities records.

7. Comply with requirements of the USDA related to administration and operation of Expanded Learning snack and other District-sponsored nutrition programs including SCUSD's Wellness Policy.
8. Per District policies and protocol, agency staff will administer required medications prescribed by a student's health care provider/doctor. *(This applies only when staff will work with students in person).*
9. Supply the staff with materials, supervision and volunteer recruitment for designated school sites.
10. Develop special activities or virtual field trips for the sites individually and collectively.
11. Attend and provide monthly reports at designed meetings, monthly SCCSC meetings, monthly SCCSC Program Managers meetings, as well as other planning meetings as necessary.
12. Work collaboratively with the other outside SCCSC contracted by the District to provide after school services at school sites as permitted under the District's policies and applicable local, state, and federal law.
13. Communicate progress of project/partnership development on a timely and consistent manner to the District.
14. Communicate new partnership opportunities with the District.
15. Advertise, when possible, project/partnership in newspaper, events, press releases, *etc.* with the prior approval of the District.
16. Provide at least one full time Program Manager/per site that is employed until the termination of this Agreement and sufficient staffing to maintain a 20:1 student/staff ratio based on the grant requirement (funding per site and number of students to be served). SCCSC will be required to report to and provide updates to the District regarding the number of staff and hours of employment at each of their contracted site.
17. Utilize the Youth Development Support Services Quality Assurance tool, or a Self-Assessment Tool for Expanded Learning programs as the monitoring and evaluation device on a monthly basis.
18. Provide annual in-kind support and direct services that equates to approximately 15% of total contract and such financial support to be itemized and reported bi-annually to the District.
19. Meeting with the Program Manager and District contact person to identify program needs, successes and areas for assistance.
20. Act as liaison with parents in supporting family engagement.
21. Other areas as agreed upon by the Parties.

Learning Hubs: Scope of Services

District is responsible for supporting enrollment process, nutrition, health and safety guidance and training, facilities, guidance on air quality, Personal Protective Equipment (PPE), staff to address health and safety concerns, daily disinfecting/cleaning of classrooms and providing aides for students with special needs.

Sacramento Chinese Community Service Center is responsible for providing staff for minimum of seven hours with a 10 to 1 students to staff ratio, implement health and wellness procedures, implement social distancing plan, supplies such as headphones, printer etc, enforce visitor policy, maintaining small cohorts of students, active screening of staff and students, troubleshoot technology issues for students, daily communication with parents/guardians, enrichment activities, outdoor play, and helping with synchronous and asynchronous learning.

Sacramento Chinese Community Service Center staff will follow all CDPH & SCUSD Guidelines.

The Community Partner will provide the following services:

- Designate a staff person to respond to COVID concerns and liaison with the District contact for COVID; Health Services
- Train Staff, Campers and Families in the following protocols: Training In Collaboration with Health Services
 - Enhanced sanitation;
 - Teach and reinforce hand washing;
 - Avoiding contact with eyes, nose and mouth;
 - Covering coughs and sneezes;
 - Teach Campers to wash hands frequently, including before and after eating, after coughing or sneezing, after they share items, and after using the restroom;
 - Develop routines to regularly and appropriately wash hands at scheduled intervals;
 - Teach campers to use tissue and to cough into tissue or their elbow;
 - Use fragrance free Ethyl alcohol based sanitizer if soap is not available;
 - Limit hand sanitizer use for Campers under age 9 only under adult supervision;
 - Call 1-800-222-1222 for Poison Control if needed.
 - Limit use of playground equipment in favor of physical activities that require less contact with surfaces;
 - Clean and disinfect frequently touched surfaces as possible throughout the day by trained staff;
 - Frequently touched surfaces include:
 - Door handles;
 - Light switches;
 - Sink handles;
 - Bathroom surfaces;
 - Tables;
 - Ensure safe and correct storage and application of disinfectants.
 - Limit sharing of materials and access to other Camper property:
 - To the extent possible limit sharing of equipment, books, games, toys, supplies and other materials;
 - If sharing is allowed, proper cleaning and disinfecting between users;
 - Keep the Camper's belongings separated and individually labeled;
 - Ensure Camper belongings are taken home nightly;
 - Ensure adequate supplies to minimize sharing of high-touch materials (eg: art supplies, equipment);
 - Limit supplies to one cohort at a time;
 - Avoid sharing electronic devices.
 - Ventilation: Open windows, play outside. Follow air quality guidance listed above.

- Social Distancing plan:
 - Limit number of Campers to maintain physical distancing;
 - Minimize contact between staff, families and Campers at beginning and ending of the day:
 - Designate a pick-up and drop-off location;
 - Campers will be picked up and dropped off at the car;
 - Parents/guardians will not exit the vehicle;
 - Use staggered arrival and drop off times.
 - Designate entry/exit routes to minimize the flow of foot and car traffic;
 - Use plexiglass panels as needed;
 - Ensure 6' between seating and desks.
 - Stagger breaks for employees to maintain social distancing.
- Visitors Policy
 - Non-essential visitors, volunteers and activities involving other cohorts are not allowed at this time;
 - No visitors allowed on site at this time;
 - Pick-up and drop-off in designated area
 - Campers will be picked-up/dropped-off
- Cohorts
 - Maintain small groups, in the same location;
 - Cohorts must be a consistent and fixed group of individuals.
 - no more than 16 individuals may be in a cohort (this includes any mix of adults and students).
 - Students and staff from other cohorts may not intermingle;
 - Activities will be redesigned, as needed, to maintain cohorts and social distancing.
 - 1:1 service providers may pull students from a cohort for identified services
- Use of face coverings
 - Follow the CDPH Guidelines for face coverings
 - children ages 2 and older must wear face covering unless otherwise indicated;
 - Teach and reinforce use of face coverings;
 - Teach and reinforce how to wear and clean face coverings;
 - Shields can be used instead of a face covering as long as the wearer has a cloth drape at the bottom of the shield and maintains social distancing;
 - Face covering should not be used on anyone who has trouble breathing, who is unconscious or incapacitated, or is unable to remove the covering without assistance.
- Social and Emotional Well-Being
 - The health and safety of our students is a top priority, including providing a comfortable, safe and welcoming environment.
 - Cohorts should be named with fun or welcoming names - having students name their group could also lend to group cohesion.

- A sense of agency and purpose helps students feel settled and calm - provide daily jobs that students can participate in to build community and cohesion
 - Form daily rituals and routines with students so their day is predictable and structured. Everyone thrives with clear expectations and structure.
 - While the physical space needs to meet health requirements, hang art work, colorful posters or other warm and welcoming greetings to help students feel comfortable.
 - Agree upon ways that students can greet each other and show support without physically touching hands or faces, such as a foot bump, head nod, hand wave, or other appropriate gesture.
 - Schedule time to check-in and identify feelings, with particular emphasis on feeling nervous or anxious about COVID and getting sick. Reach out for additional support for any students or families you are concerned about.
 - If a student expresses thoughts of hurting themselves or wanting to die, which may include verbal statements, written content, artistic expressions, social media postings, etc., immediately follow the 2020-2021 SCUSD Student Suicide Risk Assessment Procedures.”
- Student Health Needs
 - Ensure all staff know if students have specific health needs, such as medications they may take or specific allergies.
 - If medications will be dispensed during programming, staff must receive training on documenting and providing medication.
 - Students with medical conditions that may become life threatening will have an Emergency Care Plan (ECPs). Staff must print out these plans and be familiar with the action steps required in the event of an emergency.
 - Staff must be aware of how to identify an allergic reaction (anaphylaxis). They must know the location of the Epi-Pens on campus and be familiar with how to use them.
 - Staff must know the locations of the Automated External Defibrillator (AED) on campus and understand the basic instructions provided near the AED.

AGREEMENT FOR SERVICES

Between

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Youth Development Support Services Department
And
Sacramento Chinese Community Service Center

Amendment No. 2

The agreement between Sacramento City Unified School District (“District” or “SCUSD”) and Sacramento Chinese Community Service Center (“SCCSC”), dated July 20, 2020 is hereby amended as follows:

Attachment A of the Agreement is hereby replaced in its entirety with Attachment A of this Amendment.

B. Payment. For provision of services pursuant to this Agreement, District shall reimburse SCCSC for direct services not to exceed **\$5,528,496.77** which represents an increase of **\$241,434.34** to the agreement.

Breakdown:

Program/Funding	School Name	Contract Amount	Number of Students	Target Days July 27 – August 21, 2020
Summer Learning/Learning Loss Mitigation Funds	Cesar Chavez	\$26,000.00	N/A	20
Summer Learning/Learning Loss Mitigation Funds	Ethel Philips	\$21,200.00	N/A	16
Summer Learning/Learning Loss Mitigation Funds	Leonardo Da Vinci	\$26,000.00	N/A	20
Summer Learning/Learning Loss Mitigation Funds	Pacific	\$26,000.00	N/A	20
Summer Learning/Learning Loss Mitigation Funds	Washington	\$26,000.00	N/A	20

Program	School Name	Contract Amount	Number of Students	Target Days
ASES	A.M. Winn K-8	\$131,305.03	N/A	180
ASES	Abraham Lincoln	\$113,193.99	N/A	180
ASES	Albert Einstein	\$150,925.32	N/A	180
ASES	Bowling Green	\$113,697.07	N/A	180
ASES	California Middle	\$150,774.39	N/A	180
ASES	Camellia Basic	\$113,193.99	N/A	180

ASES	Caroline Wenzel	\$112,741.21	N/A	180
ASES	Cesar Chavez	\$113,193.99	N/A	180
ASES	David Lubin	\$83,473.77	N/A	180
ASES	Earl Warren	\$113,193.99	N/A	180
ASES	Elder Creek	\$285,479.77	N/A	180
ASES	Ethel Phillips	\$113,193.99	N/A	180
ASES	Fern Bacon	\$150,925.32	N/A	180
ASES	Golden Empire	\$113,193.99	N/A	180
ASES	Hubert H. Bancroft	\$97,799.61	N/A	180
ASES	John Bidwell	\$113,193.99	N/A	180
ASES	John Cabrillo	\$113,193.99	N/A	180
ASES	Kit Carson	\$97,401.92	N/A	180
ASES	Martin Luther King, Jr.	\$113,193.99	N/A	180
ASES	Nicholas	\$115,457.87	N/A	180
ASES	O.W. Erlewine	\$113,193.99	N/A	180
ASES	Pacific	\$115,457.87	N/A	180
ASES	Peter Burnett	\$137,191.12	N/A	180
ASES	Pony Express	\$113,193.99	N/A	180
ASES	School of Engineering and Science	\$95,082.96	N/A	180
ASES	Sequoia Elementary	\$113,193.99	N/A	180
ASES	St. Hope Public School 7	\$150,925.32	N/A	180
ASES	Tahoe	\$113,193.99	N/A	180
ASES	Theodore Judah	\$113,193.99	N/A	180
ASES	Washington	\$113,193.99	N/A	180
ASES	Will C Wood	\$150,925.32	N/A	180
ASES	William Land	\$130,399.48	N/A	180
ASES	Woodbine	\$113,193.99	N/A	180
21 st CCLC – After School	Cesar Chavez	\$34,425.00	N/A	180
21 st CCLC – Before School	Cesar Chavez	\$30,600.00	N/A	180
21 st CCLC	Ethel Phillips	\$34,425.00	N/A	180
21 st CCLC	Martin Luther King, Jr.	\$96,390.00	N/A	180
Central Office Funds- Title I	C.K. McClatchy	\$75,000.00	N/A	180
21 st Century ASSETS	American Legion	\$60,000.00	N/A	180
21 st Century ASSETS	Arthur A. Benjamin Health Professions	\$65,000.00	N/A	180
21 st Century ASSETS	Hiram Johnson	\$110,000.00	N/A	180
21 st Century ASSETS	John F. Kennedy	\$110,000.00	N/A	180
21 st Century ASSETS	Rosemont	\$110,000.00	N/A	180
21 st Century ASSETS	Sacramento Charter High	\$110,000.00	N/A	180
CARES Funding	Bowling Green	\$110,766.09	40	156
CARES Funding	John Cabrillo	\$110,766.09	40	156
CARES Funding	Martin Luther King, Jr	\$23,423.06	40	156

CARES Funding	Hiram Johnson	\$75,398.89	48	107
CARES Funding	Tahoe	\$66,540.38	48	93
CARES Funding	Will C Wood	\$44,423.33	48	107
ASES	Will C Wood	\$18,397.20	In Class Support	86
21 st Century ASSETS	Hiram Johnson	\$28,674.54	In Class Support	86
21 st Century ASSETS	Sacramento Charter High	\$8,000.00	After School Activity	Stipend

All other provisions of the Agreement remain unchanged.

IN WITNESS WHEREOF, the Parties have caused this Amendment to be executed.

District:

DocuSigned by:

 CC6FE7C204D7402...

Rose Ramos
 Chief Business Officer

2/11/2021

Date

Sacramento Chinese Community Service Center:


 Henry Kloczkowski
 Executive Director

1/22/2021
 Date

Sacramento City Unified School District and Sacramento Chinese Community Service Center:
 Attachment A

DISTRICT shall:

1. Provide support for program evaluation.
2. Recognize in all sponsored events and on brochures, flyers, and promotional materials as appropriate.
3. Provide a district Expanded Learning Specialist for each school that will provide the support and guidance needed to operate the Expanded Learning program.
4. Meet monthly with the Program Manager of SCCSC to identify program needs, assistance, and successes.
5. Designate a school staff contact person to work directly with the Program Manager for program planning, assistance in hiring staff and to address any implementation issues.
6. Help train program staff and volunteers on school procedures and the education/curriculum materials being used at the school that should be integrated into the program.
7. Help recruit students into the program and provide the program access to parents of participating students.



May 28, 2021

Sacramento City Unified School District Service-Level Agreement Program (SLA)

This agreement provides the Sacramento City Unified School District with the services listed below for the period of one year: July 1, 2021 - June 30, 2022.

Websites covered by this agreement

SCUSD District Website

The Sacramento City Unified School District primary website is currently utilizing the Digital Deployment CMS and is covered under this agreement: www.scusd.org

Individual Schools Websites

In addition to services for the District's primary website, this agreement calls for up to eighty (80) additional schools websites. Additional websites beyond a total of 80 may be added without additional charge by Digital Deployment depending on the District's needs. The following seventy (74) schools are currently utilizing the Digital Deployment CMS and are covered under this agreement:

California Middle School	Matsuyama Elementary School
Cesar E. Chavez Intermediate School	Nicholas Elementary School
Isador Cohen Elementary	West Campus High School
John F. Kennedy High School	Will C. Wood Middle School
William Land Elementary	Family Academy
Martin Luther King, Jr. K-8	H.W. Harkness Elementary School
A.M. Winn Elementary School	John Cabrillo Elementary School
Edward Kemble Elementary	Oak Ridge Elementary School
Genevieve Didion K-8	Rosa Parks Middle School
Hollywood Park Elementary School	Arthur A. Benjamin Health Professions High School

John Still Middle School	C.K. McClatchy High School
Mark Hopkins Elementary School	Earl Warren Elementary School
Peter Burnett Elementary School	Bowling Green - Chacon Language and Science Academy
Sequoia Elementary School	Sutterville Elementary School
Sacramento Pathway to Success	James Marshall Elementary School
Abraham Lincoln Elementary School	Youth Development Support Services
Bowling Green Charter McCoy Academy	Luther Burbank High School
Camellia Basic Elementary School	WorkAbility
Caroline Wenzel Elementary School	Sam Brannan Middle School
John D. Sloat Basic Elementary School	David Lubin Elementary School
Maple Elementary School	Albert Einstein Middle School
O.W. Erlewine Elementary School	Charles A. Jones Career & Education Center
Pacific Elementary School	Elder Creek Elementary School
Tahoe Elementary School	George Washington Carver School of Arts & Science
Washington Elementary School	SUCCESS Academy
Woodbine Elementary School	Susan B. Anthony Elementary School
Clayton B. Wire Elementary School	Caleb Greenwood Elementary School
Ethel I. Baker Elementary School	Sutter Middle School
Ethel Phillips Elementary School	Pony Express Elementary School
Golden Empire Elementary School	Parkway Elementary
Hubert H. Bancroft Elementary School	John Bidwell Elementary School
John Morse Therapeutic Center	Rosemont High School
Joseph Bonnheim Elementary School	Sacramento New Technology High School
Kit Carson Middle School	SCUSD School - Leataata Floyd Elementary
Mark Twain Elementary School	Crocker/Riverside Elementary
Edward Kemble Elementary	Fern Bacon Middle School
Leonardo De Vinci K-8 School	Theodore Judah Elementary School

The Service-Level Agreement Program (SLA)

Digital Deployment is committed to quality, standardization, collaboration, and reliability. We are proud to offer a Service-Level Agreement program (SLA) that delivers support in a way that is consistent with these values.

Our SLA program provides timely responses to support requests, ongoing quality assurance, workshops for ongoing education, highly-available hosting, and routine upgrades that provide new content management features and keep your website performing well for site visitors. It also offers several truly different advantages over traditional hourly bill-for-service agreements:

- An all-inclusive program at a flat rate
- A warranty for issues that may arise with the website, creating a financial incentive for Digital Deployment to build an error-free product. (Compare this to other models which charge to repair problems and resolve issues.)
- Includes continuous development of new features and functionality, ensuring that a Digital Deployment website will not be technologically obsolete in a few years
- Website is continually upgraded with the latest security updates
- Includes ongoing workshops and an interactive knowledge base to better leverage the site's technology and website best-practices
- Automatic enrollment

At the completion of Phase 5, each client is automatically enrolled in the SLA program. Clients are then billed at the beginning of the next month a fixed monthly fee and may cancel at any time.

What's included in the Service Level Agreement program?

- **Site hosting:** Hosting and monitoring of your site, ensuring fast page load times, site stability, and 99.9% uptime.
- **Regular backups and restoration service:** All site content (both application and data) backed up at least once every 24 hours and held for 7 days, enabling "rollback" in the event of corruption or damage to the site.
- **Service-level support responses:** Provides timely responses to support requests within predefined time periods.
- **Site upgrades:** Bug fixes, Drupal security patches, and routine updates to your site.
- **New features:** Install new platform-wide features and improve existing features on a monthly update schedule.
- **Idea forum:** Forum where clients can discuss ideas and collaborate with our developers and product design team for new features or improvements to the CMS. Digital Deployment continuously evaluates discussions of new features and improvements and may develop those that benefit the larger community of clients like you.
- **Mobile platform:** Full mobile functionality for your site - learn more at www.digitaldeployment.com/mobile.
- **Compatibility testing and browser support:** Includes required theme adjustments to accommodate new browsers if necessary.
- **Site effectiveness and traffic analytics:** Allows the tracking of site performance and goals.
- **Personalized training and/or consulting:** One 2-hour session per quarter included, additional available for a fee.

Site hosting. Digital Deployment will provide hosting services for your website at no cost. You can request a backup file of your site at any time, which can be used to upload to a new hosting provider. Our

monitoring services ensure fast page load times, site stability, and 99.9% site uptime (as measured over any 12-month period) for all SLA clients.

Daily backups. All site content (both application and data) is backed up each day and held for 7 days, enabling a fast "rollback" in the event of corruption or serious damage to the site.

Service-level support agreement. Support is defined as getting timely help resolving a problem with normal site operation, including, but not limited to, problems adding content to the site, site errors or warning messages, or any feature that has suddenly stopped working. Problems are reported to Digital Deployment through the client support interface so they are documented and can be quickly assigned to a support technician. Support requests are stored electronically so they are available to any designated person in the organization for later reference. SLA clients will receive a response **within our SLA guidelines** based upon the priority level of each submitted ticket.

Site upgrades. Digital Deployment will install updates to the content management system when appropriate. Exceptions include custom modules, third-party scripts, or modules no longer supported by the open-source community, although such exceptions are rare.

Standard features. Digital Deployment will install new platform-wide standard features and improve existing features at its discretion, on a monthly development cycle. After a new feature has been standardized and thoroughly tested, it will be added to your site at no charge.

Idea Forum. Clients have the ability to request new features or improvements to their sites in our forum. This allows the entire Digital Deployment community to collaborate on the best way to implement new functionality that will benefit multiple clients. SLA clients receive free implementation of the suggestion/feature if it becomes standard.

Mobile platform. The completely custom DD Mobile platform is available only as a service, and only to SLA customers. Clients not on an SLA will still have a website that functions on mobile devices, but they will not have the use of the mobile-enhanced version.

Post-launch accessibility, compatibility, and browser support. Digital Deployment strives to continuously improve the site's structure to better comply with web standards. Upon request, Digital Deployment will provide printed certification from the World Wide Web Consortium (W3C) and content quality.com demonstrating that Client's website complies with section 508 of the Federal Rehabilitation Act (29 U.S.C. §794d) and the W3C's Web Access Initiative to protect the Client from liability arising from having an inaccessible website. Example of accessibility, compatibility, and browser support issues: When the iPad was released in April 2010, it handled embedded video differently than other devices, such that videos would not play. Digital Deployment worked to resolve the issue at no cost to SLA clients, making uploaded video playable on the iPad a standard feature.

Site effectiveness and traffic analytics. The Client's website will give the Client the ability to create and organize content in such a way to improve search engine rankings and make content on the site more relevant to search terms likely to be used by potential site visitors in search engine queries. Specifically, the Client's website gives Client the ability to create and manage specific language used by search engines to index and rank website content, including visible and invisible "tags" such as keywords and meta-tags (non-visible index terms). This will enable major Internet search engines to better connect potential site visitors to the material on the Client's website. Digital Deployment will update the Google Analytics tracking script on all pages if a new version becomes available, will provide training on how to use Google Analytics for monitoring site traffic to improve understanding of site visitors and their behavior on the Client's website (such as which content is most popular, identifying new versus returning site visitors, identifying where visitors are located geographically, how visitors reach the site, and what search terms visitors used with search engines). Digital Deployment will also provide ongoing improvements to the website architecture to optimize for traffic to the site in an effort to improve the site's search rank. This means ensuring the site adheres to best practices: keyword-rich page titles and paths, compliance with web standards, and continually making under-the-hood improvements to the semantic structure of the site.

Ongoing training and knowledge base. Digital Deployment may provide comprehensive in-depth professional development courses and/or webinars on specialized topics including, but not limited to: jumpstart training, content management 101, mobile platform training, publishing best practices, writing for search engine performance, Google Analytics, intro to social media and web 2.0 channels. Workshops are available on a first-come, first-serve basis when offered. Digital Deployment will also provide SLA clients with access to its knowledge base, including frequently updated articles, expert tips and tricks, in-depth help, and industry best practices.

Personalized training and/or consulting. For a fee, additional training and/or consulting is available as online or in-person sessions on any web-related topic relevant to the attendees, depending on the topic, presenter(s), and is subject to Digital Deployment staff availability. Clients must be actively enrolled in an SLA in order to qualify for personalized training or consulting.

Liability. By enrolling in our SLA program, the Client accepts responsibility for the content it publishes on its website and agrees to monitor the site to ensure the content on the site is appropriate and does not pose a risk to the Client. In return, Digital Deployment accepts responsibility for maintaining the website infrastructure and will take reasonable measures to ensure that installed software is kept current, that security patches are applied in a timely manner, and that any problems with the website infrastructure are quickly resolved.

SLA program subject to change. The details of Digital Deployment's SLA program are subject to change. Up-to-date program details are always available at <http://www.digitaldeployment.com/sla>.

Reporting

Each monthly invoice will provide the following information:

- A complete list of all the individual schools currently covered by this agreement
 - School name
 - Sandbox URL
 - Live URL
 - DNS hosted by
 - SCUSD site ID
 - Full site ID
 - CNAME
- All relevant updates to the SCUSD CMS platform

Termination and Reinstatement of SLA

Clients who wish to terminate their SLA may do so at any time with no cancellation fee. If the SLA is terminated, only website hosting will be provided. Services would, therefore, be limited to the following options, *available exclusively by using the contact form at <http://www.digitaldeployment.com/contact>*

- Receiving hosting-related information
- Requesting SLA reinstatement
- The ability to request new features or improvements to their sites. However, non-SLA sites will not be able to receive the new feature or improvement unless they become an SLA site and the improvement becomes standard.

Note that all other aspects of the program, including the mobile platform (which is provided as a service), will not be available if the SLA program is terminated.

Security updates and other updates are not available for hosting only clients and responses to the inquiries mentioned above can be expected by the end of business on the next business day.

Clients who have terminated their SLA and wish to reinstate the program may be subject to a reinstatement fee to cover the development time required to bring their site back up-to-date.

Sustainability and Corporate Social Responsibility. By contracting with Digital Deployment, you are supporting a privately-owned, debt-free small business. We support many of our community's non-profit organizations. We provide living salaries, family-friendly hours, and comprehensive health benefits to all our employees; use energy-efficient and environmentally-friendly technology; and we contribute to the open-source community. Thank you for your support.

Service Agreement

I wish to execute this website Service Level Agreement between Digital Deployment, Inc., and Sacramento City Unified School District to provide the deliverables outlined in this document for a monthly fee of \$8,000.

Sacramento City Unified School District

Date



May 28, 2021

Michael A. Clemmens, CEO
Digital Deployment, Inc.

Date

R 22 - 00374

INVOICE

Acct #: 18004
#INVUS141723

Invoice Generated on 5/28/2021

of

Accounts Payable
Sacramento City Unif Sch Dist
5735 47Th Ave
Sacramento CA 95824

Start Date: 7/1/2021

Due Date: 7/31/2021

PAYMENT INFORMATION

Please send checks to:

Frontline Technologies Group LLC
PO Box 780577
Philadelphia, PA 19178-0577

To make payment via ACH/EFT:

Bank Name: Wells Fargo, N.A.
Account Name: Frontline Technologies Group LLC
ABA/Routing #: 121000248
Account #: 4121566533
Swift Code: WFBIUS6S

Please include the invoice number in the memo of your check or ACH payment to ensure timely processing.

Please send remittance advice to Billing@FrontlineEd.com.

You can find a copy of our W9 at <http://help.frontlinek12.com/WebNav/Docs/FrontlineEducationW9.pdf>.

Qty	Description	Start	End	End User	Rate	Amount
1	Employee Online Portal, unlimited usage for internal employees	7/1/2021	6/30/2022	18004 Sacramento City Unified S D	\$47,245.34	\$47,245.34
1	Frontline ERP - Client Hosted, unlimited usage for internal employees	7/1/2021	6/30/2022	18004 Sacramento City Unified S D	\$475,049.45	\$475,049.45

Your timely payment is important to maintain a continuous subscription status and allow for delivery of services. Our billing system tracks by contract, not PO#. Therefore, we are unable to address questions based on PO#. If information is needed about your PO#, please contact your organization's financial department.

SUBTOTAL \$522,294.79

TOTAL DUE
by 7/31/2021 \$522,294.79

ORIGINAL

**AGREEMENT
FOR
SOFTWARE LICENSE
AND
SOFTWARE MAINTENANCE**

AGREEMENT ("Agreement") between ESCAPE TECHNOLOGY, Inc. ("Licensor") and Sacramento City Unified School District ("Customer") on this 1st day of January 2017.

WHEREAS, Licensor is the developer of, and owner of the copyright in, the *Escape Online 5* computer programs and the associated documentation (here, collectively, the "Program"). Said Program consists of various software modules that perform administrative functions in the areas of Finance, Human Resources, Payroll and County Office of Education functionality, for California educational organizations.

I. SOFTWARE LICENSE AGREEMENT, ACCEPTABLE USAGE, TERMS

1.01. *Grant of License.* In consideration of the payments and promises from Customer as specified in this Section, Licensor hereby grants to Customer and Customer accepts a nonexclusive, nontransferable, annually renewable license (the "Software License") to use the Escape module(s), including related documentation, until terminated as provided herein. The Software License conveys neither title to, nor ownership of, the Program to Customer.

1.02. *Acceptable Usage.* Customer is a public entity known as a "Unified School District" (USD). Customer is authorized to provide user access to Program for its own agency. Usage of Program by or for any other agency is prohibited. There is no limit on the number of users that may use Program. Customer agrees that Customer and its employees and agents shall neither transfer, assign, or convey the Software License or the Program to any third party, nor permit the copying for, or use of same, by any third party. Breach of this undertaking by Customer shall constitute a material breach of the Software License by Customer for purposes of paragraph 6.02 (a).

1.03. *Annual License/Maintenance Payments.* Payment for the annual License, and Software Maintenance as described in Section V, are as follows:

Ongoing annual payments will be invoiced each July 1, unless this agreement is terminated as provided in section 6.02:

- \$404,000 annually
 - \$202,000 - prorated amount will be due January 1st 2017 for remainder of 2016/17

Beginning in the 2017/18 fiscal year the California CPI, as defined by School Services, or 2.0%, whichever is greater, shall be added to the previous year's amount. For example, if the California CPI is 3% for 2017/18, the new amount would be \$416,120. In the event of a negative California CPI, the California CPI will not be applied to prior year amounts.

1.03.01 Annual payment for webinars will be \$2,500 (two thousand five hundred dollars) and is due each July 1.

1.03.02 The Escape Online Employee Portal software annual rate is established as \$40,400 or 10% (ten percent) of the Annual Payment as described in paragraph 1.03. Initial payment will be prorated and is due at time of contract signing, \$20,200.

II. INSTALLATION AND TRAINING

2.01. *Initial Installation.* After receipt of payments as specified in paragraph 1.03. Licensor shall perform the setup necessary to initiate a starter database and "system" for Customer's system. This shall include electronic access to all Program documentation provided by Licensor.

2.02. *Billable Services.* Licensor provides professional services such as project management, custom programming, implementation, training, data conversions, and limited network/IT assistance, at published daily rates, typically updated each year. From the date of this agreement, through December 31, 2019 these rates shall be as follows:

2.02.a. *On-Site services.* On-Site services can include any of the professional services including project management, training, implementation and custom development. This rate is \$250 per hour/per person plus \$50 per person per day travel costs.

2.02.b. *At Licensor Services.* Professional services such as database conversions, custom development, software setup, network/IT support, and project management may be performed at Licensor's premises. This rate is \$250 per hour/per person. There are no travel costs charged by Licensor.

2.02.c. *At Licensor Training.* Training performed at Licensor's premises shall be provided at the rate of \$2,000 per day, billed in one-half day increments, for up to ten people. There are no travel costs charged by Licensor.

Customer will be invoiced by Licensor on the first of each month for professional services provided and travel expenses incurred during the previous month. Customer agrees to pay these invoices within 21 calendar days of the invoice date. Customer and Licensor agree that using Licensor's Project Management professional services will result the most expeditious and cost effective implementation. Licensor shall provide not to exceed figures for any professional services it has control over such as project management, custom development or specific data conversion tasks. Licensor does not have control however of the utilization of other professional services and thus does not offer not to exceed figures for them. There are no professional services provided free of charge under this agreement.

2.03. *Customer Requirements.* Customers are required to provide suitable computers for each of their users. Licensor provides current computer configurations suitable for using Program, on their website, www.escapetech.com. Customer shall install Licensor's Escape Online 5 "client program" on each user's computer with configuration information provided by Licensor. The date on which Customer has successfully "logged in" from a client computer to the Program and it is available for usage shall be known as the "Install Date."

III. ACCEPTANCE BY CUSTOMER

3.01. *First Acceptance Testing Period.* The time period from the Install Date to 120 days hence shall be considered the First Acceptance Test Period (FATP). Customer and Licensor agree that the 120 period provides sufficient time for conversion of an acceptable amount of Customer's data, for inclusion in Acceptance Testing. During the FATP, Customer shall perform acceptance testing using Customer's procedures and data, at Customer's site, and shall complete same within the FATP. During this period, Customer shall notify Licensor in writing or email of all defects or errors in the Program. Licensor shall attempt to remedy such defects or errors for retesting by Customer during the FATP. At the conclusion of the FATP, Customer shall provide written notice to Licensor of any remaining defects or errors which constitute a failure of Acceptance Testing. Failure by Customer to provide said notice of defects at the conclusion of the FATP shall constitute acceptance of the Program by Customer.

3.02. *Second Acceptance Testing Period.* At the conclusion of the FATP, if Customer provides written notice of remaining errors or defects, a Second Acceptance Testing Period (SATP) will begin immediately following the FATP. The duration of the SATP shall be 90 days. Additional defects or errors discovered during the SATP shall not become part of the Acceptance Testing. At the conclusion of the SATP, Customer shall provide a written notice of any remaining defects or errors present at the beginning of SATP which remain unresolved and which Customer has determined is a cause to reject Program for failing acceptance testing. Failure by Customer to provide said notice of defects at the conclusion of the SATP shall constitute acceptance of the Program by Customer.

3.03. Termination Upon Failure of Acceptance Testing. In the event Customer rejects the Program for defects at the conclusion of the SATP, Customer may terminate this Agreement by written notice to Licensor within ten (10) days following conclusion of the SATP. Within ten (10) days following said notice of termination, Customer shall destroy all copies of the Program and Program SQL Database resident in Customer's computer system or elsewhere in non-physical format, and shall execute the Non-Use Agreement which is attached as Exhibit A, and incorporated by this reference. Upon completion of the above acts, Customer shall have the right, as its exclusive remedy for failure of the Program to pass the acceptance tests, to receive prompt reimbursement of one hundred percent (100%) of license/maintenance payments under this Agreement. Customer shall not be reimbursed for any professional services such as project management, custom programming or training. Upon such reimbursement, the parties shall be each wholly relieved of, and shall hold each other harmless from, all obligations and duties under this Agreement except for obligations pursuant to paragraph 6.01, relating to confidentiality of proprietary information.

IV. LIMITED WARRANTY AND EXCLUSIONS

4.01. Limited Software Warranty. Licensor warrants for a period of one year from the Acceptance Date as defined in Paragraph 3.02, that the Program software shall be free from significant programming errors.

4.02. Limitation of Remedies. Customer and Licensor agree that Customer shall have two exclusive remedies under this warranty. First, if during the warranty period as defined in Paragraph 4.01, Licensor or Customer shall discover one or more defects or errors in the Program, Licensor shall, at Licensor's sole election and expense, attempt to correct such defect or error by, among other actions, supplying Customer with corrective code or by making such additions, modifications, or adjustments to the Program as may be reasonably necessary to correct the defect or error. Second, if, in Licensor's sole judgment, a significant defect or error in the Program or in the activities of Licensor in installing or servicing the Program prevents Licensor from correcting the defect or error, Licensor may cancel this Software License in its entirety, and Customer shall be entitled to reimbursement for all payments which Customer shall have made to Licensor for this Software License. Customer will not be reimbursed for any custom programming or training. Customer hereby agrees that the tender of such reimbursement by Licensor shall effect a full and complete discharge of all obligations of Licensor under this Software License.

Upon such tender of reimbursement, the parties shall be each wholly relieved of, and shall hold each other harmless from, all obligations and duties under this Software License except for obligations pursuant to paragraph 6.01, relating to confidentiality of proprietary information.

4.03. Limited Warranty of Noninfringement. Licensor represents that, to the best of its knowledge, the development work on the Program performed by Licensor, its employees, and its agents does not infringe any copyright, trade secret or any other third-party proprietary information. Licensor shall defend and hold Customer harmless in any legal proceeding involving a dispute relating to the Licensor's intellectual property right or ownership of the program.

4.04. Exclusions and Limitations. The above limited warranties are the sole and exclusive warranties made to Customer by Licensor. In every other respect the Program is licensed "as is" without warranty as to performance, or any implied warranties, including but not limited to, merchantability or fitness for a particular purpose. Licensor shall not be liable for indirect, special or consequential damages resulting from use of Program, even if Licensor has been notified as to a particular problem or error in Program.

With the exception of Program components designed for modification by Customer, as described in Licensor's published documentation, any unauthorized Customer modification of program files or database schema including views and stored procedures by any means other than use of the program shall automatically void all warranties provided herein. Repairs, modifications, adjustments to the program or data files to correct the defects or errors resulting from such unauthorized actions shall be at the sole expense of Customer. Licensor's corrective services for unauthorized actions described herein shall be provided at the sole election of Licensor, and shall be charged to Customer at Licensor's then standard rates for such services, travel and per diem.

Licensor and Customer agree that the Program is intended to be used exclusively for commercial purposes and is not a consumer good for purposes of federal and state warranty laws.

V. SOFTWARE MAINTENANCE AGREEMENT

5.01. Contents of Software Maintenance Agreement. The introduction, the provisions of paragraphs 5.01 through 6.05, and the signatory clause are the substantive contents of the Software Maintenance Agreement.

5.02. *Services.* In consideration of the annual payments paid by Customer, as described in paragraph 1.03, Licensor agrees to provide the services described in Paragraph 5.04. All charges for services shall be deemed earned in their entirety upon payment.

5.03. *Program Revisions.* Licensor intends to provide Program revisions on an ongoing basis, which enhance or add features, as well as solving operational issues. Licensor shall also provide Program updates in response to new regulations by governmental agencies such as the IRS, EDD, CTC and retirement systems. Customer shall have the right to obtain such program revisions at no charge during the term of this agreement.

5.04. *Service Responsibilities of Licensor.*

(a) *Support and Response Time.* In the event that Customer detects any error, defect or nonconformity in the Program, Licensor shall provide off-site telephone support by calling Licensor's toll free number during the hours of 8:00 a.m. to 5:00 p.m., Pacific time, Monday through Friday, in the form of consultations, assistance, and advice on the use and maintenance of the Program, within one business day, Monday through Friday, of Customer's request therefore. In the event that such problem in the Program is not corrected within one business day, Monday through Friday, of the initiation of such off-site telephone support, the Customer, at the request of Licensor, shall submit to Licensor a listing of output and all other such data, and materials as Licensor reasonably may request in order to reproduce operating conditions similar to those present when the error, defect or nonconformity was discovered. Licensor shall propose temporary work-around procedures, if possible, and shall demonstrate to Customer good faith and diligent initiation and prosecution of corrective measures. Licensor, in its sole discretion, may elect to provide on-site service at Customer's office, as an alternative to requiring Customer to provide output data and other items.

(b) *Customer Error.* In the event of a problem caused by Customer, as opposed to an error, defect or nonconformity in the Program itself, Customer may be required to reimburse Licensor for remedial services, at Licensor's discretion. Such charges will be for time and travel expenses, at Licensor's then standard rates.

5.05 *Custom Modifications.*

Customer requests for custom modifications of the Program will be evaluated in Licensor's sole discretion. Such modifications as Licensor is willing to perform and to support will be provided by Licensor either free of charge per the Software Maintenance Agreement, or at then standard Licensor rates for time and materials, travel and per diem, per decision of Licensor.

5.06 *Limited Service Warranty, Limitation of Remedies, and Exclusions.*

(a) Licensor warrants that, during the effective term of the Agreement, it will maintain the Program so that the Program will be free from material programming errors and from material defects in workmanship that impair Customer's operations. Licensor services will be performed in a timely and professional manner by technicians familiar with the Program and its operation.

(b) Customer and Licensor agree that Customer shall have one exclusive remedy under this limited service warranty. If, in Licensor's sole judgment, a significant defect or error in the Program or in the activities of Licensor in servicing the Program prevents Licensor from maintaining the Program or from correcting any defect or error, Licensor may cancel this Agreement in its entirety, and Customer shall be entitled to reimbursement for all payments which Customer shall have made to Licensor under this Agreement. Customer hereby agrees that the tender of such reimbursement by Licensor shall affect a full and complete discharge of all service obligations of Licensor under this Agreement. Upon timely tender of reimbursement, the parties shall be each wholly relieved of, and shall hold each other harmless from, all servicing obligations and duties under this Agreement only.

VI. GENERAL PROVISIONS

6.01. *Confidentiality of Proprietary Information.* Licensor and Customer acknowledge that all information concerning the other's business, in any form, the Program, related documentation, the database schema, and all copyright and trade secret rights are "Confidential and Proprietary Information". Each party agrees that it will not, during or after the term of the Software License, permit the duplication, use or disclosure of any such Confidential and Proprietary Information by or to any person (other than an employee, agent or representative of the other party who must have such information for the performance of its obligations hereunder), unless such duplication, use or disclosure is specifically authorized by the other party in writing. Confidential and Proprietary Information does not include any information which, at the time of disclosure, is in the public domain.

6.02. *Termination.*

(a) *Default.* Each party has the right to terminate this Agreement, the Software License, and/or the Software Maintenance Agreement if the other party breaches or is in default of any obligation hereunder, which default is incapable of cure or which, being capable of cure, has not been cured within seven (7) business days after receipt of notice of such default from the nondefaulting party or within such time as the parties may agree.

(b) *Voluntary Customer Termination.* Customer may choose to voluntarily terminate the Agreement, as of June 30 of any year. Customer shall notify Licensor in writing of such intent prior to April 30 of that year. Customer shall then execute the Non-Use Agreement, which is attached as Exhibit A, and comply with its terms.

(c) *Acts of Insolvency.* If either party becomes insolvent, makes a general assignment for the benefit of creditors, suffers or permits the appointment of a receiver for its business or assets, becomes subject to any proceeding under any bankruptcy or insolvency law whether domestic or foreign, then said party shall be in default of this Agreement, and this Agreement shall immediately terminate with no further action or notice required.

(d) *Rights and Obligations of the Parties on Termination.* In the event this Agreement is terminated, the rights and obligations of the parties under Paragraph 6.01 shall survive termination.

(e) *Customer Data Option.* In the event of termination, Customer may request a "cleansed" copy of their database which removes Licensor's proprietary information, trade secrets and programming. The fee for this copy will be \$5000 (five thousand dollars).

6.03 *Taxes.* Customer shall be responsible for the payment of all taxes in connection with this Agreement, except for any tax based on Licensor's net income.

Licensor shall provide a copy of sales tax regulation 1502 to Customer. Under current opinion by the Board of Equalization, transactions under this agreement are not subject to sales tax as long as no transfer of tangible property occurs. Program must pass from Licensor to Customer via telecommunications, i.e. utilizing the internet. Any data files required for conversions or other uses must also be transferred via telecommunications. Customer shall not accept tangible property, in the form of CD, tape or other media from Licensor. Licensor shall not accept tangible property, in the form of diskette, tape or other media from Customer. If at any time during a given fiscal year, tangible property is transferred, Customer agrees that fiscal year's payments become subject to tax, and agrees to remit required sales tax to Licensor. Customer further agrees that if the Board of Equalization ever determines that transactions under this agreement are subject to tax, including such taxes back to the origination date of the agreement, Customer shall remit required taxes to Licensor.

6.04. *Notice.* All notices hereunder shall be in writing and shall be deemed delivered upon personal delivery or three (3) days after deposit in the U.S. mail, first class postage prepaid, certified return receipt requested, addressed as follows or as indicated by written notice of change of address:

Licensor:

Escape Technology, Inc.
3721 Douglas Blvd., Suite 250
Roseville, California 95661

Customer:

Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

6.05. *General.*

(a) *Entire Agreement and Applicable Law.* This Agreement constitutes the full and complete agreement between the parties, and wholly supersedes all representations, negotiations and agreements (whether oral or written) prior to the date hereof. This Agreement shall be governed by, and construed in accordance with, the laws of the State of California. Venue shall be established in the Placer County Superior Court and no other, unless an alternative venue is mutually agreed to by both parties.

(b) *Severability.* Any invalidity, in whole or in part, of any provision of this Agreement shall not affect the validity of any other of its provisions.

(c) *Waiver.* No term or provision hereof shall be deemed waived and no breach excused unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented.

(d) *Assignment.* Customer shall not assign or subcontract all or any part of this Agreement, or any interest therein, except with the written consent of the Licensor. Licensor may assign or subcontract each and every right and obligation of Licensor under this Agreement on the condition that the assignee or subcontracting party assume, in writing, all obligations of Licensor under this Agreement.

(e) *Parties.* This Agreement shall inure to the benefit of, and be binding upon, the parties hereto and on each of their employees, agents, administrators, successors and assignees.

(f) *Attorneys' Fees.* If any action at law or in equity, or an arbitration, is necessary to enforce or interpret the terms of this Agreement, the prevailing party shall be entitled to reasonable attorneys' fees, costs, and necessary disbursements in addition to any other relief which that party may be entitled.

(g) *Mutual Contribution.* This Agreement has been drafted on the basis of arms length negotiation and mutual contributions by each party and it shall be construed against neither party as the drafter.

(h) *Force Majeure.* Neither party shall be liable for delays in performing its obligations under this Agreement to the extent that the delay is caused by force majeure. Force majeure shall not be allowed unless:

1) Within five (5) business days of the occurrence of force majeure, the party whose performance is delayed thereby shall provide the other party or parties with written notice explaining the cause and extent thereof, as well as a request for a time extension equal to the estimated duration of the force majeure events.

2) Within ten (10) business days after the cessation of the force majeure event, the party whose performance was delayed shall provide the other party written notice of the time at which force majeure ceased and a complete explanation of all pertinent events pertaining to the entire force majeure situation.

Either party shall have the right to terminate this Agreement if Force Majeure suspends performance of scheduled tasks by one or more parties for a period of one hundred-twenty (120) or more days from the scheduled date of the task. This paragraph shall not relieve Customer of its responsibility to pay for services and goods provided to Customer and expenses incurred on behalf of Customer prior to the effective date of termination.

(i) *Dispute Resolution.* Customer will notify Licensor in writing within fifteen (15) days of becoming aware of a dispute. If Licensor and Customer cannot resolve such dispute within thirty (30) calendar days of Licensor's receipt of written notice from Customer, the following procedure shall apply:

1) Each party shall appoint one (1) person to act as an impartial representative. The appointed individual shall be of sufficient knowledge and experience to understand and deal with the dispute but shall not be a person assigned to the project. The set of four (4) individuals consisting of Licensor's Project Manager for this project, Customer's Project Manager for this project, and the two (2) appointees is called a Dispute Resolution Group.

2) The Dispute Resolution Group shall convene no later than twenty-one (21) calendar days after the expiration of the thirty (30) calendar day period referenced above and shall meet for a minimum of four (4) four (4) hour sessions during subsequent four (4) business days, unless otherwise mutually agreed. Any resolution shall be in writing and signed by both parties. Such resolution shall constitute a binding amendment to the Agreement.

In the event the Dispute Resolution Group fails to resolve the dispute as set forth above, the dispute will be referred to non-binding mediation. Thereafter, either party may assert its other rights and remedies under this Agreement or with a court of competent jurisdiction.

Nothing in this Paragraph shall prevent a party from applying to a federal or state court of competent jurisdiction to obtain injunctive relief pending resolution of the dispute through the dispute resolution procedures set forth herein.

In witness whereof, the parties have caused this Agreement to be executed and do each hereby warrant and represent that their respective signatory whose signature appears below has been and is on the date of this Agreement duly authorized to execute this Agreement.

Date: 12/16/16

LICENSOR:

ESCAPE TECHNOLOGY, Inc.



RAMONA MARSHALL
C.O.O.

CUSTOMER:

GERARDO CASTILLO
CHIEF BUSINESS OFFICIAL



By Gerardo Castillo

Title CEO

RECEIPT OF REGULATION 1502, SALES TAX CODE

I, Gerardo Castillo, on behalf of the Sacramento City Unified School District, herewith confirm that I have received a copy of California State sales tax code regulation 1502, pursuant to the agreement with Escape Technology, Inc. for Software License and Software Maintenance.

Signed:  _____

By: Gerardo Castillo

Title: Chief Business Officer

Dated: December 23, 2016

EXHIBIT A:
AFFADAVIT OF NON-USE OF PROGRAM

Licensor, Escape Technology, and Customer, _____, entered into an Agreement for Software License and Maintenance dated _____.

This agreement is being terminated as of _____ (the Termination Date) for the following reason:

Customer agrees that as of the Termination Date, all copies of the Program, including but not limited to hard drives, computers, servers, and back-up tapes, will be removed from all Customer locations. The Program and its data will no longer be available to Customer's users.

Signed: _____

By: _____

Title: _____

Dated: _____

DO NOT SIGN

R22-00369

Infinite Campus
 NW 6022
 PO Box 1450
 Minneapolis MN 55485-1450
 (651) 631-0000 Ext. 0000

Invoice	ANNUAL033985
Date	7/1/2021
Page	1

Bill To:

Sacramento City Unified School District
 Attn: Accounts Payable
 5735 47th Avenue
 Sacramento CA 95824

Ship To:

Sacramento City Unified School District
 Attn: Accounts Payable
 5735 47th Avenue
 Sacramento CA 95824

Purchase Order No.		Customer ID	Salesperson ID	Payment Terms		
-		SACRAMEN001	EMAIL INVOICES	Due on July 1st		
Ordered	Shipped	Item Number	Description	Unit Price	Ext. Price	
40,711	40,711	0027	License: SIS (7/21-6/22)	\$6.00	\$244,266.00	
40,711	40,711	0029	License: Messenger (7/21-6/22)	\$0.62	\$25,240.82	
1	1	0102	License: Campus Learning - District (7/21-6/22)	\$50,000.00	\$50,000.00	
40,711	40,711	0052	Support: SIS (7/21-6/22)	\$1.20	\$48,853.20	
40,711	40,711	0054	Support: Messenger (7/21-6/22)	\$0.19	\$7,735.09	
40,711	40,711	0002	Application Hosting: SIS Server (7/21-6/22)	\$1.50	\$61,066.50	
1	1	0005	Data Change Tracker (7/21-6/22)	\$7,500.00	\$7,500.00	
1	1	0087	Data Health Check (7/21-6/22)	\$10,000.00	\$10,000.00	
1	1	125	Online Registration Prime: (7/21-6/22)	\$37,500.00	\$37,500.00	
1	1	115	Multi-Language Editor Tool (7/21-6/22)	\$1,500.00	\$1,500.00	
1	1	0061	Escrow (7/21-6/22)	\$500.00	\$500.00	
1.00	1.00	100	Custom Reports Annual Fee: Foster Focus Extracts- Case 367594 (7/21-6/22)	\$325.00	\$325.00	

Subtotal	\$494,486.61
Tax	\$0.00
Total	\$494,486.61

Revised - Student Count
 If you would like to pay this invoice by ACH
 please e-mail accountspayable@infinitecampus.com.
 The prices on the invoice noted are our standard



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1b

Meeting Date: June 24, 2021

Subject: Approve Personnel Transactions

- 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 24, 2021
2. Classified Personnel Transactions Dated June 24, 2021

<p>Estimated Time of Presentation: N/A Submitted by: Cancy McArn, Chief Human Resources Officer Approved by: Jorge A. Aguilar, Superintendent</p>
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Attachment 1: CERTIFICATED 6/24/2021

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY/ REEMPLOY							
ALVARADO	LISSA	C	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
BARRERA CISNEROS	NANCY	C	Teacher, Elementary Spec Subj	CALEB GREENWOOD ELEMENTARY	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
BLANKENSHIP	LORI	C	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
DOUGLAS	LISA	C	Teacher, Elementary	DAVID LUBIN ELEMENTARY SCHOOL	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
FERGUSON	JANE	B	Teacher, Middle School	FERN BACON MIDDLE SCHOOL	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
FRANCO	LINDA	C	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
GARLAND	ASHLEY	0	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
ISAGUIRRE-BERSOLA	GABRIELLA	0	Teacher, Elementary	OAK RIDGE ELEMENTARY SCHOOL	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
LIM	JUDY	C	Teacher, Elementary	PARKWAY ELEMENTARY SCHOOL	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
MCCLAIN	COLLEEN	C	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
MERAR	LAUREN	C	Teacher, Elementary	WILLIAM LAND ELEMENTARY	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
MONDRAGON	ALEXANDRA	B	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
NUNO	YVONNE	0	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
PITTMAN	LINA	C	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
RAMIREZ	ANAISSA	C	Teacher, Elementary	ABRAHAM LINCOLN ELEMENTARY	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
SCHAAN	ALYSSA	C	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
WOLF	JAIME	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
LEAVES							
ABIMBOLA	SAMANTHA	A	Teacher, Elementary	WASHINGTON ELEMENTARY SCHOOL	6/19/2021	6/30/2021	RTN LOA FMLA/CFRA 6/19/21
GARRETT	TIFFANI	A	School Psychologist	SPECIAL EDUCATION DEPARTMENT	5/13/2021	6/30/2021	LOA (UNPD) 5/13/21-6/30/21
GILMORE	SUSAN	B	Director III, Adult Education	ADULT EDUCATION/SKILL CTR.	5/31/2021	6/30/2021	RTN LOA 5/31/21
HURTADO	FRANCISCO	A	Teacher, K-8	ALICE BIRNEY WALDORF - K-8	5/29/2021	6/30/2021	RTN LOA FMLA/CFRA 5/29/21
IRIBARNE	ALAYNA	A	Teacher, Elementary	MARK TWAIN ELEMENTARY SCHOOL	5/28/2021	6/17/2021	LOA (PD) FMLA/CFRA 5/28-6/17/21
IRIBARNE	ALAYNA	A	Teacher, Elementary	MARK TWAIN ELEMENTARY SCHOOL	6/18/2021	6/30/2021	RTN LOA FMLA/CFRA 6/18/21
JONES	FRANCHINE	A	Teacher, Parent/Preschool Ed	CHILD DEVELOPMENT PROGRAMS	5/1/2021	5/4/2021	EXT LOA (PD) FMLA/CFRA 5/1/21-5/4/21
JONES	FRANCHINE	A	Teacher, Parent/Preschool Ed	CHILD DEVELOPMENT PROGRAMS	5/5/2021	5/31/2021	LOA (PD) 5/5/21-5/31/21
KILEY	KATHRYN	A	Teacher, Elementary	NEW JOSEPH BONNHEIM	4/5/2021	6/5/2021	EXT LOA (PD) 4/5-6/5/21
KILEY	KATHRYN	A	Teacher, Elementary	NEW JOSEPH BONNHEIM	6/6/2021	6/30/2021	AMEND LOA (PD) FMLA/CFRA 6/6-30/21
KOBERL	NICOLE	A	Teacher, Elementary	EDWARD KEMBLE ELEMENTARY	4/21/2021	6/18/2021	LOA (PD) 4/21-6/18/21
KOBERL	NICOLE	A	Teacher, Elementary	EDWARD KEMBLE ELEMENTARY	6/19/2021	6/30/2021	RTN LOA 6/19/21
LEGASPI	PAOLO	0	Teacher, Resource, Special Ed.	HIRAM W. JOHNSON HIGH SCHOOL	6/15/2021	6/30/2021	RTN LOA ADMIN 6/15/21
MACK	JARRAMIAH	A	Teacher, Elementary Spec Subj	NEW JOSEPH BONNHEIM	6/8/2021	6/30/2021	EXT LOA MILITARY 6/8/21-6/30/21
MCCALEB	NOLA	A	Teacher, Resource, Special Ed.	ALICE BIRNEY WALDORF - K-8	5/16/2021	6/30/2021	LOA (PD) FMLA/CFRA 5/16/21-6/30/21
MCCALEB	NOLA	A	Teacher, Resource, Special Ed.	ALICE BIRNEY WALDORF - K-8	4/28/2021	5/15/2021	AMEND LOA (PD) 4/28/21-5/15/21
PITTMAN	LINA	B	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	5/25/2021	5/27/2021	EXT LOA (PD) 5/25-27/21
SANCHEZ	LEANA	A	Teacher, Middle School	CALIFORNIA MIDDLE SCHOOL	6/1/2021	6/15/2021	EXT LOA (PD) 6/1-6/15/21
SANCHEZ	LEANA	A	Teacher, Middle School	CALIFORNIA MIDDLE SCHOOL	6/16/2021	6/30/2021	RTN LOA 6/16/21
SMOOTH	ALLEGRA	A	Teacher, Elementary	JOHN CABRILLO ELEMENTARY	5/24/2021	6/30/2021	RTN LOA FMLA/CFRA 5/24/21
TSOUSIS	NICKE	A	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	5/22/2021	6/7/2021	LOA (PD) FMLA/CFRA 5/22-6/7/21
TSOUSIS	NICKE	A	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	6/8/2021	6/30/2021	RTN LOA FMLA/CFRA 6/8/21
VIDUCICH	THOMAS	A	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	4/26/2021	6/13/2021	LOA (PD) FMLA/CFRA 4/26-6/13/21
VIDUCICH	THOMAS	A	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	6/14/2021	6/30/2021	RTN LOA FMLA/CFRA 6/14/21
ZINNER	GEORGE	A	Teacher, Spec Ed	SPECIAL EDUCATION DEPARTMENT	5/29/2021	5/31/2021	EXT LOA FMLA/CFRA 5/29-5/31/21
ZINNER	GEORGE	A	Teacher, Spec Ed	SPECIAL EDUCATION DEPARTMENT	6/1/2021	6/30/2021	RTN LOA 6/1/21
RE-ASSIGN/STATUS CHANGE							
VALLESCAS	MERLITA	A	Teacher, Resource, Special Ed.	JOHN BIDWELL ELEMENTARY	7/1/2021	6/30/2022	REA 7/1/21
HALL	SEPHA	A	Lang. Speech & Hearing SpecIst	SPECIAL EDUCATION DEPARTMENT	7/1/2021	6/30/2022	STCHG 7/1/21
ALLEN	ROBERT	A	Teacher, Elementary Spec Subj	EDWARD KEMBLE ELEMENTARY	7/1/2021	6/30/2022	STCHG 7/1/21
NITTA	EMILY	B	Teacher, Spec Ed	FATHER K.B. KENNY - K-8	5/10/2021	6/30/2021	STCHG 5/10/21
SEPARATE / RESIGN / RETIRE							

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
AKABA-MCCUMBER	CHERY	A	Teacher, Elementary	ABRAHAM LINCOLN ELEMENTARY	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
AUSTIN	LISA	A	Teacher, Spec Ed	SEQUOIA ELEMENTARY SCHOOL	7/1/2020	6/30/2021	SEP/RESIGN 6/30/21
BOURGEOIS	MARY ANN	A	School Psychologist	SPECIAL EDUCATION DEPARTMENT	7/1/2020	6/28/2021	SEP/RETIRE 6/18/21
BROUSSARD	ANNETTE	A	Teacher, Spec Ed	NICHOLAS ELEMENTARY SCHOOL	7/1/2020	7/8/2021	SEP/RETIRE 7/8/21
CHUDZINSKI	DANIELLA	B	Teacher, Resource	JOHN BIDWELL ELEMENTARY	9/1/2020	6/17/2021	SEP/RESIGN 6/17/21
CONKLIN	BETH	A	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
FRANK	TOBY	A	School Nurse	HEALTH SERVICES	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
GLADDEN	SUZANNE	B	Teacher, Elementary	CAMELLIA BASIC ELEMENTARY	7/1/2020	6/30/2021	SEP/RESIGN 6/30/21
GOVEA	MARIA	A	Principal, Elementary School	H.W. HARKNESS ELEMENTARY	7/1/2020	6/30/2021	SEP/RESIGN 6/30/21
ISKRA	ANGELA	A	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
JOHNSON	SUSAN	A	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	7/1/2020	8/20/2021	SEP/RETIRE 8/20/21
KIHU	KEZIAH	B	Teacher, Resource, Special Ed.	PACIFIC ELEMENTARY SCHOOL	7/1/2020	6/30/2021	SEP/RESIGN 6/30/21
MAGOULIAS	DANAE	B	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	9/1/2020	6/30/2021	SEP/RESIGN 6/30/21
NEWTON	DYLAN	A	Teacher, Elementary	BRET HARTE ELEMENTARY SCHOOL	7/1/2020	6/30/2021	SEP/RESIGN 6/30/21
PITTMAN	LINA	B	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	5/28/2021	6/30/2021	SEP 24MO 6/30/21
RANDOLPH	MORGAN	A	Teacher, Middle School	KIT CARSON INTL ACADEMY	7/1/2020	8/1/2021	SEP/RESIGN 8/1/21
SEUTHE	MARTHA	A	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
STEFANI-CHIVARO	CAROLE	A	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
TUDESKO	JEANNIE	A	Teacher, Elementary Spec Subj	WILLIAM LAND ELEMENTARY	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
VIERRA	CYNTHIA	B	Teacher, Resource, Special Ed.	JOHN D SLOAT BASIC ELEMENTARY	9/29/2020	6/18/2021	SEP/RESIGN 6/18/21
YOUNG	MARY	A	Teacher, Elementary	JOHN D SLOAT BASIC ELEMENTARY	7/1/2020	6/30/2021	SEP/RETIRE 6/30/21
TRANSFER							
AHMED	SAMIA	C	Teacher, Elementary	ISADOR COHEN ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
BOLTZ	CASSANDRA	A	Teacher, Elementary	EARL WARREN ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
HA	TERI	A	Teacher, Elementary	EARL WARREN ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
HUBBARD	RACHAEL	A	Teacher, Elementary	WASHINGTON ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
MOUA	NKAOHNOU	A	Teacher, Elementary	CAMELLIA BASIC ELEMENTARY	7/1/2021	6/30/2022	TR 7/1/21
OLTMANN	STACEE	A	Teacher, Elementary Spec Subj	ABRAHAM LINCOLN ELEMENTARY	7/1/2021	6/30/2022	TR 7/1/21
TONG	ANITA	A	Teacher, Elementary	O. W. ERLEWINE ELEMENTARY	7/1/2021	6/30/2022	TR 7/1/21
VREELAND	ANNA	A	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21

Attachment 2: CLASSIFIED 6/24/2021

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY/ REEMPLOY							
ALVAREZ	ROSA	B	Walking Attendant	GOLDEN EMPIRE ELEMENTARY	5/21/2021	6/30/2021	EMPLOY PROB 5/21/21
BRUCE-ROMO	ESMERALDA	B	Teacher Assistant, Bilingual	ETHEL PHILLIPS ELEMENTARY	4/28/2021	6/30/2021	EMPLOY PROB 6/17/21
REY	SABRINA	B	Noon Duty	WOODBINE ELEMENTARY SCHOOL	5/21/2021	6/30/2021	EMPLOY PROB 5/21/21
SOTO ZAMUDIO	TOMASA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	6/1/2021	6/30/2021	EMPLOY PROB 1 6/1/21
WHITE	MARQUITA	A	Adult Ed Customer Rel Clk	NEW SKILLS & BUSINESS ED. CTR	7/1/2021	6/30/2022	REEMPL PERM 7/1/21

LEAVES							
ALVARADO	RACHEL	A	Inst Aide Child Dev	CHILD DEVELOPMENT PROGRAMS	6/17/2021	6/30/2021	RTN LOA 6/17/21
ANDERSON	SHERRA	B	Fd Sv Asst III	NUTRITION SERVICES DEPARTMENT	4/13/2021	6/30/2021	LOA (UNPD) 4/13/21-6/30/21
CRUZ	MONICA	A	Customer Service Specialist	HUMAN RESOURCE SERVICES	5/31/2021	6/30/2021	LOA (PD) 5/31/21-6/30/21
EUWING	JAMES	A	Custodian	WEST CAMPUS	5/6/2021	6/30/2021	RTN LOA 5/6/21
HIRABAYASHI HUTCHINSON	KELLI	A	Campus Monitor	WOODBINE ELEMENTARY SCHOOL	1/4/2021	4/7/2021	AMEND LOA (PD) FMLA/CFRA 1/4-4/7/21
HIRABAYASHI HUTCHINSON	KELLI	A	Campus Monitor	WOODBINE ELEMENTARY SCHOOL	4/8/2021	5/28/2021	LOA (PD) 4/8/21-5/28/21
HIRABAYASHI HUTCHINSON	KELLI	A	Campus Monitor	WOODBINE ELEMENTARY SCHOOL	5/29/2021	6/30/2021	RTN LOA 5/29/21
HUYNH	ROBINSON	B	Medi-Cal Rmbrsmnt Prog Spclst	SPECIAL EDUCATION DEPARTMENT	5/28/2021	7/21/2021	EXT LOA (PD) 5/28/21-7/21/21
LAL	SINDHULA	A	Inst Aid, Spec Ed	LEONARDO da VINCI ELEMENTARY	6/1/2021	6/30/2021	RTN LOA 6/1/21
LAL	SINDHULA	A	Noon Duty	LEONARDO da VINCI ELEMENTARY	6/1/2021	6/30/2021	RTN LOA E 6/1/21
LI	HUA	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	4/20/2021	5/31/2021	LOA (UNPD) 4/20/21-5/31/21
MURILLO	HILDA	A	Custodian	SERNA CENTER	7/1/2021	8/28/2021	EXT LOA (PD) 7/1/21-8/28/21
MURILLO	HILDA	A	Custodian	SERNA CENTER	6/19/2021	6/30/2021	LOA (PD) 6/19/21-6/30/21

RE-ASSIGN/STATUS CHANGE							
CONSTANCE	ALEX	B	Supv IV, HVAC and Refrigerate	FACILITIES MAINTENANCE	6/1/2021	6/30/2021	REA/STCHG 6/1/21
DICKINSON	TANEKA	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	7/1/2021	6/30/2022	REA/STCHG 7/1/21
LAIRD	SANDRA	B	Student and Family Support	MULTILINGUAL EDUCATION DEPT.	5/24/2021	6/30/2021	REA/STCHG 5/24/21
TOSCANO	LIVIER	A	Teacher Assistant, Bilingual	SUSAN B. ANTHONY ELEMENTARY	7/1/2021	6/30/2022	REA/STCHG 7/1/2021
JORDAN	LAUREN	A	Office Technician IV	C. K. McCLATCHY HIGH SCHOOL	7/1/2021	6/30/2022	REA/STCHG 7/1/21
PEREZ	ANA	A	Noon Duty	SUSAN B. ANTHONY ELEMENTARY	6/9/2021	6/30/2021	STCHG 6/9/21
VELASQUEZ	BLANCA	A	Clerk I	EARL WARREN ELEMENTARY SCHOOL	7/1/2021	8/31/2021	STCHG 7/1/21
TAYLOR	JONDELL	A	Library Media Tech Asst	LEATAATA FLOYD ELEMENTARY	7/1/2021	6/30/2022	STCHG 7/1/21
MEDINA	CAROLINA	A	Teacher Assistant, Bilingual	ETHEL I. BAKER ELEMENTARY	7/1/2021	6/30/2022	STCHG 7/1/21
NEVAREZ	LETICIA	A	Instructional Aide	A. M. WINN - K-8	7/1/2021	6/30/2022	STCHG 7/1/21
YANG	ALIE	A	Teacher Assistant, Bilingual	SUSAN B. ANTHONY ELEMENTARY	7/1/2021	6/30/2022	STCHG 7/1/21

SEPARATE / RESIGN / RETIRE							
AMANTE	VANESSA	B	Adult Edctn Testing Proctor	NEW SKILLS & BUSINESS ED. CTR	12/1/2020	6/30/2021	SEP/RESIGN 6/30/21
DÍAS	SANDRA	A	Instructional Aide	JOHN D SLOAT BASIC ELEMENTARY	7/1/2020	6/17/2021	SEP/RETIRE 6/17/21
FLORES	LOUIS	A	School Plant Ops Mngr I	ISADOR COHEN ELEMENTARY SCHOOL	7/1/2020	6/30/2021	SEP/RETIRE 6/30/21
GREGSON	PATRICIA	A	Instructional Aide	ALICE BIRNEY WALDORF - K-8	1/1/2021	3/4/2021	SEP/RETIRE 3/4/21
HAGGINS	ROSA	A	Inst Aid, Spec Ed	LUTHER BURBANK HIGH SCHOOL	7/1/2020	4/1/2021	SEP/RETIRE 4/1/21
HARRIS	APRIL	B	Plumber	FACILITIES MAINTENANCE	1/4/2021	5/19/2021	SEP/TERM 5/19/21
HER	EDNA	A	Teacher Assistant, Bilingual	WOODBINE ELEMENTARY SCHOOL	4/1/2021	6/30/2021	SEP/39MO 6/30/21
HICKS	SHARON	A	Parent Advisor	JOHN H. STILL - K-8	7/1/2020	6/18/2021	SEP/RESIGN 6/18/21
HINOJOS	YURIDIA	B	Clerk II	CROCKER/RIVERSIDE ELEMENTARY	1/4/2021	6/30/2021	SEP/39MO 6/30/21
KINDEL	MICKI	A	Clerk II	O. W. ERLEWINE ELEMENTARY	7/1/2020	6/1/2021	SEP/RESIGN 6/1/21
THOMAS	GLEN	A	Child Dev Spec I	CHILD DEVELOPMENT PROGRAMS	7/1/2020	6/30/2021	SEP/RETIRE 6/30/21
YEN	SABRINA	A	Noon Duty	SEQUOIA ELEMENTARY SCHOOL	1/1/2021	3/7/2021	SEP/RESIGN 3/7/21

TRANSFER							
BARNES-McDONALD	LA RAYVIAN	A	IEP Desig Inst Para-Sp Ed	ALICE BIRNEY WALDORF - K-8	7/1/2021	6/30/2022	TR 7/1/21

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
COBIAN	PAKETTU	A	IEP Desig Inst Para-Sp Ed	ENGINEERING AND SCIENCES HS	7/1/2021	6/30/2022	TR 7/1/21
GARDNER	JOHNNY	A	Campus Monitor	C. K. McCLATCHY HIGH SCHOOL	7/1/2021	8/31/2021	TR 7/1/21
GIBSON	PATTIE	A	IEP Desig Inst Para-Sp Ed	JOHN H. STILL - K-8	7/1/2021	6/30/2022	TR 7/1/21
GUZMAN	JAQUELINE	A	IEP Desig Inst Para-Sp Ed	LUTHER BURBANK HIGH SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
HAENGGI	LYNDA	A	IEP Desig Inst Para-Sp Ed	ALICE BIRNEY WALDORF - K-8	7/1/2021	6/30/2022	TR 7/1/21
HAILU	AMSALE	A	IEP Desig Inst Para-Sp Ed	C. K. McCLATCHY HIGH SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
HIRABAYASHI HUTCHINSON	KELLI	A	Campus Monitor	LEONARDO da VINCI ELEMENTARY	7/1/2021	6/30/2022	TR 7/1/21
HITCHCOCK	ANNELI	A	IEP Desig Inst Para-Sp Ed	LUTHER BURBANK HIGH SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
IQBAL	ZARINA	A	Library Media Tech Asst	PACIFIC ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
JEFFERIES-GOOCH	KARLA	A	IEP Desig Inst Para-Sp Ed	A. M. WINN - K-8	7/1/2021	6/30/2022	TR 7/1/21
JONES	DARELL	A	IEP Desig Inst Para-Sp Ed	JOHN D SLOAT BASIC ELEMENTARY	7/1/2021	6/30/2022	TR 7/1/21
LENTZ	BRIAN	A	IEP Desig Inst Para-Sp Ed	LUTHER BURBANK HIGH SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
MOBLSAZ	MEHRAN	A	IEP Desig Inst Para-Sp Ed	GOLDEN EMPIRE ELEMENTARY	7/1/2021	6/30/2022	TR 7/1/21
OSTAPENKO	NELLYA	A	IEP Desig Inst Para-Sp Ed	ALICE BIRNEY WALDORF - K-8	7/1/2021	6/30/2022	TR 7/1/21
PAULING	MARIA	A	IEP Desig Inst Para-Sp Ed	KIT CARSON INTL ACADEMY	7/1/2021	6/30/2022	TR 7/1/21
PETERSON	SHERRELL	A	IEP Desig Inst Para-Sp Ed	HOLLYWOOD PARK ELEMENTARY	7/1/2021	6/30/2022	TR 7/1/21
POWELL	RANDY	A	Custodian	LUTHER BURBANK HIGH SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
ROSS	LUCRESTUS	A	Registrar	LUTHER BURBANK HIGH SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
SINGH	JASMINE	A	Noon Duty	THEODORE JUDAH ELEMENTARY	7/1/2021	3/31/2022	TR 7/1/21
SUNAGAWA	IZUMI	A	IEP Desig Inst Para-Sp Ed	HOLLYWOOD PARK ELEMENTARY	7/1/2021	10/31/2021	TR 7/1/21
TORRES	ANDREA	A	Clerk II	ETHEL I. BAKER ELEMENTARY	7/1/2021	11/30/2021	TR 7/1/21
URIZ	RENEE	A	IEP Desig Inst Para-Sp Ed	NICHOLAS ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
VAN VLIET	LINDA	A	IEP Desig Inst Para-Sp Ed	JAMES W MARSHALL ELEMENTARY	7/1/2021	6/30/2022	TR 7/1/21
VASILYUK	NATALIYA	A	IEP Desig Inst Para-Sp Ed	ALBERT EINSTEIN MIDDLE SCHOOL	7/1/2021	6/30/2022	TR 7/1/21



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1c

Meeting Date: June 24, 2021

Subject: Approve Donations to the District for the Period of May 1-31, 2021

- 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: Accept the donations to the District for the period of May 1-31, 2021.

Background/Rationale: Per Board Policy 3290 Gifts, Grants and Bequests, the Board of Education accepts donations on behalf of the schools and the District. After Board approval, the Board Office will send a letter of recognition to the donors.

Financial Considerations: None

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Donations Report for the period of May 1-31, 2021
2. Charitable Donations Report for Associated Student Body (ASB) for the period of May 1-31, 2021

<p>Estimated Time: N/A Submitted by: Rose Ramos, Chief Business Officer Approved by: Jorge A. Aguilar, Superintendent</p>
--

BOTW AP - Bank of the West (AP)											
Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
BW21-0000837	Posted	(000664) FRONTSTREAM	6570	Check	05/07/21	3108875			BOTW210512	COSTCO UW CAMPAIGN, F	192.00
	01-0812-0-8690-	- - - -0242-				192.00					
BW21-0000871	Posted	(000670) THE BLACKBAUD GIVIN	6571	Check	05/14/21	1730168299			BOTW210519	NEW YORK LIFE DNTN THE	2.00
	01-0812-0-8690-	- - - -0144-				2.00					
BW21-0000872	Posted	(000670) THE BLACKBAUD GIVIN	6571	Check	05/14/21	1000407094			BOTW210519	WF FDTN ED M GIFTS,THE I	100.00
	01-0812-0-8690-	- - - -0144-				100.00					
BW21-0000884	Posted	THOMAS O'DONNELL	6571	Check	05/14/21	1985			BOTW210519	LOR (TCHR) SCIENCE CLAS	250.00
	01-0812-0-8690-	- - - -0410-				250.00					
BW21-0000886	Posted	(000359) THE BENEVITY COMMU	6571	Check	05/14/21	586267			BOTW210519	INTEL MATCHG GRANT, THI	1,187.73
	01-0812-0-8690-	- - - -0410-				1,187.73					
BW21-0000887	Posted	GENYOUTH	6571	Check	05/14/21	23103			BOTW210519	COVID-19 EMERGENCY SCI	1,241.68
	13-5310-0-8690-	- - - -0810-				1,241.68					
BW21-0000935	Posted	COYOTE SUNSHINE LLC	6592	Check	05/28/21	12467			BOTW060221	FUNDRAISER, COYOTE SUN	163.44
	01-0812-0-8690-	- - - -0379-				163.44					
Total for Sacramento City Unified School District											3,136.85

Fund-Object Recap		
01-8690	Donation Board Acknowledgement	1,895.17
Fund 01 - General Fund		1,895.17
13-8690	Donation Board Acknowledgement	1,241.68
Fund 13 - Cafeteria		1,241.68
Total for Sacramento City Unified School District		3,136.85

Org Recap	
Sacramento City Unified School District	
C - Check	3,136.85
Report Total	3,136.85

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 5/1/2021, Ending Receipt Date = 5/31/2021, User Created = N, On Hold? = Y, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group =)

ESCAPE ONLINE



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1d

Meeting Date: June 24, 2021

Subject: **Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of May 1-31, 2021**

- 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: Approve attached list of warrants and checks.

Background/Rationale: The detailed list of warrants, checks and electronic transfers issued for the period of May 2021, are available for the Board members upon request.

Financial Considerations: Normal business items that reflect payments from district funds.

LCAP Goal(s): Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Warrants, Checks and Electronic Transfers – May 1-30, 2021

<p>Estimated Time: N/A Submitted by: Rose Ramos, Chief Business Officer Approved by: Jorge A. Aguilar, Superintendent</p>
--

Sacramento City Unified School District
Warrants, Checks and Electronic Funds Transfers
May 2021

<u>Account</u>	<u>Document Numbers</u>	<u>Fund</u>	<u>Amount</u>
County Accounts Payable Warrants	97390366 - 97391519		\$ 20,976,918.91
		General (01)	\$ 13,241,567.16
		Charter (09)	\$ 86,945.57
		Adult Education (11)	\$ 30,748.77
		Child Development (12)	\$ 67,530.74
		Cafeteria (13)	\$ 531,980.42
		Building (21)	\$ 3,281,931.89
		Developer Fees (25)	\$ 921,242.83
		Self Insurance (67/68)	\$ 2,811,260.00
		Payroll Revolving (76)	\$ 3,711.53
Alternate Cash Revolving Checks	00002037 - 00002050		\$ 78,135.21
		General (01)	\$ -
		Charter (09)	\$ 450.00
		Building (21)	\$ 57,523.70
		Self Insurance (67/68)	\$ 13,350.50
		Payroll Revolving (76)	\$ 6,811.01
Payroll and Payroll Vendor Warrants	97866104 - 97867239		\$ 4,575,134.29
		General (01)	\$ 1,425,671.15
		Charter (09)	\$ 38,506.03
		Adult Education (11)	\$ 18,648.58
		Child Development (12)	\$ 42,961.94
		Cafeteria (13)	\$ 83,341.67
		Payroll Revolving (76)	\$ 2,966,004.92
Payroll ACHs and Payroll Vendor EFTs	ACH 01364712 - 01374314 EFT 00000061 - 00000063		\$ 20,651,155.29
		General (01)	\$ 19,012,845.59
		Charter (09)	\$ 514,521.78
		Adult Education (11)	\$ 191,754.21
		Child Development (12)	\$ 401,597.33
		Cafeteria (13)	\$ 420,813.70
		Building (21)	\$ 22,378.54
		Self Insurance (67/68)	\$ 22,900.72
		Payroll Revolving (76)	\$ 64,343.42
County Wire Transfers for Benefit, Debt & Tax	9700349474 - 9700349499		\$ 14,953,441.83
		General (01)	\$ 376,059.65
		Payroll Revolving (76)	\$ 14,577,382.18
Total	11936 items		\$ 61,234,785.53



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1e

Meeting Date: June 24, 2021

Subject: **Approve Resolution No. 3210: Resolution 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: Subsequent to Public Hearing Item 11.2, approve Resolution No. 3210, which conveys public utilities easement entitlements to the County of Sacramento at Fern Bacon Middle School.

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 adopted Resolution No. 3209 at its June 10, 2021, Board of Education Meeting. Resolution No. 3209, declared the District's intention to convey certain District property located at 4140 Cuny Ave, Sacramento, CA 95823, to the County of Sacramento for public utilities easement entitlements.

Financial Considerations: N/A

LCAP Goal(s): Operational Excellence

Documents Attached:

1. Resolution No. 3210

<p>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</p>
--

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION NO. 3210

**RESOLUTION 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, on June 10, 2021, the Board of Education adopted Resolution No. 3209, declaring its intention to convey public right utilities entitlements with related facilities to The County and providing notice of a public hearing for adoption of this Resolution to convey such entitlements; and

WHEREAS, The County facilities are necessary to support the District 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. Adopts this Resolution conveying public utilities entitlements with related facilities to The County for the District’s facilities located at 4140 Cuny Ave, Sacramento, CA.
3. Authorizes the Superintendent, or his designee, to review and execute any and all easement entitlements with related facilities, including agreements and plans, to The County as necessary to carry out the purpose of this Resolution.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 24th 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 12.1f

Meeting Date: June 24, 2021

Subject: Approve Resolution No. 3211: Delegating Duty to Accept Bids and Award Construction Contracts

- 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 and adopt Resolution No. 3211 Delegating Duty to Accept Bids and Award Construction Contracts.

Background/Rationale: The Governing Board's meeting schedule may not be complementary with the bid opening dates and delaying the award until the next available meeting date would cause unnecessary project delay. Staff recommends that the Governing Board delegate to the Superintendent or designee the authority to accept bids meeting Public Contract and Education Code requirements, execute the contracts, and commence work without the Governing Board taking formal action on any such contracts. This practice has become a normal business process and has been approved by the Board in prior years. The effective dates of this Resolution are June 25, 2021 through August 30, 2021. This Resolution will only be used if approval by the Board at a Board meeting will delay the start of a project.

Financial Considerations: None

LCAP Goal (s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students.

Documents Attached:

1. Resolution No. 3211

Estimated Time of Presentation: N/A
Submitted by: Rose F. Ramos, Chief Business & Operations
Officer
Nathaniel Browning, Director of Facilities
Approved by: Jorge A. Aguilar, Superintendent

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION NO. 3211

**RESOLUTION DELEGATING DUTY TO
ACCEPT BIDS AND AWARD
CONSTRUCTION CONTRACTS**

WHEREAS, the Sacramento City Unified School District has been and is in the process of accepting bids and awarding prime contracts for various maintenance and construction work; and

WHEREAS, time is of the essence in accepting the lowest responsible and/or best value bid, awarding the contract and completing work, or rejecting bids as appropriate; and

WHEREAS, regular meetings of the Board of Education will not be held on a schedule consistent with the bid opening dates for these deferred maintenance projects;

BE IT RESOLVED THAT the Superintendent or his designee is delegated the authority to act on behalf of the Board of Education from June 25, 2021 through August 30, 2021 to award and execute prime contracts to the lowest responsible and/or best value bidder, or reject bids as appropriate; and

BE IT FURTHER RESOLVED THAT should any lowest responsible and/or best value bidder exceed the estimated cost for that prime contract, the Superintendent or designee may award and execute the contract for that work if the Superintendent or designee consults with the Chief Business & Operations Officer and determines that the bid should be accepted rather than rebidding the contract; and

BE IT FURTHER RESOLVED THAT any and all contracts entered into on behalf of the District pursuant to this resolution shall be reported to the board at the next regularly scheduled meeting following execution.

PASSED and ADOPTED this 24th day of June, 2021, by the Board of Education of the Sacramento City Unified School District, State of California, by the following vote;

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

ATTESTED TO:

Jorge A. Aguilar
Secretary of the Board of Education

Christina Pritchett
President of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1g

Meeting Date: June 24, 2021

Subject: Approve Yearly Extension of the Facilities Use Agreement with California Montessori Project, Capitol Collegiate Academy, Sol Aureus College Preparatory Academy, St. Hope Public Schools, and Yav Pem Suab Academy

- 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

Recommendation: Approve the Amendment Extending the Facility Use Agreements (FUAs) extensions for:

- California Montessori Project – Capitol Campus
 - Thomas Jefferson, 2635 Chestnut Hill Drive
- Capitol Collegiate Academy
 - Freeport, 2118 Meadowview Road
- Sol Aureus College Preparatory Academy
 - Bear Flag, 6620 Gloria Drive
- St. Hope Public Schools
 - John Muir, 5201 Strawberry Lane
 - Sacramento High, 2315 34th Street
- Yav Pem Suab Academy – Preparing for the Future
 - Lisbon, 7555 South Land Park Drive

Background/Rationale: The Charter Schools submitted Prop 39 requests with the District. Proposition 39 obligates school districts to provide reasonably equivalent facilities to charter schools that project or enroll at least an Average Daily Attendance of 80 students from that district. The facilities offered must be contiguous, furnished and equipped, and reasonably comparable to district schools that the charter school

students would have otherwise attended. The District may charge the Charter School its share of the facilities costs.

The District worked with the Charter schools to define the specific terms of the Facility Use Agreements for each school.

Financial Considerations: The District will charge each Charter school its share of the cost for the use of the facility.

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Amendment Extending Facilities Use Agreement with California Montessori Project – Capitol Campus
2. Amendment Extending Facilities Use Agreement with Capitol Collegiate Academy
3. Amendment Extending Facilities Use Agreement with Sol Aureus College Preparatory Academy
4. Amendment Extending Facilities Use Agreement with St. HOPE Public Schools
5. Amendment Extending Facilities Use Agreement with Urban Charter Collective operator of Yav Pem Suab – Preparing for the Future

<p>Estimated Time of Presentation: N/A Submitted by: Jesse Ramos, Director of Innovative Programs Approved by: Jorge A. Aguilar, Superintendent</p>
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Amendment Extending Term of Facilities Use Agreement

This Amendment ("Amendment") is entered into by and between Sacramento City Unified School District ("District") and California Montessori Project, a California non-profit public benefit corporation ("Non-Profit"), as operator of California Montessori Project – Capitol Campus, on the effective date as set forth below. District and Non-Profit are referred to singularly as "Party" or collectively as "Parties."

WHEREAS, the District and the Non-Profit entered into an Agreement titled Facilities Use Agreement ("FUA") (*attached hereto as Exhibit A*) for the term July 1, 2016 to June 30, 2021, which became effective on June 2, 2016.

WHEREAS, the District and the Non-Profit desire to modify the Agreement by extending the term July 1, 2021 to June 30, 2022.

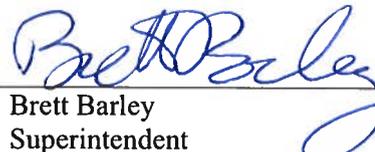
NOW THEREFORE, for good and valuable consideration, the Parties agree as follows:

1. The term of the FUA shall be extended to June 30, 2022.
2. This Amendment shall not alter or affect in any way any other portion of the FUA. All other terms of said FUA remain in full force and effect.
3. This Amendment shall become effective upon the signatures of both parties and District Board approval.

IN WITNESS WHEREOF, the Parties execute this Amendment on the dates set forth below.

5/26/21

Date



Brett Barley
Superintendent
California Montessori Project

Date

Jorge Aguilar
Superintendent
Sacramento City Unified School District

Amendment Extending Term of Facilities Use Agreement

This Amendment ("Amendment") is entered into by and between Sacramento City Unified School District ("District") and Capitol Collegiate Academy, a California non-profit public benefit corporation ("Non-Profit"), as operator of Capitol Collegiate Academy, on the effective date as set forth below. District and Non-Profit are referred to singularly as "Party" or collectively as "Parties."

WHEREAS, the District and the Non-Profit entered into an Agreement titled Facilities Use Agreement ("FUA") (*attached hereto as Exhibit A*) for the term July 1, 2015 to June 30, 2018, which became effective on June 22, 2015.

WHEREAS, the District and the Non-Profit entered into an Agreement for an extension of the term July 1, 2018 to June 30, 2019, which became effective on October 5, 2017.

WHEREAS, the District and the Non-Profit entered into an Agreement for an extension of the term July 1, 2019 to June 30, 2020, which became effective on October 18, 2018.

WHEREAS, the District and the Non-Profit entered into an Agreement for an extension of the term July 1, 2020 to June 30, 2021, which became effective on August 20, 2020.

WHEREAS, the District and the Non-Profit desire to modify the Agreement by extending the term July 1, 2021 to June 30, 2022.

NOW THEREFORE, for good and valuable consideration, the Parties agree as follows:

1. The term of the FUA shall be extended to June 30, 2022.
2. This Amendment shall not alter or affect in any way any other portion of the FUA. All other terms of said FUA remain in full force and effect.
3. This Amendment shall become effective upon the signatures of both parties and District Board approval.

IN WITNESS WHEREOF, the Parties execute this Amendment on the dates set forth below.

Date	<u>6/4/2021</u>	Cristin Fiorelli Principal Capitol Collegiate Academy
------	-----------------	---

Date	_____	Jorge Aguilar Superintendent Sacramento City Unified School District
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Amendment Extending Term of Facilities Use Agreement

This Amendment ("Amendment") is entered into by and between Sacramento City Unified School District ("District") and Sol Aureus College Preparatory, a California non-profit public benefit corporation ("Non-Profit"), as operator of Sol Aureus College Preparatory, on the effective date as set forth below. District and Non-Profit are referred to singularly as "Party" or collectively as "Parties."

WHEREAS, the District and the Non-Profit entered into an Agreement titled Facilities Use Agreement ("FUA") (*attached hereto as Exhibit A*) for the term July 31, 2013 to June 31, 2018, which became effective on or about September 19, 2013.

WHEREAS, the District and the Non-Profit entered into an Agreement for an extension of the term July 1, 2018 to June 30, 2019, which became effective on October 5, 2017.

WHEREAS, the District and the Non-Profit entered into an Agreement for an extension of the term July 1, 2019 to June 30, 2020, which became effective on October 18, 2018.

WHEREAS, the District and the Non-Profit entered into an Agreement for an extension of the term July 1, 2020 to June 30, 2021, which became effective on August 20, 2020.

WHEREAS, the District and the Non-Profit desire to modify the Agreement by extending the term July 1, 2021 to June 30, 2022.

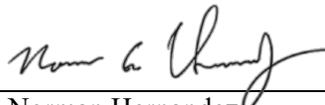
NOW THEREFORE, for good and valuable consideration, the Parties agree as follows:

1. The term of the FUA shall be extended to June 30, 2022.
2. This Amendment shall not alter or affect in any way any other portion of the FUA. All other terms of said FUA remain in full force and effect.
3. This Amendment shall become effective upon the signatures of both parties and District Board approval.

IN WITNESS WHEREOF, the Parties execute this Amendment on the dates set forth below.

June 8, 2021

Date



Norman Hernandez
Principal
Sol Aureus College Preparatory

Date

Jorge Aguilar
Superintendent
Sacramento City Unified School District

Amendment Extending Term of Facilities Use Agreement

This Amendment ("Amendment") is entered into by and between Sacramento City Unified School District ("District") and St. HOPE Public Schools, a California non-profit public benefit corporation ("Non-Profit"), as operator of Sacramento Charter High School and Public School No. 7, on the effective date as set forth below. District and Non-Profit are referred to singularly as "Party" or collectively as "Parties."

WHEREAS, the District and the Non-Profit entered into an Agreement titled Facilities Use Agreement ("FUA") (*attached hereto as Exhibit A*) for the term July 1, 2012 to June 30, 2017, which became effective on or about June 21, 2012.

WHEREAS, the District and the Non-Profit entered into an Agreement for an extension of the term July 1, 2018 to June 30, 2019, which became effective on October 5, 2017.

WHEREAS, the District and the Non-Profit entered into an Agreement for an extension of the term July 1, 2019 to June 30, 2020, which became effective on October 18, 2018.

WHEREAS, the District and the Non-Profit entered into an Agreement for an extension of the term July 1, 2020 to June 30, 2021, which became effective on August 20, 2020.

WHEREAS, the District and the Non-Profit desire to modify the Agreement by extending the term July 1, 2021 to June 30, 2022.

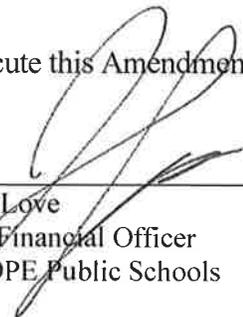
NOW THEREFORE, for good and valuable consideration, the Parties agree as follows:

1. The term of the FUA shall be extended to June 30, 2022.
2. This Amendment shall not alter or affect in any way any other portion of the FUA. All other terms of said FUA remain in full force and effect.
3. This Amendment shall become effective upon the signatures of both parties and District Board approval.

IN WITNESS WHEREOF, the Parties execute this Amendment on the dates set forth below.

6/8/2021

Date



Julian Love
Chief Financial Officer
St. HOPE Public Schools

Date

Jorge Aguilar
Superintendent
Sacramento City Unified School District

Amendment Extending Term of Facilities Use Agreement

This Amendment ("Amendment") is entered into by and between Sacramento City Unified School District ("District") and Urban Charter Collective, a California non-profit public benefit corporation ("Non-Profit"), as operator of Yav Pem Suab Academy, on the effective date as set forth below. District and Non-Profit are referred to singularly as "Party" or collectively as "Parties."

WHEREAS, the District and the Non-Profit entered into an Agreement titled Facilities Use Agreement ("FUA") (*attached hereto as Exhibit A*) for the term July 1, 2015 to July 31, 2018, which became effective on or about June 18, 2015.

WHEREAS, the District and the Non-Profit entered into an Agreement for an extension of the term July 1, 2018 to June 30, 2019, which became effective on October 5, 2017.

WHEREAS, the District and the Non-Profit entered into an Agreement for an extension of the term July 1, 2019 to June 30, 2020, which became effective on October 18, 2018.

WHEREAS, the District and the Non-Profit entered into an Agreement for an extension of the term July 1, 2020 to June 30, 2021, which became effective on August 20, 2020.

WHEREAS, the District and the Non-Profit desire to modify the Agreement by extending the term July 1, 2021 to June 30, 2022.

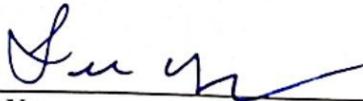
NOW THEREFORE, for good and valuable consideration, the Parties agree as follows:

1. The term of the FUA shall be extended to June 30, 2022.
2. This Amendment shall not alter or affect in any way any other portion of the FUA. All other terms of said FUA remain in full force and effect.
3. This Amendment shall become effective upon the signatures of both parties and District Board approval.

IN WITNESS WHEREOF, the Parties execute this Amendment on the dates set forth below.

5/20/2021

Date



Lee Yang
Superintendent
Urban Charter Collective

Date

Jorge Aguilar
Superintendent
Sacramento City Unified School District



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.1h

Meeting Date: June 24, 2021

Subject: Approve Board of Education Meeting Calendar for the 2021-22 School Year

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Superintendent's Office.

Recommendation: Approve the Board of Education meeting calendar for 2021-22 school year.

Background/Rationale: The Board of Education usually meets on the 1st and 3rd Thursday of each month. The meetings will be held at the Serna Center in the Community Room. Special meetings will be called as needed.

LCAP Goal(s): Family and Community Engagement

Financial Considerations: N/A

Documents Attached:

- 1) Board of Education Meeting Calendar for 2021-22

<p>Estimated Time of Presentation: N/A Submitted by: Jorge A. Aguilar, Superintendent Approved by: N/A</p>

**Sacramento City Unified School District
Board of Education Meeting Calendar
2021-2022 School Year**

The Board of Education usually meets on the 1st and 3rd Thursdays of the month with Special Meetings called as needed. Meetings are held at the Serna Center Community Room, 5735 47th Avenue.

There are no Board Meetings in the month of July and only one in December and January

<i>August 5, 2021 4:30 Closed Session 6:00 Open Session</i>	<i>August 19, 2021 4:30 Closed Session 6:00 Open Session</i>	<i>September 2, 2021 4:30 Closed Session 6:00 Open Session</i>	<i>September 16, 2021 4:30 Closed Session 6:00 Open Session</i>
<i>October 7, 2021 4:30 Closed Session 6:00 Open Session</i>	<i>October 21, 2021 4:30 Closed Session 6:00 Open Session</i>	<i>November 4, 2021 4:30 Closed Session 6:00 Open Session</i>	<i>November 18, 2021 4:30 Closed Session 6:00 Open Session</i>
<i>December 16, 2021 4:30 Closed Session 6:00 Open Session Annual Meeting</i>	<i>January 13, 2022 4:30 Closed Session 6:00 Open Session</i>	<i>February 3, 2022 4:30 Closed Session 6:00 Open Session</i>	<i>February 17, 2022 4:30 Closed Session 6:00 Open Session</i>
<i>March 3, 2022 4:30 Closed Session 6:00 Open Session</i>	<i>March 17, 2022 4:30 Closed Session 6:00 Open Session</i>	<i>April 7, 2022 4:30 Closed Session 6:00 Open Session</i>	<i>April 21, 2022 4:30 Closed Session 6:00 Open Session</i>
<i>May 5, 2022 4:30 Closed Session 6:00 Open Session</i>	<i>May 19, 2022 4:30 Closed Session 6:00 Open Session</i>	<i>June 2, 2022 4:30 Closed Session 6:00 Open Session</i>	<i>June 16, 2022 4:30 Closed Session 6:00 Open Session</i>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 12.1i

Meeting Date: June 24, 2021

Subject: Approve Local Control and Accountability Plan (LCAP) Parent Advisory Committee (PAC) Member Selection

- 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: Appoint members to the LCAP Parent Advisory Committee for 2021-2023.

Background/Rationale: Education Code §52063(a)(2) requires the establishment of a parent advisory committee, that shall include parents or legal guardians of unduplicated students (low income, English learner, foster youth and homeless). Board members and the Superintendent each appoint PAC representatives for a two-year term. Members appointed in June 2021 will serve a term running from July 2021 through June 2023.

Financial Considerations: None

LCAP Goals: College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Summary of LCAP PAC Members to be Appointed (To be provided Monday, June 21, 2021)

Estimated Time of Presentation: N/A

Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer
Steven Fong, LCAP/SPSA Coordinator

Approved by: Jorge A. Aguilar, Superintendent

**Local Control and Accountability Plan (LCAP)
Parent Advisory Committee (PAC) Member Selection
For the 2021-2023 Term**



June 24, 2021

LCAP Parent Advisory Committee (PAC) members are appointed by the Board of Education, with each Board member and the Superintendent recommending appointment of two members for a total of 16 members.

Beginning in 2018-19, terms were staggered to support continuity between academic years. In a 'normal' annual cycle, eight new members are recommended for appointment, one by each board member and one by the Superintendent. During 2019-20, the board offered an extension of one-year to each PAC member to support continuity during the time of COVID-19 and the significant changes to accountability requirements. The majority of LCAP PAC members accepted the offer which extended several of the terms from 2019-2021 to 2019-2022.

LCAP PAC members appointed in June 2021 will serve a two-year term from July 2021 through June 2023. The Board of Education and Superintendent are recommending the following individuals for appointment to the LCAP PAC:

Name	Board Member and Area
Holly Singleteary	Murawski (1)
Van Rolf Hennings	Garcia (2)
Alison Alexander	Pritchett (3)
Sarah Williams Kingsley	Pritchett (3)
N.D. Doberneck	Villa (4)
Vanessa Areiza King	Rhodes (5)
Junior Goris	Woo (6)
Denisha Fletcher	Woo (6)
TBD	Phillips (7)
TBD	Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1j

Meeting Date: June 24, 2021

Subject: Approve Minutes of the May 6, 2021, Board of Education Meeting

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Superintendent's Office

Recommendation: Approve Minutes of the May 6, 2021, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the May 6, 2021, Board of Education Regular Meeting

<p>Estimated Time of Presentation: N/A Submitted by: Jorge A. Aguilar, Superintendent Approved by: N/A</p>



Putting
Children
First

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, May 6, 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)

MINUTES

2020/21-36

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.

The meeting was called to order at 4:35 p.m. by President Pritchett, and roll was taken.

Members Present:

*President Christina Pritchett
Second Vice President Darrel Woo
Leticia Garcia
Jamee Villa*

Members Absent:

*Vice President Lisa Murawski
Chinua Rhodes
Lavinia Grace Phillips*

Student Member Isa Sheikh arrived at 5:45 p.m. for Open Session.

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/SCUSDcommentMay6>; 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, May 6. 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.

Public Comment:

None

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 (Dismissal Case, San Joaquin County Superior Court Case No. STK-CV-UBC-2019-0007274, and OAH Case No. 2020090508)
- 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

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

4.1 The Pledge of Allegiance

4.2 Broadcast Statement

4.3 Stellar Student – Lorcan Montoya, a Second Grade student from Theodore Judah Elementary School, was introduced by Member Garcia.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Counsel Anne Collins announced approval of OAH Case No. 2020090508 by unanimous vote of 4-0 by the board members present.

6.0 AGENDA ADOPTION

President Pritchett asked for a motion to adopt the agenda. A motion was made to approve by Student Member Sheikh and seconded by Member Villa. The Board members present voted unanimously to adopt the agenda.

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/SCUSDcommentMay6>; 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, May 6 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.

*Alison French-Tubo
Cyd Jaghory
Benita Ayala
Ingrid Hutchins
Evelyn Woodman
Jane Doe
Kenya Martinez
Kristen Miller
Natalya Edwards
Sonia Lewis
Taylor Kayatta
Conrad Crump
Terrence Gladney
Ursula DeWitt
Isabel Jiminez
Richard Simms
Evelyn Woodman
Melinda Adam
John Cunnion
Victor Vasquez
Kristen Miller*

8.0 COMMUNICATIONS

8.1 Employee Organization Reports:

Information

- SCTA – David Fisher reported on behalf of SCTA
- SEIU – No report given
- TCS – No report given
- Teamsters – No report given
- UPE – No report given

8.2 District Advisory Committees:

Information

- Community Advisory Committee – Kristen Jordan reported on behalf of the CAC; Taylor Kayata gave public comment
- District English Learner Advisory Committee – No report given
- Local Control Accountability Plan/Parent Advisory Committee – Alison French-Tubo reported on behalf of the LCAP/PAC
- Student Advisory Council – No report given

8.3 Superintendent's Report (Jorge A. Aguilar)

Information

The Superintendent said this has been a week of gratitude, and he noted National Principals' Day, National Teachers' Appreciation Day, Public Services Recognition Week, and National School Lunch Heroes' Day. He said there is deep appreciation for all employees. He spoke on concurrent learning and said it has been wonderful to see how adept the teachers have been in this process. He also recognized the teachers of the year, Tracie Podsednik and Johanna Kirkman. He announced a new baseball field at Luther Burbank High School, a \$2.5 million grant for mental health services, a new free app for student connection, and a \$300,000 grant to fund the Luther Burbank High School Urban Act Workforce Project (BUG). In addition, the District secured three more years of funding from the Department of Education for homeless children and youth. He reminded that tomorrow is the last day to provide feedback on the LCAP plan and that tomorrow there is another vaccination clinic being held at the Serna Center. COVID-19 testing for staff is also continuing. The Superintendent acknowledged the mental toll that the pandemic has had on students and spoke about future plans to bring students back in greater numbers.

8.4 President's Report (Christina Pritchett)

Information

President Pritchett, due to the lateness of the hour, did not report.

8.5 Student Member Report (Isa Sheikh)

Information

Student Member Sheikh spoke about how different this year has been for all: students, teachers, and staff. He said he is very grateful for all the teachers he has had so far. He

reported that, for high school, those returning to school in person are now participating more. He thanked all support staff. He also reported that there is some frustration regarding cancelled graduations for sixth and eighth graders. He said there is frustrations with graduation ticket numbers for the smaller schools as well. He spoke of District connections available to help with mental health issues for students.

8.6 Information Sharing By Board Members

Information

Member Garcia recognized the eleven District students that are receiving and graduating with the State Seal of Biliteracy. Five students are receiving the Seal in two or more languages, and one student is receiving the State Seal for three languages. She congratulated all students receiving the State Seal of Biliteracy.

Public Comment:
Terrence Gladney

9.0 SPECIAL PRESENTATION

9.1 Approve Resolutions:

Action

- School Principals' Day, May 1, 2021
- School Nutrition Employee Week, May 3-7, 2021
- California Day of the Teacher, May 12, 2021
- National School Nurse Day, May 12, 2021

Human Resource Directors Christina Villegas and Tiffany Smith-Simmons presented each resolution and shared a video.

Public Comment:
Terrence Gladney

Board Comments:

Member Villa motioned to approve all four resolutions, and Second Vice President Woo seconded the motion. The motion was approved unanimously by the four board members present.

9.2 Employee Awards:

Information

- 2021-2022 Teacher of the Year
- 2021-2022 Classified Champions Award

Human Resource Directors Christina Villegas and Tiffany Smith-Simmons presented. They gave the names of all nominees and shared that the two chosen for Teacher of the Year for 2021-22 are Tracie Podsednik, a West Campus World Language and Spanish teacher, and Johanna Kirkman, a Crocker/Riverside Elementary Kindergarten teacher. They also presented the Classified Champions for 2021-22: Daniel Doyle, an Attendance Technician at Rosemont High School, Carolyn Lewis, a Clerk at C. K. McClatchy High School, Monica Martinez, a Career Information Officer at C. K. McClatchy High School,

Oscar Renteria-Neri, a Custodian at C. K. McClatchy High School, and Leigh Houghton, a Library Media Tech Assistant at C. K. McClatchy High School.

*Public Comment:
Jessie Gouck*

Board Comments:

President Pritchett congratulated all those chosen and nominated for the awards and thanked all District employees for their work.

*9.3 Update on Re-Opening Memorandums of Understanding
and Next Steps (Raoul Bozio)*

Information

In-House Counsel Raoul Bozio presented. He went over collapsing of cohorts based on three feet distancing guidance, attempts to meet and confer with SCTA, and next steps.

*Public Comment:
Alison French-Tubo
David Rice
Ingrid Hutchins
John Meyers
Lisa Lindberg
Terrence Gladney
Manuel Jimenez*

Board Comments:

Member Villa thanked Mr. Bozio for putting this data together. She understands that the data will change once parents are contacted, and she said we need to collapse the cohorts and need to go to three feet social distancing. She fears that we will look back and be really disappointed that we did not bring students back quicker. She said we need to be committed to returning in the Fall and that she knows this Board has expressed that commitment. She noted that it is very important for students' emotional well-being to be together.

Student Member Sheikh said he feels the Board's resolution to a full return in the Fall illustrates to parents what the future direction will look like. He took issue with SCTA's comments regarding "meet and confer" and asked Mr. Bozio if the meet and confer language has been broached with SEIU. Mr. Bozio said yes and that it is the same language contained in their MOU. Student Member Sheikh asked is there is any progress to report. Mr. Bozio said no, there is nothing different.

Member Garcia echoed the comments that what we want is to collapse cohorts. She said that, even if it means six feet of separation at some schools, students need to come back four days a week. She said that if we do not have students separated at three feet at some schools, students cannot come back four days a week. She said we need to start focusing on bringing students back full time. She said other districts are utilizing three feet and

that we are not inventing something new here. She said we are probably the last district in the region that is not back to five days a week, and it is important to move in this direction.

President Pritchett said she believes this Board wants nothing better than to have students back in school five days a week full time. She said we need to look at what other districts are doing. She said parents are looking to move their children to other districts because of what is happening right now. She said we need to go to three feet of distancing and bring students back full time.

*9.4 Summer School Update (Christine Baeta, Matt Turkie,
and Manpreet Kaur)*

Information

Superintendent Aguilar prefaced the presentation by saying that so much of what can be done this summer is dependent on staffing. Chief Academic Officer Christine Baeta, Assistant Superintendent of Curriculum and Instruction Matt Turkie, Director of Youth Development Manpreet Kaur, Assistant Superintendent of Special Education Dr. Sadie Hedegard, and Director of Student Support and Health Services Victoria Flores then presented. The team went over a summer programming framing update, summer matters for K-8, extended school year, high dosage tutoring, credit recovery, high school summer engagement, and health and safety measures.

*Public Comment:
Alison French-Tubo*

Board Comments:

Second Vice President Woo asked what “school sites will be as community sites” means. Ms. Kaur answered that anybody from any school site can apply as long as they are District students. Second Vice President Woo asked why the distancing is six feet. Mr. Turkie answered that he believes that if we can go down to three foot distancing, we will do that. Superintendent Aguilar said that an adjustment will be made.

Student Member Sheikh asked for an explanation of “high dosage tutoring will focus on ELA for elementary and Math for middle school”. Ms. Kaur replied that most of the time in the lower grades, and especially for second and third graders, the need is to focus on reading, and in middle school the focus is proficiency in Math, so that students will be ready for high school. Mr. Turkie substantiated this with data. Student Member Sheikh applauded the emphasis on youth employment and increased credit recovery.

Member Villa asked about staff availability. Ms. Kaur noted that this has not been a problem over the last ten years, and she said we are hoping there will again be a lot of interest from the teachers. She said if there is not much interest from teachers, we will still have a program, but more focused on enrichment. There will also be contracts with organizations such as the Sacramento Art Museum. Superintendent Aguilar said that there also would be adjustments in the size of the cohorts.

Member Garcia thanked the presenters. She said she knows the deciding factor is how much workforce is available. She noted that the workforce, understandably, is burnt out. She asked how we might acknowledge and support that burnout in an effort to mitigate it, and how do we incentivize the workforce. She asked about the 8:00 a.m. to 2:30 p.m. schedule. She asked what the balance will be between instruction and enrichment. Ms. Kaur broke the schedule down and explained. Member Garcia asked how much decision making will be at the site level. Superintendent Aguilar replied that this approach will feel more centralized because the District is working with community based organizations. He described it as a longer, more refined version of the learning hubs. Member Garcia asked how we identify participating students and will they be identified based on academic need only or also on socio/emotional need. Mr. Turkie said the identification of students is not done by academic need, but through AB 86. He said we are looking at homeless, foster, English learner, students with disabilities, or disengaged students. He said about 80 students will be served at each site, or approximately 2,000 students total. He also spoke to the academic versus enrichment balance and scheduling.

President Pritchett thanked staff. She spoke of how important this plan is for students. She spoke of how students cannot be accepted to a University of California campus if they have any grade lower than a C on their transcript and the importance of getting students caught up during summer school.

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

10.1 Approval of General Obligation Bonds, Election of 2012 (Measure Q), 2021 Series G, in a Maximum Principal Amount of \$77.1 Million to be Issued by the County of Sacramento on Behalf of the Sacramento City Unified School District (Rose Ramos)

Action

Chief Business Officer Rose Ramos introduce Dale Scott of Dale Scott and Company (DS&C). Mr. Scott presented on assessed valuation, tax rate projections, outstanding callable bonds, and tax rate projections with new bond issuances.

*Public Comment:
None*

Board Comments:

Member Garcia asked if the issue before the Board is to issue a round of bond sale. Mr. Scott said one series of bonds, yes. Member Garcia asked if the refinance part is before the Board as well. Mr. Scott said that it is. Member Garcia asked if the savings from the refinance goes back to the taxpayers or to the District. Mr. Scott answered that the savings goes back to the taxpayers; they will receive a lower tax rate going forward.

President Pritchett asked how the District credit rating affects the bonds. Ms. Ramos said that, due to our lower credit rating and

negative audit, the bond sale has to also be processed by the county. Mr. Scott said that is correct and also that the bonds will have to go to a rating agency. President Pritchett asked when the District last had a sale of this bond. Mr. Scott said it was in 2019.

Member Garcia asked at what point does the Board see a project list associated with these remaining bond dollars. Ms. Ramos said there is a project list that will be shared soon.

Second Vice President Woo motioned to approve this item, and Member Villa seconded. The motion passed unanimously with Members Murawski, Phillips, and Rhodes absent.

10.2 Approval of 2021 General Obligation Refunding Bonds in a Maximum Principal Amount of \$38 Million to be Issued by the Sacramento City Unified School District to Refund 2011 Bonds of the District (Rose Ramos)

Action

Chief Business Officer Rose Ramos said that this is a second part of the previous transaction; this is the refunding to taxpayers of \$4 million dollars through refinancing that Dale Scott of Dale Scott and Company (DS&C) spoke to in Item 10.1.

*Public Comment:
None*

Board Comments:

Member Garcia motioned to approve this item, and Second Vice President Woo seconded. The motion passed unanimously with Members Murawski, Phillips, and Rhodes absent.

10.3 Adopt Resolution No. 3203: Resolution Regarding Proposed Decision of Administrative Law Judge and Implementing Certificated Layoffs (Cancy McArn)

Action

Chief Human Resources Officer Cancy McArn presented. Her agenda included budget development, staffing process, and timeline.

*Public Comment:
Alison French-Tubo
Rich Vasquez*

Board Comments:

President Pritchett proposed the following amendment to Resolution No. 3203: to insert a new “whereas” clause that states

“whereas the Board considered the Parent Participation Preschool Program and the commitment of parents to enroll in sufficient numbers to make it self-sustaining and determined to rescind an additional 2.0 fte layoffs in this area and remove the name Paula Von Lahr and Tamara Toby from Attachment C”.

Member Garcia said she will support the amendment. She asked which enrollment number was used in terms of where we are today. Ms. Ramos addressed the assumptions used that were sent to sites in December. Member Garcia said she is glad to hear that the average number, in terms of declining enrollment, was used. Member Garcia then asked for an attrition timeline. Ms. McArn explained that retirements and resignations happen year round. Member Garcia asked Ms. Ramos to speak more about funding for rescinded layoff notices. Ms. McArn noted, as an example, that President Pritchett cited additional funding which would allow for two fte to be rescinded. Ms. Ramos said that is correct and also gave an example of a grant that has expired of which the District has not yet been notified that it will be renewed. Another example given was that sometimes funds have not been fully expensed statewide and then there is a reallocation. Ms. Ramos said that projections, however, are primarily based on enrollment decline. Member Garcia asked how the fiscal recovery plan relates to this. Ms. Ramos said that they are two separate things, and she explained.

President Pritchett moved to adopt Resolution No. 3203 with the following two amendments:

- 1) to include a whereas clause that states: “whereas the Board considered the Parent Participation Preschool Program and the commitment of parents to enroll in sufficient numbers to make it self-sustaining and determined to rescind an additional 2.0 fte layoffs in this area”; and*
- 2) deleting the names Paula Von Lahr and Tamara Toby from Attachment C*

Member Garcia seconded the motion, and it passed unanimously with Members Murawski, Phillips, and Rhodes absent.

10.4 Local Control Accountability Plan Update (Vincent Harris and Steven Ramirez Fong)

Information

Chief Continuous Improvement and Accountability Officer Vincent Harris and LCAP/SPSA Coordinator Steven Ramirez Fong gave the LCAP update. They went over the role of the LCAP, LCAP components, 2021-22 budget, LCAP goals, stakeholder influence,

goals, stakeholder input, stakeholder engagement, stakeholder themes, and next steps.

Public Comment:
Rene Webster-Hawkins
Terrence Gladney

Board Comments:

None.

10.5 Adoption of the Comprehensive Coordinated Early Intervening Services Plan (CCEIS) to Address Significant Disproportionality (Christine Baeta, Sadie Hedegard, and Geovanni Linares)

Action

SELPA Director Geovanni Linares and Dr. Jon Eyler of the State Performance Plan Technical Assistance Project gave the presentation. They went over the purpose of reviewing and approving the 2019-20 CCEIS plan, significant disproportionality within SCUSD, the process for developing the 2019-20 CCEIS plan, and the CCEIS plan for 2019-20 and 2020-21.

Public Comment:
Mohammad Kashmiri
Terrence Gladney

Board Comments:

Member Garcia asked what in the plan is different this time. Mr. Linares answered that it is a comprehensive evaluation. Member Garcia asked if the professional development piece needs to be negotiated. Mr. Eyler answered that the District has not yet had the opportunity to do a deep data dive. Superintendent Aguilar added that this plan is being refined and, when eventually implemented, any CBA implications will be brought to the Board. Member Garcia said she wanted to make sure that just because something is in this plan it does not mean it is automatically happening, as other decisions need to be made. She noted that the timeline is very tight. She made a motion to approve the item, and Second Vice President Woo seconded. The motion passed unanimously 4-0 with Members Murawski, Phillips, and Rhodes absent.

11.0 CONSENT AGENDA

Action

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 (Cancy McArn)

11.1c Approve Consolidated Application 2020-21 Winter Report (Vincent Harris)

11.1d Approve Minutes of the April 8, 2021, Board of Education Meeting (Jorge A. Aguilar)

11.1e Approve Revised Board of Education Meeting Calendar for 2020-21, Moving Regular Meeting of June 17, 2021, to June 24, 2021 (Jorge A. Aguilar)

President Pritchett asked for a motion to adopt the Consent Agenda. A motion was made to approve by Second Vice President Woo and seconded by Student Member Sheikh. The Board members present voted unanimously to adopt the Consent Agenda.

12.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

Receive Information

12.1 Business and Financial Information:

- *Enrollment and Attendance Report Month 7 Ending Friday, March 26, 2021 (Rose Ramos)*

President Pritchett received the Business and Financial information/reports.

13.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *May 20, 2021 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *June 10, 2021 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

14.0 ADJOURNMENT

The Board reconvened into Closed Session. Upon returning, President Pritchett asked for a motion to adjourn the meeting; a motion was made by Student Member Sheikh and seconded by Member Villa. The motion passed unanimously, and the meeting adjourned at 11:32 p.m.

Jorge A. Aguilar, Superintendent and Board Secretary

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# 12.1k

Meeting Date: June 24, 2021

Subject: Approve Minutes of the May 20, 2021, Board of Education Meeting

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Superintendent's Office

Recommendation: Approve Minutes of the May 20, 2021, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the May 20, 2021, Board of Education Regular Meeting

<p>Estimated Time of Presentation: N/A Submitted by: Jorge A. Aguilar, Superintendent Approved by: N/A</p>



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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, May 20, 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)

Minutes

2020/21-37

Allotted Time

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.

The meeting was called to order at 4:31 p.m. by President Pritchett, and roll was taken.

Members Present:

President Christina Pritchett

Second Vice President Darrel Woo

Lavinia Grace Phillips

Chinua Rhodes

Jamee Villa

Leticia Garcia (arrived at 4:38 p.m.)

Vice President Lisa Murawski (arrived at 4:40 p.m.)

Student Member Isa Sheikh arrived at 6:00 p.m. for Open Session.

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/SCUSDcommentMay20>; 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, May 20. 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 OAH Case No. 2021120235)
- 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

3.4 Government Code 54957 – Public Employee Appointment

- a) Principal, Arthur A. Benjamin Health Professions High School

Public Comment: None

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

4.1 The Pledge of Allegiance

4.2 Broadcast Statement

4.3 Stellar Student – Hina Stanikzai, a 7th Grade student from Albert Einstein Middle School

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Unanimous Vote 7-0 Approve OAH Case No. 2021120235

Unanimous Vote 7-0 Leticia Bucio Principal of Arthur A. Benjamin Health Professions High School

6.0 AGENDA ADOPTION

7.0 PUBLIC COMMENT

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/SCUSDcommentMay20>; 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, May 20 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.

Ingrid Hutchins
Alan Cox
Terrance Gladney
Julie Del Agua
Rich Vasquez
Angie Sutherland
Mo Kashmiri

8.0 COMMUNICATIONS

8.1 Employee Organization Reports:
SCTA – David Fisher

9.0 SPECIAL PRESENTATION

9.1 Approve Resolutions:

- Classified School Employee Week, May 16-22, 2021 Resolution #3206
- Mental Health Awareness Month Resolution #3207

Cancy McArn, Chief Human Resource Officer along with Human Resource Directors, Dr. Tiffany Smith Simmons, and Christina Villegas presented these resolutions for approval.

Public Comment: None

Board Comments:
Vice President Murawski
Member Garcia
President Pritchett

2nd Vice President Woo motion to approve
President Pritchett– 2nd
Student Preferential Vote-Aye
Roll Call Vote- Board Unanimous
Motion approved

9.2 Seal of Biliteracy Awards (Christine Baeta and Matt Turkie)

Matt Turkie, Assistant Superintendent, Curriculum and Instruction and Melanie Bean, Training Specialist, Multilingual Education Department, presented this special presentation.

Public Comment:
Terrence Gladney
Mo Kashmiri

Board Comments:

*Member Garcia
Member Rhodes
Student Member Sheikh
President Pritchett*

9.3 Update on Re-Opening Memorandums of Understanding and Next Steps (Christine Baeta)

Christine Baeta, Chief Academic Officer presented this item for information.

Public Comment:

*Brenda Wolfson
Ingrid Hutchins
Holly Conway
Beth Conklin
Desiree Throckmorton
John Meyers
Amy Smith
Jamie James
Jason Spann
Serena Fuller
Kristen Merrill
Karen Rice
Julie Del Agua
Renee Webster-Hawkins
Terrence Gladney
Mo Kashmiri*

Board Comment:

*President Pritchett
Student Member Sheikh
Member Villa
Member Garcia
Second Vice President Woo
Vice President Murawski*

10.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

10.1 Approve 2020-21 Third Interim Financial Report and FCMAT Update (Rose Ramos)

Rose Ramos, Chief Business Officer; Adrian Vargas, Assistant Superintendent, Budget Services; Jesse Castillo, Director, Accounting Services, and Leilani Aguinaldo of School Services of California presented this item for approval.

Public Comment:

*David Fisher
Julie Del Agua*

Board Comments:

*Member Garcia
Vice President Murawski
Member Rhodes*

*Student Member Sheikh motion to approve
Second Vice President Woo – 2nd
Student Preferential Vote-Aye
Roll Call Vote- Board Unanimous
Motion approved*

*10.2 Local Control Accountability Plan Update (Vincent Harris and Steven Ramirez Fong)
Vincent Harris, Chief Continuous Improvement and Accountability Officer; Steven Ramirez Fong,
LCAP/SPSA Coordinator and LCAP Representatives Gwynnae Bird, Vanessa Areiza King, Dennis
Mah and Susan Morla presented this item for information.*

*Public Comment:
Anna Molander
Terrance Gladney
Renee Webster-Hawkins*

*Board Comments:
Vice President Murawski
Member Garcia
Student Member Sheikh
Member Rhodes
President Pritchett*

*10.3 Approve AB 1200 Disclosure and Approval of One-Time Stipend for Health and Safety Trainings
for Non-Represented/Confidential Employees for Onsite Training for Safely Reopening Schools to
In-Person Instruction Services (Rose Ramos)*

Rose Ramos, Chief Business Officer; presented this item for approval.

Public Comment: None

Board Comments: None

*Motion to approve – Member Villa
Student Member Sheikh – 2nd
Student Preferential Vote-Aye
Roll Call Vote- Board Unanimous
Motion approved*

*10.4 Approve Revised 2020-2021 Superintendent's Cabinet Salary Schedule (Jorge A. Aguilar and
Cancy McArn)*

Superintendent Aguilar and Chief Human Resource Officer Cancy McArn presented on background of the Chief Operations Officer and Chief Business Officer positions, a comparability analysis, areas of responsibility of the two positions, a revised Superintendent' cabinet 2020-21 salary schedule, and next steps.

Public Comment:

Terrence Gladney

Nikki Milevsky

Mo Kashmiri

Board Comments:

Member Garcia

Vice President Murawski

Student Member Sheikh

Member Villa motion to approve

Member Rhodes 2nd

Student preferential vote – Aye

Roll Call Vote-5-2

President Pritchett-Aye

Vice President Murawski-Aye

2nd Vice President Woo-Aye

Member Garcia-Aye

Member Villa-Aye

Member Rhodes-Nay

Member Phillips-Nay

11.0 PUBLIC HEARING

11.1 Adopt Revision of Board Policy 5113, Absences and Excuses (Victoria Flores and Isa Sheikh)

Victoria Flores, Director, Student Support and Health Services and Student Board Member Sheikh presented this item for approval.

Public Comment:

Angie Sutherland

Board Comments:

Member Garcia

Member Rhodes

Vice President Murawski - motion to approve

Member Rhodes – 2nd

Student Preferential Vote-Aye

Roll Call Vote- Board Unanimous

Motion approved

11.2 Adopt Revision of Board Policy 5141.52, Suicide Prevention (Victoria Flores)

Victoria Flores, Director, Student Support and Health Services presented this item for approval.

*Public Comment:
Angie Sutherland*

*Board Comments:
Member Villa*

*Student Member Sheikh motion to approve
2nd Vice President Woo – 2nd
Student Preferential Vote-Aye
Roll Call Vote- Board Unanimous
Motion approved*

11.3 *First Reading of Revised Board Policy 5146, Married/Pregnant/Parenting Students (Victoria Flores)*

Victoria Flores, Director, Student Support and Health Services presented first reading for this item.

*Public Comment:
Angie Sutherland*

*Board Comments:
Superintendent Aguilar
President Pritchett*

12.0 CONSENT AGENDA

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.

12.1 *Items Subject or Not Subject to Closed Session:*

12.1a *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)*

12.1b *Approve Personnel Transactions (Cancy McArn)*

12.1c *Approve Donations to the District for the Period of April 1-30, 2021 (Rose Ramos)*

12.1d *Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of April 1-30, 2021 (Rose Ramos)*

12.1e *Approve Minutes of the April 22, 2021, Board of Education Meeting (Jorge A. Aguilar)*

12.1f *Approve Minutes of the April 28, 2021, Board of Education Special Meeting (Jorge A. Aguilar)*

12.1g *Approve Minutes of the May 3, 2021, Board of Education Special Meeting (Jorge A. Aguilar)*

*Public Comment:
Terrence Gladney*

*Student Member Sheikh motion to approve
Member Garcia – 2nd
Student Preferential Vote-Aye
Roll Call Vote- Board Unanimous
Motion approved*

13.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

Receive Information

13.1 Business and Financial Information:

- *Purchase Order for the Period of March 15, 2021, through April 14, 2021 (Rose Ramos)*

13.2 Head Start Reports (Christine Baeta and Jacquie Bonini)

President Pritchett received the reports.

14.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *June 10, 2021 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *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*

15.0 ADJOURNMENT

President Pritchett asked for a motion to adjourn the meeting; a motion was made by Student Member Sheikh and seconded by Member Rhodes. The motion was passed unanimously, and the meeting adjourned at 11:45 p.m.

Jorge A. Aguilar, Superintendent and Board Secretary

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.11

Meeting Date: June 24, 2021

Subject: Approve Minutes of the May 25, 2021, Board of Education Special Meeting

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Superintendent's Office

Recommendation: Approve Minutes of the May 25, 2021, Board of Education Special Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the May 25, 2021, Board of Education Special Meeting

<p>Estimated Time of Presentation: N/A Submitted by: Jorge A. Aguilar, Superintendent Approved by: N/A</p>



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Sacramento City Unified School District BOARD OF EDUCATION SPECIAL MEETING

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 Phillips (Trustee Area 7)
Isa Sheikh, Student Member

Tuesday, May 25, 2021
5:30 p.m.

Serna Center
Washington Conference Room
5735 47th Avenue
Sacramento, CA 95824
(See Notice to the Public Below)

Minutes 2020/21-38

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 5:31 p.m. by President Pritchett, and roll was taken.

Members Present:

*President Christina Pritchett
Second Vice President Darrel Woo
Lavinia Grace Phillips
Chinua Rhodes
Leticia Garcia
Jamee Villa (joined via Zoom)*

Vice President Lisa Murawski (arrived at 5:45 p.m.)

Student Member Isa Sheikh arrived at 6:00 p.m. for Open Session.

2.0 PUBLIC COMMENT REGARDING ITEMS TO BE DISCUSSED IN CLOSED AND OPEN SESSION

NOTICE OF PUBLIC COMMENT AND DEADLINE FOR SUBMISSION:

Public comment may be (1) emailed to publiccomment@scusd.edu; or (2) submitted in writing, identifying the matter number and the name of the public member at the URL <https://tinyurl.com/SCUSDSpecialMay25>; or (3) using the same URL, submitting a request for oral comment. Regardless of the method by which public comment is submitted, the submission deadline shall be no later than noon, May 25. 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 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 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management
(District Representative Pam Manwiller)*

No public comment on closed sessions items.

4.0 RECONVENE INTO OPEN SESSION

5.0 UPDATE ON RE-OPENING: DISCUSSION/APPROVAL OF COLLAPSING ADDITIONAL COHORTS

6.0

Christine Baeta, Chief Academic Officer and Raoul Bozio, In House Counsel presented this update.

Public Comment:

<i>Alina Cervantes</i>	<i>Jennifer Henderson</i>
<i>Brenda Wolfson</i>	<i>Jessica Mains</i>
<i>Dan Okenfuss</i>	<i>Jody Bone</i>
<i>Desiree Throckmorton</i>	<i>Joe Smith</i>
<i>Eric Shranz</i>	<i>John Meyers</i>
<i>Gwynned Spann</i>	<i>Karen Rice</i>
<i>Holly Conway</i>	<i>Lisa Riley</i>
<i>Ingrid Hutchins</i>	<i>Marco Martinez</i>
<i>Jason Spann</i>	<i>Paula Turner</i>
<i>Jeanine Rupert</i>	<i>Stephenie Shah</i>

Board Comment:

Vice President Murawski agrees, time to unmute children, bring them back. Time to move on, hurting our children. Idea of restorative restart. Idea of bringing back school student clubs? Member Phillips seems to be grouping of ideas regarding science. Learning loss occurred before pandemic. Need to make clear to parents, talking about collapsing cohorts means 4 days, 3 hours a day. Not going to benefit all students. Wants clear language on what is being voted on. Member Garcia wants a clear understanding what is before us. Which sites are we talking about?

Mr. Aguilar responds, began process of combining student attendance data of students who have returned. Working with site administration to verify data. Primarily elementary schools. Member Garcia continues, thanks community, parents, grandparents, teachers. Wishes it could have happened sooner. Supports moving forward. Student Member Sheikh thanks students. Wants more info on analysis. What steps need to be taken?

Member Villa visited a few sites last week. Everyone is in agreement to return. Makes motion to approve.

Member Rhodes resources on how we implement on site level. What is needed? What insurances that give supports needed.

*2nd Vice President Woo-motion to approve
Member Villa 2nd
Student Preferential Vote-Aye*

*Roll Call Vote:
Pritchett-Aye
Murawski-Aye
Woo-Aye
Garcia-Aye
Villa-Aye
Rhodes-Aye
Phillips-Abstain*

7.0 ADJOURNMENT

President Pritchett asked for a motion to adjourn the meeting; a motion was made by 2nd Vice President Woo and seconded by Member Rhodes. The motion was passed unanimously, and the meeting adjourned at 8:11 p.m.

Jorge A. Aguilar, Superintendent and Board Secretary

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 portion of the special Board meeting, please contact the Board of Education Office at (916) 643-9314 at least 8 hours before the scheduled Board of Education special meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)]



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 13.1

Meeting Date: June 24, 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: Purchase Order Board Report for the Period of April 15, 2021 through May 14, 2021

Financial Considerations: Reflects standard business information.

LCAP Goal(s): Family and Community Empowerment; Operational Excellence

Documents Attached:

Purchase Order Board Report for the Period of April 15, 2021 through May 14, 2021

<p>Estimated Time: N/A Submitted by: Rose Ramos, Chief Business Officer Approved by: Jorge A. Aguilar, Superintendent</p>
--

Includes Purchase Orders dated 04/15/2021 - 05/14/2021 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00716	MCKESSON MEDICAL SURGICAL INC	HEERF_PPE	NEW SKILLS & BUSINESS ED. CTR	11	4,350.00
B21-00717	NORMAN WRIGHT MECHANICAL EQUIP	COVID 19 - REPLACE EXHAUST FANS	FACILITIES MAINTENANCE	01	10,000.00
B21-00718	Erika Alvarado	PARENT MILEAGE REIMBURSEMENT	SPECIAL EDUCATION DEPARTMENT	01	188.16
B21-00719	Ina & Britt Baysinger	FEDERAL PROPORTIONATE SHARE	SPECIAL EDUCATION DEPARTMENT	01	1,380.22
B21-00720	BLICK ART MATERIALS LLC	BLANKET ORDER	SUCCESS ACADEMY	01	1,500.00
B21-00721	ROSLYN ALBERT-SANDRONSKY SETH SANDRONSKY	SETTLEMENT AGREEMENT	SPECIAL EDUCATION DEPARTMENT	01	1,000.00
B21-00722	SECURE TRANSPORTATION CO INC	SPECIALIZED STUDENT TRANSPORTATION	SPECIAL EDUCATION DEPARTMENT	01	15,000.00
B21-00723	DIANA SANCHEZ	FEDERAL PROPORTIONATE SHARE	SPECIAL EDUCATION DEPARTMENT	01	1,380.22
B21-00724	SHRUTI & SANDEEP GADHOK	FEDERAL PROPORTIONATE SHARE	SPECIAL EDUCATION DEPARTMENT	01	1,380.00
B21-00725	ANGELA and CHAD SUTHERLAND	PARENT MILEAGE REIMBURSEMENT	SPECIAL EDUCATION DEPARTMENT	01	758.90
B21-00726	Heather & Scott Fuller	FEDERAL PROPORTIONMENT	SPECIAL EDUCATION DEPARTMENT	01	1,380.22
B21-00727	SYSCO FOOD SVCS OF SACRAMENTO	WATER/SNACKS FOR SCHOOLS & VACCINE CLINICS (CARES)	NUTRITION SERVICES DEPARTMENT	01	10,000.00
B21-00728	Pawar Transportation LLC	PAWAR TRANSPORTATION - SPECIAL ED STUDENTS	TRANSPORTATION SERVICES	01	48,000.00
B21-00729	MICHAEL'S TRANSPORTATION	MICHAELS TRANSPORTATION	TRANSPORTATION SERVICES	01	272,800.00
B21-00730	FIVESTAR GOURMET FOODS, INC	TO PURCHASE READY MADE MEALS FOR 2020-21	NUTRITION SERVICES DEPARTMENT	13	50,000.00
B21-00731	MSC INDUSTRIAL SUPPLY CO	MANUFACTURING_CLASS SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	13,050.00
B21-00732	Carmen Magda	FEDERAL PROPORTIONATE SHARE	SPECIAL EDUCATION DEPARTMENT	01	1,380.22
B21-00733	Openn or Joseph Kotecki	FEDERAL PROPORTIONATE SHARE	SPECIAL EDUCATION DEPARTMENT	01	1,380.22
B21-00734	TAM FRESH CUT-PAK INC	TO PURCHASE FRESH CUT PRODUCE FOR SY 20-21	NUTRITION SERVICES DEPARTMENT	13	50,630.00
B21-00735	PAUL BAKER PRINTING INC	TO PRODUCE MEAL BAG LABELS/CARDS FOR CNTRL KITCHEN	NUTRITION SERVICES DEPARTMENT	13	4,000.00
B21-00736	HUBERT COMPANY LLC	PAPER BAGS FOR GRAB-N-GO STUDENT MEALS	NUTRITION SERVICES DEPARTMENT	13	15,000.00
B21-00737	CASPIO INC	CASPIO SOFTWARE OVERAGE 20-21 SY	YOUTH DEVELOPMENT	01	1,204.00
CHB21-00399	OFFICE DEPOT	OFFICE DEPOT CHARGEBACK	ELDER CREEK ELEMENTARY SCHOOL	01	25,000.00

*** See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Page 1 of 40

Includes Purchase Orders dated 04/15/2021 - 05/14/2021 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CHB21-00400	OFFICE DEPOT	2020/21 COVID SUPPLIES	THEODORE JUDAH ELEMENTARY	01	500.00
CHB21-00401	OFFICE DEPOT	OFFICE DEPO 2020/2021	EARL WARREN ELEMENTARY SCHOOL	01	1,500.00
CHB21-00402	OFFICE DEPOT	SUPPLEMENTARY INSTRUCTIONAL SUPPLIES FOR TITLE I	LUTHER BURBANK HIGH SCHOOL	01	5,000.00
CHB21-00403	THE HOME DEPOT PRO	HOME DEPOT PRO - ALL PRESCHOOL ROOMS	CHILD DEVELOPMENT PROGRAMS	12	8,000.00
CHB21-00404	OFFICE DEPOT	OFFICE DEPOT BLANKET	A. M. WINN - K-8	01	20,000.00
CHB21-00405	OFFICE DEPOT	SUPPLEMENTAL INSTRUCTIONAL SUPPLIES	SEQUOIA ELEMENTARY SCHOOL	01	5,000.00
CHB21-00406	OFFICE DEPOT	OFFICE DEPOT SUPPLIES	CALIFORNIA MIDDLE SCHOOL	01	8,500.00
CHB21-00407	OFFICE DEPOT	BLANKET ORDER OFFICE DEPOT	LEATAATA FLOYD ELEMENTARY	01	6,629.45
CHB21-00408	OFFICE DEPOT	BLANKET ORDER	LEATAATA FLOYD ELEMENTARY	01	5,924.68
CHB21-00409	OFFICE DEPOT	SCHOOL SUPPLIES FOR SCHOOL YEAR	MARTIN L. KING JR ELEMENTARY	01	23,000.00
CHB21-00410	OFFICE DEPOT	SCHOOL SUPPLIES	JOHN H. STILL - K-8	01	35,000.00
CHB21-00411	OFFICE DEPOT	SUPPLIES	CAPITAL CITY SCHOOL	01	10,000.00
CHB21-00412	THE HOME DEPOT PRO	HOME DEPOT	GEO WASHINGTON CARVER	09	7,000.00
CHB21-00413	OFFICE DEPOT	BLANKET ORDER OFFICE DEPOT	LEATAATA FLOYD ELEMENTARY	01	8,096.22
CHB21-00414	OFFICE DEPOT	Classroom/Teacher Supplies	MARTIN L. KING JR ELEMENTARY	01	9,000.00
CHB21-00415	OFFICE DEPOT	SUPPLIES FOR STUDENTS	CAPITAL CITY SCHOOL	01	4,123.81
CHB21-00416	U S BANK/SCUSD	CAL CARD - BOB LYONS, CIO EXPENSES	INFORMATION SERVICES	01	6,000.00
CS21-00279	GRACE FA'AVESI	TUPE SUPPLEMENTAL PROVIDER 20-21 FY (EPIC BLOOM)	FOSTER YOUTH SERVICES PROGRAM	01	2,750.00
CS21-00280	EPOCH EDUCATION INC	EPOCH EDUCATION-PROFESSIONAL LEARNING FOR TEACHERS	CALEB GREENWOOD ELEMENTARY	01	25,000.00
CS21-00281	CRUMBINE EDUCATION CONSULTING	Dare to Lead - MTSS Training	ACADEMIC OFFICE	01	39,497.00
CS21-00282	EPOCH EDUCATION INC	EQUITY PROFESSIONAL DEVELOPMENT	ABRAHAM LINCOLN ELEMENTARY	01	8,500.00
CS21-00283	BRENDA RUIZ	AG SA- SEED TO PLATE CULINARY ED.@LUTHER BURBANK	CAREER & TECHNICAL PREPARATION	01	34,775.00
CS21-00284	EATON INTERPRETING SERVICES	CONFRMNG-INTERPRETER PARENT-TEACHER CONF 3/22/21	CAMELLIA BASIC ELEMENTARY	01	114.00
CS21-00285	DWIGHT TAYLOR SR	INVOICE FOR SPEAKER - CONFIRMING	HEALTH PROFESSIONS HIGH SCHOOL	01	350.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS21-00286	TERESA HERNANDEZ	LUTHER BURBANK PARENT ENGAGEMENT ELAC SUPPORT	LUTHER BURBANK HIGH SCHOOL	01	500.00
CS21-00287	CRYSTAL RUIZ	VISUAL ARTS PROGRAM - CRYSTAL RUIZ	WILLIAM LAND ELEMENTARY	01	2,770.00
CS21-00288	ALEX JENKINS	ARTS (PERCUSSION / DRUM) PROGRAM - ALEX JENKINS	WILLIAM LAND ELEMENTARY	01	3,600.00
CS21-00289	GLORIA MELCHOR DBA GLORIA'S IN TERPRETING SVCS	CONFRMG-INTERPRET PARENT-TEACH CONF SPRING 2021	CAMELLIA BASIC ELEMENTARY	01	1,125.00
CS21-00290	MEDIC AMBULANCE	COVID-19 VACCINE CLINIC - AMBULANCE SERVICE	HEALTH SERVICES	01	2,320.00
CS21-00291	DWIGHT TAYLOR SR	UNDERSERVED POPULATION	SEQUOIA ELEMENTARY SCHOOL	01	3,600.00
CS21-00292	DWIGHT TAYLOR SR	UNDERSERVED POPULATION	SEQUOIA ELEMENTARY SCHOOL	01	4,954.00
CS21-00293	ARLENE ORTIZ	INDEPENDENT EDUCATIONAL EVALUATION	SPECIAL EDUCATION DEPARTMENT	01	5,000.00
CS21-00294	PLACER COUNTY OFFICE OF ED	O&M CONSULTING AND SERVICES	SPECIAL EDUCATION DEPARTMENT	01	49,081.00
CS21-00295	4YOUREPIPHANY FOUNDATION INC	FYS/TUPE Contract w/4 Your Ephiphany for 20-21 FY	FOSTER YOUTH SERVICES PROGRAM	01	3,500.00
CS21-00296	LA FAMILIA COUNSELING CENTER	TUPE SUPPLEMENTAL PROVIDER (LFCC) 20-21	FOSTER YOUTH SERVICES PROGRAM	01	2,750.00
CS21-00297	WALLACE-KUHL & ASSOCIATES	0144-401 HUBERT BANCROFT PLAYGROUND	FACILITIES SUPPORT SERVICES	21	5,800.00
CS21-00298	WALLACE-KUHL & ASSOCIATES	0594-416 AW MCCLASKEY PARKING LOT	FACILITIES SUPPORT SERVICES	21	5,800.00
CS21-00299	4YOUREPIPHANY FOUNDATION INC	YOUTH LEADERSHIP PROGRAM	OAK RIDGE ELEMENTARY SCHOOL	01	4,000.00
CS21-00300	ARCHITECTURAL NEXUS INC	HVAC ARCHITECTURAL & MECHANICAL ENGINEERING SER.	FACILITIES SUPPORT SERVICES	01	641,638.00
CS21-00301	SACRAMENTO COUNTY OFFICE OF ED K12 CURRICULUM & INSTRUCTION	MOU AGREEMENT	JOHN D SLOAT BASIC ELEMENTARY	01	12,000.00
CS21-00302	SCOE K12 CURRICULUM & INSTRUCTION	Continuing with math support from SCOE	PARKWAY ELEMENTARY SCHOOL	01	24,000.00
CS21-00303	IMPROVE YOUR TOMORROW	IMPROVE YOUR TOMORROW PLANNING & OUTREACH	CONTINUOUS IMPRVMT & ACNTBLTY	01	37,500.00
CS21-00304	MEDICAL TRAINING SOLUTIONS	MEDICAL TRAINING SOLUTIONS, INC / PHLEBOTOMY	NEW SKILLS & BUSINESS ED. CTR	11	96,330.00
CS21-00305	LIFECHANGERS INTL	REACH One Presenter for Attendance & Engagement	ENROLLMENT CENTER	01	20,700.00
CS21-00306	DANNIS WOLIVER KELLEY	LEGAL COUNSEL AND CONSTRUCTION DOCS	FACILITIES SUPPORT SERVICES	21	30,000.00
CS21-00307	MATTHEW C FABIAN	0844-439 TRANSP BUS CHRGING-IOR SERVICES	FACILITIES SUPPORT SERVICES	01	13,300.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS21-00308	PEOPLE REACHING OUT PRO YOUTH & FAMILIES INC	LAW- YOUTH ADVOCACY	HIRAM W. JOHNSON HIGH SCHOOL	01	7,000.00
CS21-00309	WALLRICH CREATIVE COMMUNICATIO NS	CB CARES Act Website Wallrich Creative	CONSOLIDATED PROGRAMS	01	20,000.00
CS21-00310	ALWAYS KNOCKING INC	20-21 SAFETY COORDINATION	SAFE SCHOOLS OFFICE	01	55,000.00
CS21-00311	916 INK	SIG - 2-YEAR LITERACY TUTORING PROGRAM	H.W. HARKNESS ELEMENTARY	01	25,000.00
CS22-00001	FOUNDATION FOR CALIFORNIA COMM UNITY COLLEGES	CCGI RENEWAL 2021-2022	COUNSELING SERVICES	01	37,625.50
N21-00057	REYN FRANCA SCHOOL	NPS EDUCATIONAL SERVICES	SPECIAL EDUCATION DEPARTMENT	01	12,700.00
P21-02758	APPLE INC	Apple Computers for Staff	THE MET	09	2,329.33
P21-02759	APPLE INC	TARA LAPTOP	COMMUNICATIONS OFFICE	01	1,506.91
P21-02760	CDW GOVERNMENT	LAPTOPS FOR TEACHING STAFF	AMERICAN LEGION HIGH SCHOOL	01	10,221.41
P21-02761	CDW GOVERNMENT	DESKTOP COMPUTER PARTS	WEST CAMPUS	01	131.27
P21-02762	APPLE INC	Apple super Drive External DVD Drive	THE MET	09	1,460.51
P21-02763	CDW GOVERNMENT	CHROMEBOOKS AND CHROMEBOOK CARTS FOR STUDENT USE	WILL C. WOOD MIDDLE SCHOOL	01	166,899.49
P21-02764	DELTA WIRELESS INC	REPLACEMENT RADIOS FOR SUPERVISION	WILL C. WOOD MIDDLE SCHOOL	01	3,858.18
P21-02766	LAKESHORE LEARNING MATERIALS	TEACHERS LAKESHORE	JAMES W MARSHALL ELEMENTARY	01	552.19
P21-02767	LAKESHORE LEARNING MATERIALS	AHMADZAI'S ORDER	BG CHACON ACADEMY	09	994.37
P21-02768	THE HOME DEPOT PRO	SUPPLIES FOR GARDENING PROGRAM & PHYS ED.	A. M. WINN - K-8	01	8,523.13
P21-02769	SCHOOL SPECIALTY EDUCATION	INTERVENTION TEXTS FOR STRUGGLING READERS	OAK RIDGE ELEMENTARY SCHOOL	01	3,140.49
P21-02770	SCHOOL SPECIALTY EDUCATION	MATH INSTRUCTION SUPPLIES	OAK RIDGE ELEMENTARY SCHOOL	01	1,805.21
P21-02771	THE HOME DEPOT PRO	Mini refridgerator	ELDER CREEK ELEMENTARY SCHOOL	01	211.92
P21-02772	SCHOOL SPECIALTY EDUCATION	SPORTS SUPPLIES	OAK RIDGE ELEMENTARY SCHOOL	01	1,071.84
P21-02774	CUSTOMINK	KINDER REGISTRATION BANNER	OAK RIDGE ELEMENTARY SCHOOL	01	168.02
P21-02775	CUSTOMINK	SCHOOL FLAG	OAK RIDGE ELEMENTARY SCHOOL	01	222.90
P21-02776	CUSTOMINK	SCHOOL MASKS	OAK RIDGE ELEMENTARY SCHOOL	01	576.97
P21-02777	CUSTOMINK	SCHOOL SHIRTS	OAK RIDGE ELEMENTARY SCHOOL	01	959.66
P21-02778	CUSTOMINK	PROMOTION MASKS	OAK RIDGE ELEMENTARY SCHOOL	01	599.65

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-02779	CUSTOMINK	PROMOTION SHIRTS	OAK RIDGE ELEMENTARY SCHOOL	01	725.73
P21-02780	DELTA WIRELESS INC	TWO WAY RADIOS FOR CAMPUS SECURITY	FERN BACON MIDDLE SCHOOL	01	2,792.95
P21-02781	THE HOME DEPOT PRO	COVID-19 - ESSENTIAL ITEMS, e.g. TOWELS/SOAP/ETC	BUILDINGS & GROUNDS/OPERATIONS	01	7,764.75
P21-02782	STEVE WELCH ELECTRICAL CONTRAC TORS	REPLACE DAMAGED SWITCH BOARD - ROSA PARKS	FACILITIES MAINTENANCE	01	33,500.00
P21-02783	OFFICE DEPOT	HEERF_OFFICE DEPOT_CTE_HEADSETS	NEW SKILLS & BUSINESS ED. CTR	11	557.68
P21-02784	OFFICE DEPOT	HEERF_OFFICE DEPOT_CTE_WEB CAMERA	NEW SKILLS & BUSINESS ED. CTR	11	1,902.85
P21-02785	OFFICE DEPOT	CAEP_OFFICE DEPOT_ADMIN OFFICE_WEB CAMERA	NEW SKILLS & BUSINESS ED. CTR	11	152.23
P21-02786	OFFICE DEPOT	HEERF_OFFICE DEPOT_FINANCIAL AID_APC BACKUP	NEW SKILLS & BUSINESS ED. CTR	11	108.74
P21-02787	OFFICE DEPOT	PURCHASE TECHNOLOGY FOR INSTRUCTION	HOLLYWOOD PARK ELEMENTARY	01	965.35
P21-02788	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	DENISON'S SCHOLASTIC ORDER	BG CHACON ACADEMY	09	367.29
P21-02789	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	SCHOLASTIC BOOKS FOR COVID INTERVENTION	ABRAHAM LINCOLN ELEMENTARY	01	2,527.61
P21-02790	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	BOOKS FOR CLASSROOM INSTRUCTION	OAK RIDGE ELEMENTARY SCHOOL	01	1,349.58
P21-02791	Tamaira Sandifer	Studio T	ACADEMIC OFFICE	01	75,000.00
P21-02792	BOOKS EN MORE	HARRIS BOOKS	JAMES W MARSHALL ELEMENTARY	01	167.67
P21-02793	GL GROUP INC dba BOOKSOURCE	BOOKSOURCE	JOHN BIDWELL ELEMENTARY	01	2,670.79
P21-02794	CDW GOVERNMENT	INK CARTRIDGES FOR REMOTE WORK	BUDGET SERVICES	01	2,063.75
P21-02795	KANTER & ROMO IMMIGRATION LAW	LEGAL FEES-NONIMMIGRANT VISA	ADMIN-LEGAL COUNSEL	01	13,220.00
P21-02796	BRIDGES TRANSITIONS CO	CHOICES 360	SPECIAL EDUCATION DEPARTMENT	01	3,000.00
P21-02797	Sharon Kennedy Estate	SETTLEMENT TRUST OAH2020050804	SPECIAL EDUCATION DEPARTMENT	01	48,500.00
P21-02798	SCHOLASTIC INC	MAIN/IRINA SCHOLASTIC	JAMES W MARSHALL ELEMENTARY	01	653.92
P21-02799	PACIFIC OFFICE AUTOMATION	RN2235 - RISO MAINTENANCE AGREEMENT	JAMES W MARSHALL ELEMENTARY	01	425.00
P21-02800	PACIFIC OFFICE AUTOMATION	MAINTENANCE AGREEMENT SF5130	JAMES W MARSHALL ELEMENTARY	01	199.00
P21-02801	GLOBAL EQUIPMENT CO INC	NEW DUMPSTERS FOR M&O	FACILITIES MAINTENANCE	01	7,899.38
P21-02802	CDW GOVERNMENT	COVID-19 CISCO PHONES FOR VARIOUS SITES	FACILITIES MAINTENANCE	01	21,206.25

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-02803	CDW GOVERNMENT	Color HP Printer for Room 1	ENROLLMENT CENTER	01	802.97
P21-02804	GRAINGER INC	WOODWORKING SUPPLIES	A. M. WINN - K-8	01	324.51
P21-02805	AVF SYSTEMS INC	RECEIVERS & KEY FOBS FOR GATE ACCESS POINTS	FACILITIES MAINTENANCE	01	2,650.00
P21-02806	WIREMAN FENCE PRODUCTS	KITCHEN @ JOHNSON - SUMMER PROJECT	FACILITIES MAINTENANCE	01	1,926.79
P21-02807	CDW GOVERNMENT	HEERF_EQUIP_OVER \$500_PROCTOR LAPTOPS	NEW SKILLS & BUSINESS ED. CTR	11	4,582.35
P21-02808	GRAINGER INC	COVID-19 - VANTAGE SHELTER/INSTANT BAG	BUILDINGS & GROUNDS/OPERATIONS	01	178,083.56
P21-02809	Bizon Group Inc	COVID - STORAGE CONTAINERS FOR COVID RELATED ITEMS	FACILITIES MAINTENANCE	01	114,330.94
P21-02810	SCUSD - US BANK CAL CARD	GARDEN SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	258.93
P21-02811	CDW GOVERNMENT	Replace outdated, glitchy monitor	LIBRARY/TEXTBOOK SERVICES	01	200.75
P21-02812	APPLE INC	LOW INCIDENCE AT - VI	SPECIAL EDUCATION DEPARTMENT	01	4,106.95
P21-02813	RIVERVIEW INTERNATIONAL TRUCKS	REFRIGERATED TRUCK FOR NUTRITION OPERATIONS	NUTRITION SERVICES DEPARTMENT	13	140,101.53
P21-02814	COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGEMENT DEPT	HAZARDOUS MATERIALS FEES	LUTHER BURBANK HIGH SCHOOL	01	936.00
P21-02815	NORTHSTAR AV	PORTABLE PA SYSTEM	LUTHER BURBANK HIGH SCHOOL	01	2,059.25
P21-02816	NORTHSTAR AV	PROJECTOR BULBS	JAMES W MARSHALL ELEMENTARY	01	1,683.59
P21-02817	HEIECK SUPPLY INC	MATERIALS AS NEEDED FOR SUMMER PROJECTS	FACILITIES MAINTENANCE	01	3,525.67
P21-02818	DELTA WIRELESS INC	2- WAY RADIOS	LUTHER BURBANK HIGH SCHOOL	01	2,335.11
P21-02819	DELTA WIRELESS INC	BATTERIES FOR WALKIE TALKIES	A. M. WINN - K-8	01	802.26
P21-02820	CALIFORNIA DEPT OF GENERAL SERVICES	02-54655 JED SMITH-DSA LEGACY CLOSEOUT	FACILITIES SUPPORT SERVICES	21	500.00
P21-02821	COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGEMENT DEPT	FOSTER EXPANDED LEARNING	HUBERT H BANCROFT ELEMENTARY	01	1,000.00
P21-02822	5-STAR STUDENTS	5-STAR STUDENTS	ROSEMONT HIGH SCHOOL	01	2,563.22
P21-02823	THE HOME DEPOT PRO	COVID-19 - ESSENTIAL ITEMS - BETCO PRODUCTS/ETC.	BUILDINGS & GROUNDS/OPERATIONS	01	16,213.32
P21-02824	DELTA WIRELESS INC	2- WAY RADIOS	LUTHER BURBANK HIGH SCHOOL	01	2,335.11
P21-02825	AMSTERDAM PRINTING & LITHO	ITEMS FOR STAFF - CONFIRMING	HEALTH PROFESSIONS HIGH SCHOOL	01	1,742.69
P21-02826	NORTHSTAR AV	PROJECTOR LAMPS	LUTHER BURBANK HIGH SCHOOL	01	2,262.00
P21-02827	PERLMUTTER PURCHASING POWER	ADDITIONAL SECURITY CAMERAS FOR CAMPUS	JOHN CABRILLO ELEMENTARY	01	1,113.60

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-02828	CORDOVA RECREATION& PARK DIST	GOLF FEES (BOYS & GIRLS)	ROSEMONT HIGH SCHOOL	01	1,000.00
P21-02829	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	CONFIRMING - SCHOLASTIC INVOICES	ELDER CREEK ELEMENTARY SCHOOL	01	1,001.88
P21-02830	HEGGERTY PHONEMIC AWARENESS	INTERVENTION FOR EL STUDENTS	OAK RIDGE ELEMENTARY SCHOOL	01	1,059.98
P21-02831	INTECH MECHANICAL COMPANY	COVID - HVAC REPAIRS AT HEALTH PROFESSIONS	FACILITIES MAINTENANCE	01	1,875.46
P21-02832	INTECH MECHANICAL COMPANY	COVID - HVAC REPAIRS AT CK MCCLATCHY UNIT D-21	FACILITIES MAINTENANCE	01	2,884.72
P21-02833	INTECH MECHANICAL COMPANY	COVID - HVAC REPAIRS AT CKMCCLATCHY UNIT D-19	FACILITIES MAINTENANCE	01	2,884.72
P21-02834	INTECH MECHANICAL COMPANY	COVID - HVAC REPAIRS AT CK MCCLATCHY UNIT D-8	FACILITIES MAINTENANCE	01	3,270.51
P21-02835	CLINE MOORE	ANTI-RACISM TRAINING	ROSEMONT HIGH SCHOOL	01	2,700.00
P21-02836	MULLER SPORTS	ATHLETIC OFFICIAL BILLS	ROSEMONT HIGH SCHOOL	01	9,781.00
P21-02837	BARNES & NOBLE BOOKSTORES INC ACCT 5858824	BOOKS FOR PROFESSIONAL DEVELOPMENT	OAK RIDGE ELEMENTARY SCHOOL	01	1,740.00
P21-02838	Vibe Inc.	HEERF_HVAC_SMARTBOARD	NEW SKILLS & BUSINESS ED. CTR	11	3,605.16
P21-02839	NICK SUSAC dba OLD WORLD CUSTO M HOMES	PRYDE - BASEBALL FIELDS TRACTOR LABOR WORK	LUTHER BURBANK HIGH SCHOOL	01	3,102.70
P21-02840	SCHOOL-CONNECT	School Connect 2021-22	ACADEMIC OFFICE	01	1,500.00
P21-02841	EXCEL INTERPRETING LLC	Interpreting & Translating	ELDER CREEK ELEMENTARY SCHOOL	01	1,064.39
P21-02842	LIPPINCOTT WILLIAMS & WILKINS	VN BOOKS AND MATERIALS_BOOKSTORE	NEW SKILLS & BUSINESS ED. CTR	11	7,508.97
P21-02843	LIPPINCOTT WILLIAMS & WILKINS	VN BOOKS AND MATERIALS_TEACHERS COPY	NEW SKILLS & BUSINESS ED. CTR	11	253.35
P21-02844	MIND RESEARCH INSTITUTE	LICENSE RENEWAL - 3 YEAR	JOHN MORSE THERAPEUTIC	01	5,565.00
P21-02845	DEERE & CO VALLEY TRUCK & TRAC TOR INC	GATOR FOR ATHLETICS	ROSEMONT HIGH SCHOOL	01	11,040.71
P21-02846	NASTEE ANT	Basketball Jerseys FY 20-21	EQUITY, ACCESS & EXCELLENCE	01	19,395.00
P21-02847	NASTEE ANT	Attendane TShirts	BRET HARTE ELEMENTARY SCHOOL	01	2,298.98
P21-02848	CDW GOVERNMENT	HEERF-CTE_EQUIP_CHROM EBOOKS	NEW SKILLS & BUSINESS ED. CTR	11	4,138.13
P21-02849	APPLE INC	NON LOW INCIDENCE	SPECIAL EDUCATION DEPARTMENT	01	5,799.53
P21-02850	BOOKS EN MORE	BOOKS FOR CLASSROOM LIBRARIES	OAK RIDGE ELEMENTARY SCHOOL	01	1,633.96
P21-02851	US FOODSERVICE	CULINARY ARTS/AG SUPPLIES	CAREER & TECHNICAL PREPARATION	01	13,133.71
P21-02852	BOOKS EN MORE	BOOKS TO BE USED FOR CLASSROOM INSTRUCTION	OAK RIDGE ELEMENTARY SCHOOL	01	1,639.08
P21-02853	BOOKS EN MORE	BOOKS FOR CLASSROOM INSTRUCTION	OAK RIDGE ELEMENTARY SCHOOL	01	409.77

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P21-02854	CENTER FOR LAND-BASED LEARNING	FARMS LEADERSHIP PRPOGRM- AG PGM-T. McPHERSON	CAREER & TECHNICAL PREPARATION	01	300.00
P21-02855	BOOKS EN MORE	BOOKS FOR CLASSROOM LIBRARIES	OAK RIDGE ELEMENTARY SCHOOL	01	1,824.04
P21-02856	Spiraledge Inc	SWIM EQUIPMENT	LUTHER BURBANK HIGH SCHOOL	01	2,684.48
P21-02857	CDW GOVERNMENT	MSOFT O365 LICENSES - ADDITIONAL 10	INFORMATION SERVICES	01	283.50
P21-02858	CDW GOVERNMENT	CHROMEBOOKS	HIRAM W. JOHNSON HIGH SCHOOL	01	125,204.00
P21-02859	CDW GOVERNMENT	DOC CAMERAS FOR CLASSROOM HYBRID TEACHING	HUBERT H BANCROFT ELEMENTARY	01	1,489.05
P21-02860	CDW GOVERNMENT	CLASSROOM TECHNOLOGY	CALIFORNIA MIDDLE SCHOOL	01	25,741.90
P21-02861	AMAZON CAPITAL SERVICES	PORTABLE WIRELESS 12-INCH PORTABLE SPEAKER	OAK RIDGE ELEMENTARY SCHOOL	01	169.64
P21-02862	AMAZON CAPITAL SERVICES	YOUTH SPECIALIST MATERIALS	SUCCESS ACADEMY	01	333.54
P21-02863	AMAZON CAPITAL SERVICES	MATERIALS FOR YOUTH SPECIALIST	SUCCESS ACADEMY	01	230.73
P21-02864	AMAZON CAPITAL SERVICES	TECHNOLOGY FOR CLASSROOM INSTRUCTION	OAK RIDGE ELEMENTARY SCHOOL	01	3,175.13
P21-02865	AMAZON CAPITAL SERVICES	MINDFULL MNTL HLTH KIT (9325)	INTEGRATED COMMUNITY SERVICES	01	1,089.22
P21-02866	AMAZON CAPITAL SERVICES	SIDUCAL MOBILE STAND UP DESK, WITH WHEELS	JOHN BIDWELL ELEMENTARY	01	1,272.18
P21-02867	AMAZON CAPITAL SERVICES	R USB C HUB EXPAND + 7-in-1 CHUB ADAPTER	JOHN BIDWELL ELEMENTARY	01	395.72
P21-02868	AMAZON CAPITAL SERVICES	CAEP_HISET TESTING RM_COUGH BOX	NEW SKILLS & BUSINESS ED. CTR	11	394.22
P21-02869	AMAZON CAPITAL SERVICES	HEERF_COMPUTER LAB RM_COUGH BOX	NEW SKILLS & BUSINESS ED. CTR	11	394.22
P21-02870	AMAZON CAPITAL SERVICES	HEERF_FINANCIAL AIDE_DESK	NEW SKILLS & BUSINESS ED. CTR	11	293.61
P21-02871	TROXELL COMMUNICATIONS INC	CLASSROOM DOC CAMERAS AND PROJECTORS	CAMELLIA BASIC ELEMENTARY	01	8,183.44
P21-02872	AMAZON CAPITAL SERVICES	HEERF_ADMIN. OFFICE_PRIVACY SIGNS	NEW SKILLS & BUSINESS ED. CTR	11	32.59
P21-02873	AMAZON CAPITAL SERVICES	HEERF_JOB CENTER JOB COACHES_ROLL PULL SNEEZE	NEW SKILLS & BUSINESS ED. CTR	11	590.12
P21-02874	AMAZON CAPITAL SERVICES	HEERF_ADMIN OFFICE_DESK AND CHAIR	NEW SKILLS & BUSINESS ED. CTR	11	641.54
P21-02875	AMAZON CAPITAL SERVICES	HEERF_CAREER CENTER_4WAY DESKTOP BARRIERS	NEW SKILLS & BUSINESS ED. CTR	11	260.91

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P21-02876	AMAZON CAPITAL SERVICES	Charger for 2020 MacBook	EQUITY, ACCESS & EXCELLENCE	01	31.53
P21-02877	AMAZON CAPITAL SERVICES	VN AND NA-INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	520.52
P21-02878	AMAZON CAPITAL SERVICES	PACON PAPER ROLLS	SUCCESS ACADEMY	01	520.53
P21-02879	CDW GOVERNMENT	STUDENT DISPLAY SCREENS FOR CLASSROOM INSTRUCTION	O. W. ERLEWINE ELEMENTARY	01	8,307.46
P21-02880	TROXELL COMMUNICATIONS INC	INTERACTIVE DISPLAYS	HIRAM W. JOHNSON HIGH SCHOOL	01	27,666.25
P21-02881	TROXELL COMMUNICATIONS INC	Earl Warren MP Room Audio System Upgrade	EARL WARREN ELEMENTARY SCHOOL	01	4,094.33
P21-02882	APPLE INC	LAPTOPS FOR STAFF TO FACILITATE DL	ENGINEERING AND SCIENCES HS	01	6,151.99
P21-02883	CDW GOVERNMENT	CLASSROOM ELMOS	ALBERT EINSTEIN MIDDLE SCHOOL	01	3,691.52
P21-02884	CDW GOVERNMENT	CHROMEBOOK TECH FOR 1 TO 1	ROSA PARKS MIDDLE SCHOOL	01	70,427.25
P21-02885	AMAZON CAPITAL SERVICES	PRO BIKE TOOLS SLIME VALVE TOOL	JOHN H. STILL - K-8	01	492.25
P21-02886	AMAZON CAPITAL SERVICES	MATERIALS FOR YOUTH SPECIALIST	SUCCESS ACADEMY	01	273.59
P21-02887	AMAZON CAPITAL SERVICES	LOT/VAPA	JOHN D SLOAT BASIC ELEMENTARY	01	1,890.36
P21-02888	AMAZON CAPITAL SERVICES	LEADERS OF TOMORROW TEACHER SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	2,520.02
P21-02889	AMAZON CAPITAL SERVICES	BENCH FOR PLAYGROUND	OAK RIDGE ELEMENTARY SCHOOL	01	1,037.48
P21-02890	TROXELL COMMUNICATIONS INC	ELECTRONIC DISPLAYS FOR PARENT ENGAGEMENT	ALBERT EINSTEIN MIDDLE SCHOOL	01	5,070.88
P21-02891	APPLE INC	13 INCH MACBOOK PRO W/ TOUCH BAR	JOHN H. STILL - K-8	01	10,237.72
P21-02892	CDW GOVERNMENT	PROJECTORS/CAMERAS CLASSROOM INSTRUCTION	HEALTH PROFESSIONS HIGH SCHOOL	01	6,513.58
P21-02893	TROXELL COMMUNICATIONS INC	INSTALLATION OF PROJECTOR FOR INSTRUCTION	OAK RIDGE ELEMENTARY SCHOOL	01	1,026.83
P21-02894	CDW GOVERNMENT	LCD PROJ. DOC CAM, LAB PRINTER	LUTHER BURBANK HIGH SCHOOL	01	17,403.88
P21-02895	APPLE INC	IPADS- EL INTERVENTION & SUPPLEMENTAL PROGRAMS	CALIFORNIA MIDDLE SCHOOL	01	8,163.25
P21-02896	CDW GOVERNMENT	DOCUMENT CAMERAS	ROSEMONT HIGH SCHOOL	01	5,426.63
P21-02897	CDW GOVERNMENT	DOC CAMERAS AND LAPTOPS FOR CLASSROOM INSTRUCTION	ABRAHAM LINCOLN ELEMENTARY	01	4,888.55
P21-02898	CDW GOVERNMENT	DOC CAMS FOR CLASSROOMS	SUTTER MIDDLE SCHOOL	01	1,116.79
P21-02899	CDW GOVERNMENT	PRINTERS TO BE USED IN THE CLASSROOM	OAK RIDGE ELEMENTARY SCHOOL	01	5,888.88

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-02900	CDW GOVERNMENT	Printers and Doc Cams	ELDER CREEK ELEMENTARY SCHOOL	01	15,654.74
P21-02901	AMAZON CAPITAL SERVICES	SUPPLIES (TECH SUPPORT) FOR CLASSROOMS	SUTTER MIDDLE SCHOOL	01	1,740.02
P21-02902	OFFICE DEPOT	PAPER RACK	LUTHER BURBANK HIGH SCHOOL	01	1,623.80
P21-02903	OFFICE DEPOT	PHONE HEADSETS FOR OFFICE STAFF	CONTINUOUS IMPRVMT & ACNTBLTY	01	92.43
P21-02904	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES	SAM BRANNAN MIDDLE SCHOOL	01	391.34
P21-02905	OFFICE DEPOT	MULTIPOINT ADAPTER FOR CLASSROOM TECH	C. K. McCLATCHY HIGH SCHOOL	01	608.89
P21-02906	OFFICE DEPOT	Furniture for office	PHOEBE A HEARST BASIC ELEM.	01	944.91
P21-02907	OFFICE DEPOT	FILE CABINETS	LUTHER BURBANK HIGH SCHOOL	01	202.21
P21-02908	OFFICE DEPOT	TRASH BINS	LUTHER BURBANK HIGH SCHOOL	01	761.03
P21-02909	OFFICE DEPOT	Printers for the office	PHOEBE A HEARST BASIC ELEM.	01	500.01
P21-02910	BSN SPORTS LLC	BOYS & GIRLS WATER POLO BALLS	C. K. McCLATCHY HIGH SCHOOL	01	518.00
P21-02911	BSN SPORTS LLC	INSTRUCTIONAL MATERIALS PE CLASSROOM	SAM BRANNAN MIDDLE SCHOOL	01	1,939.36
P21-02912	GL GROUP INC dba BOOKSOURCE	BOOKS FOR STUDENTS	JOHN CABRILLO ELEMENTARY	01	124.03
P21-02913	BSN SPORTS LLC	ATHLETIC EQUIPMENT	ROSEMONT HIGH SCHOOL	01	9,993.30
P21-02914	PACIFIC OFFICE AUTOMATION	RISO SUPPLIES	PHOEBE A HEARST BASIC ELEM.	01	957.00
P21-02915	PACIFIC OFFICE AUTOMATION	RISO MACHINE	SEQUOIA ELEMENTARY SCHOOL	01	3,297.15
P21-02916	NASCO	SCIENCE LAB SUPPLIES	LUTHER BURBANK HIGH SCHOOL	01	1,924.02
P21-02917	PASCO SCIENTIFIC INC	SUPPLEMENTAL MATERIALS FOR SCIENCE DEPARTMENT	C. K. McCLATCHY HIGH SCHOOL	01	6,352.11
P21-02918	THE HOME DEPOT PRO	FRIDGE FOR COMMUNITY ENGAGEMENT THEATRE EVENTS	A. M. WINN - K-8	01	732.98
P21-02919	THE HOME DEPOT PRO	STORAGE SHED	A. M. WINN - K-8	01	2,414.25
P21-02920	THE HOME DEPOT PRO	CUSTODIAL SUPPLIES	O. W. ERLEWINE ELEMENTARY	01	395.43
P21-02921	THE HOME DEPOT PRO	HAND CART	HUBERT H BANCROFT ELEMENTARY	01	88.07
P21-02922	A-1 TRADING CO	Student Uniforms for Girls Summit	FOSTER YOUTH SERVICES PROGRAM	01	2,068.59
P21-02923	Customink Parent LLC	Items for We Inspire Girls Conference	FOSTER YOUTH SERVICES PROGRAM	01	5,242.72
P21-02924	GOPHER SPORT	PLAYGROUND EQUIPMENT	SEQUOIA ELEMENTARY SCHOOL	01	3,168.93

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-02925	GOPHER SPORT	SUPPLEMENTAL PE INSTRUCTIONAL EQUIPMENT	O. W. ERLEWINE ELEMENTARY	01	2,203.92
P21-02926	LAKESHORE LEARNING MATERIALS	CUELLA-LOPEZ ORDER	BG CHACON ACADEMY	09	813.47
P21-02927	LAKESHORE LEARNING MATERIALS	PEREZ'S ORDER	BG CHACON ACADEMY	09	813.47
P21-02928	LAKESHORE LEARNING MATERIALS	INST MTLs - PATRICIA BENOIT, RM CC1	CHILD DEVELOPMENT PROGRAMS	12	670.08
P21-02929	FLINN SCIENTIFIC INC	DP BIOLOGY DEPT FLINN SCIENTIFIC	KIT CARSON INTL ACADEMY	01	1,188.59
P21-02930	EASTBAY INC	SCORER'S TABLE FOR ATHLETIC GAMES	LUTHER BURBANK HIGH SCHOOL	01	6,866.13
P21-02931	EASTBAY INC	POP UP TENT, BACKDROP. TABLE CLOTH	LUTHER BURBANK HIGH SCHOOL	01	4,658.78
P21-02932	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	CAMPA'S SCHOLASTIC ORDER	BG CHACON ACADEMY	09	469.36
P21-02933	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	CAMPA'S SCHOLASTIC MAGAZINES	BG CHACON ACADEMY	09	224.39
P21-02934	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	SCHOLASTIC CLASSROOM MAGAZINES	LUTHER BURBANK HIGH SCHOOL	01	1,165.83
P21-02935	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	BOOKS FOR STUDENTS	JOHN CABRILLO ELEMENTARY	01	849.94
P21-02936	PACIFIC OFFICE AUTOMATION	Digital Duplicators	PHOEBE A HEARST BASIC ELEM.	01	6,655.50
P21-02937	B&H FOTO & ELECTRONICS CORP B & H PHOTO-VIDEO	ARTS, MEDIA/ENTERTAINMENTS SUPPLIES- J. COTTON, JR	CAREER & TECHNICAL PREPARATION	01	36,179.07
P21-02938	SACRAMENTO METROPOLITAN AIR QUALITY MANAGEMENT DISTRICT	BOILER OPERATIONAL PERMIT FEES	FACILITIES MAINTENANCE	01	29,376.00
P21-02939	ZAJIC APPLIANCE SERVICE INC	CUSTODIAL SUPPLY	KIT CARSON INTL ACADEMY	01	1,184.33
P21-02940	BATTERIES PLUS	NEW BATTERIES FOR CAMPUS WALKIE TALKIES	CAROLINE WENZEL ELEMENTARY	01	226.16
P21-02941	BOOKS EN MORE	NOVEL SETS FOR CLASSROOM	HUBERT H BANCROFT ELEMENTARY	01	1,583.25
P21-02942	DEMCO INC	LIBRARY BOOK SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	328.59
P21-02943	DISCOUNT SCHOOL SUPPLY	INST MTLs - THERESA PEREZ, RM 26	CHILD DEVELOPMENT PROGRAMS	12	232.57
P21-02944	CURRICULUM ASSOCIATES LLC	CURRICULUM ASSOCIATES	PACIFIC ELEMENTARY SCHOOL	01	61,966.20
P21-02945	Cal Carriers LLC	STORAGE CONTAINER - BASEBALL/SOFTBALL EQUIP	LUTHER BURBANK HIGH SCHOOL	01	4,100.97
P21-02946	TNT SCHOOL SUPPLIES	STUDENT INCENTIVES	KIT CARSON INTL ACADEMY	01	1,257.72
P21-02947	SCHOOL SPECIALTY EDUCATION	P.E. EQUIPMENT	JOHN CABRILLO ELEMENTARY	01	213.52
P21-02948	SP CONTROLS INC	SP-DOCERI-DESKTOP SOFTWARE	JOHN F. KENNEDY HIGH SCHOOL	01	180.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-02949	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	ARTS, MEDIA/ENTERTAINMENT PRG SUPPLIES	CAREER & TECHNICAL PREPARATION	01	19,576.96
P21-02950	AAA GARMENTS & LETTERING INC	BACK PACKS FOR STUDENTS IN NEED	HIRAM W. JOHNSON HIGH SCHOOL	01	1,384.74
P21-02951	AAA GARMENTS & LETTERING INC	PARENT AND STUDENT ATTENDANCE INCENTIVES	WILL C. WOOD MIDDLE SCHOOL	01	1,202.70
P21-02952	CDW GOVERNMENT	Canon Rebel T100 for Art Class	THE MET	09	7,308.00
P21-02953	BEARCOM	Portable radios	PHOEBE A HEARST BASIC ELEM.	01	1,599.32
P21-02954	SCHOLASTIC INC	BOOKS FOR STUDENTS	JOHN CABRILLO ELEMENTARY	01	2,098.10
P21-02956	A & S Crafted Products	A&S Crafted Products	ACADEMIC OFFICE	01	2,262.83
P21-02957	BEHAVIOR ADVANTAGE, LLC	BEHAVIOR ADVANTAGE SOFTWARE LICENSE	SPECIAL EDUCATION DEPARTMENT	01	3,130.00
P21-02958	CENTER FOR THE COLLABORATIVE CLASSROOM	COLLABORATIVE CLASSROOM	PACIFIC ELEMENTARY SCHOOL	01	27,462.56
P21-02959	CASCADE ROCK INC	DIRT FOR VARSITY AND JV BASEBALL/SOFTBALL FIELD	C. K. McCLATCHY HIGH SCHOOL	01	1,095.11
P21-02960	GUITAR CENTER	Woodwind Brasswind	ACADEMIC OFFICE	01	1,381.13
P21-02961	KOMBAT SOCCER INC	INSTRUCTIONAL MATERIALS PE CLASSROOM	SAM BRANNAN MIDDLE SCHOOL	01	1,039.20
P21-02962	THE CREST THEATRE	PREPAYGRAD FACILITY RENTAL CONTRACT	KIT CARSON INTL ACADEMY	01	2,560.00
P21-02963	THE EARPHONE GUY LLC SACRAMENTO SPORTS & APPAREL	JMTC SHIRTS PEACE PROJECT	JOHN MORSE THERAPEUTIC	01	879.24
P21-02964	GARY BYRDSONG	REIMB 4-13-21 FOR TRACTOR RENTAL	LUTHER BURBANK HIGH SCHOOL	01	832.61
P21-02965	A VERY SPECIAL ARTS c/o ALICE PARENTE	HIP HOP 2ND SESSION	O. W. ERLEWINE ELEMENTARY	01	650.00
P21-02966	PAUL BROOKES PUBLISHING CO INC	ASQ STARTER KITS (SPAN) - DORIS REESE	CHILD DEVELOPMENT PROGRAMS	12	900.77
P21-02967	BRITTANY HORI	REIMB 4-14-21 FOR PE MATERIALS	GENEVIEVE DIDION ELEMENTARY	01	979.85
P21-02968	Coulter Ventures, LLC	PRYDE - WEIGHT ROOM EQUIPMENT	LUTHER BURBANK HIGH SCHOOL	01	2,519.01
P21-02969	RENAISSANCE LEARNING INC	RENAISSANCE ACCELERATED READER AND RENAISSANCE	PACIFIC ELEMENTARY SCHOOL	01	8,220.00
P21-02970	LAKESHORE LEARNING MATERIALS	KR/LAKESHORE	WOODBINE ELEMENTARY SCHOOL	01	874.26
P21-02971	LAKESHORE LEARNING MATERIALS	AD/LAKESHORE	WOODBINE ELEMENTARY SCHOOL	01	1,454.29
P21-02972	PACIFIC OFFICE AUTOMATION	RISO DUPLICATING SUPPLIES	GOLDEN EMPIRE ELEMENTARY	01	215.50
P21-02973	OFFICE DEPOT	OFFICE DEPOT INSTRUCTIONAL MATERIALS	ETHEL PHILLIPS ELEMENTARY	01	1,790.08

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-02974	OFFICE DEPOT	OFFICE DEPOT INK FOR CLASSROOM PRINTERS	ETHEL PHILLIPS ELEMENTARY	01	2,204.38
P21-02975	LAKESHORE LEARNING MATERIALS	AO/LAKESHORE2	WOODBINE ELEMENTARY SCHOOL	01	715.17
P21-02976	LAKESHORE LEARNING MATERIALS	ES/LAKESHORE	WOODBINE ELEMENTARY SCHOOL	01	1,091.65
P21-02977	OFFICE DEPOT	Computer Headsets & Web cams	BUDGET SERVICES	01	1,070.75
P21-02978	CDW GOVERNMENT	HP 600 Desktop Computer for Counselor's Office	THE MET	09	1,521.03
P21-02979	CDW GOVERNMENT	LOW INCIDENCE ASSISTIVE TECH	SPECIAL EDUCATION DEPARTMENT	01	4,502.73
P21-02980	CDW GOVERNMENT	WACOM TABLETS	SUCCESS ACADEMY	01	301.62
P21-02981	APPLE INC	1,000 MACBOOK PROS - HYBRID CLASSROOMS	INFORMATION SERVICES	01	1,564,062.50
P21-02982	CDW GOVERNMENT	PROJECTORS	HUBERT H BANCROFT ELEMENTARY	01	2,822.06
P21-02983	EASTBAY INC	BENCHES FOR FOOTBALL FIELD AND TENNIS COURTS	C. K. McCLATCHY HIGH SCHOOL	01	4,462.80
P21-02984	EASTBAY INC	VOLLEYBALL POLE AND REF STAND	C. K. McCLATCHY HIGH SCHOOL	01	4,295.50
P21-02985	EASTBAY INC	ATHLETIC TAPE	C. K. McCLATCHY HIGH SCHOOL	01	871.32
P21-02986	EASTBAY INC	WRESTLING TAPE TO TAPE MATS TOGETHER	C. K. McCLATCHY HIGH SCHOOL	01	298.40
P21-02987	EASTBAY INC	ATHLETIC SPORTS BALLS	C. K. McCLATCHY HIGH SCHOOL	01	4,981.34
P21-02988	FOLLETT SCHOOL SOLUTIONS	NOVELS FOR STUDENTS	C. K. McCLATCHY HIGH SCHOOL	01	14,503.72
P21-02989	CENTER FOR THE COLLABORATIVE CLASSROOM	BV/SIPPS	WOODBINE ELEMENTARY SCHOOL	01	129.20
P21-02990	BARNES & NOBLE BOOKSTORES INC ACCT 5858824	AO/BRINGING WORDS TO LIFE	WOODBINE ELEMENTARY SCHOOL	01	38.65
P21-02991	CURRICULUM ASSOCIATES LLC	I-READY SUBSCRIPTION	O. W. ERLEWINE ELEMENTARY	01	12,500.00
P21-02992	SCHOOL SPECIALTY EDUCATION	UTILITY CARTS	WEST CAMPUS	01	490.81
P21-02993	MARKERBOARD PEOPLE	materials to support instruction	PARKWAY ELEMENTARY SCHOOL	01	5,973.66
P21-02994	GREAT MINDS PBC	Eureka Math	PHOEBE A HEARST BASIC ELEM.	01	16,783.99
P21-02995	VIRCO INC	CLASSROOM CHAIRS	ALBERT EINSTEIN MIDDLE SCHOOL	01	3,050.36
P21-02996	EXCEL PHOTOGRAPHERS	ID PRINTER	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,707.38
P21-02997	GBC GENERAL BINDING CORP	LAMINATION FILM	ETHEL PHILLIPS ELEMENTARY	01	435.22

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-02998	PACIFIC OFFICE AUTOMATION	RISO CONTRACT INVOICE	CALIFORNIA MIDDLE SCHOOL	01	100.00
P21-02999	PACIFIC OFFICE AUTOMATION	RISO CONTRACTS CONT007521-03 & CONT004442-14	ETHEL PHILLIPS ELEMENTARY	01	200.00
P21-03000	MACKIN EDUCATIONAL RESOURCES	LIBRARY BOOKS - 2	O. W. ERLEWINE ELEMENTARY	01	10,000.00
P21-03001	SOFTWARE 4 SCHOOLS	CONFIRMING**PROGRAM SIGN INS AND STU STORE	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,505.25
P21-03002	GOPHER SPORT	PE EQUIPMENT	A. M. WINN - K-8	01	29,594.31
P21-03003	WINSOR LEARNING INC	BL/CURRICULUM	WOODBINE ELEMENTARY SCHOOL	01	1,845.81
P21-03004	REGASGROUP INC	CONFIRMING- PACIFIC CLEARANCE INSPECTION	FACILITIES MAINTENANCE	01	650.00
P21-03005	THE HOME DEPOT PRO	STORAGE FOR STUDENT TECH DEVICES	ENGINEERING AND SCIENCES HS	01	772.17
P21-03006	TROPHY DEPOT INC.	AWARDS FOR ROCKETS CHARACTER TRAITS	ENGINEERING AND SCIENCES HS	01	1,557.32
P21-03007	EZ FLEX LLC	CHEERLEADING MATS	C. K. McCLATCHY HIGH SCHOOL	01	2,423.65
P21-03008	US GAMES	SCHOOL PE INSTRUCTIONAL MATERIALS	CAROLINE WENZEL ELEMENTARY	01	1,912.03
P21-03009	MIND RESEARCH INSTITUTE	MIND	PACIFIC ELEMENTARY SCHOOL	01	15,000.00
P21-03010	AMAZON CAPITAL SERVICES	ADAPTER	CESAR CHAVEZ INTERMEDIATE	01	156.58
P21-03011	UNIFIED COMMAND LLC	COVID - ThermoScanners Desktop	RISK MANAGEMENT	01	374,173.04
P21-03012	CDW GOVERNMENT	Laptop for Admin. Assistant Student Support Srv.	DEPUTY SUPERINTENDENT	01	1,165.81
P21-03013	Petals	FLOWER ARRANGEMENT FOR GRADUATION	ENGINEERING AND SCIENCES HS	01	1,120.26
P21-03014	SCUSD - US BANK CAL CARD	KONA ICE	WEST CAMPUS	01	2,400.00
P21-03015	DELTA WIRELESS INC	RADIO ACCESSORIES	SUTTER MIDDLE SCHOOL	01	763.34
P21-03016	CDW GOVERNMENT	CLASSROOM TECHNOLOGY EQUIPMENT	WASHINGTON ELEMENTARY SCHOOL	01	359.04
P21-03018	CDW GOVERNMENT	DOCUMENT CAMERAS	LEONARDO da VINCI ELEMENTARY	01	11,046.50
P21-03019	APPLE INC	LOW INCIDENCE AT- AAC	SPECIAL EDUCATION DEPARTMENT	01	4,362.75
P21-03020	APPLE INC	LOW INCIDENCE AT- AAC	SPECIAL EDUCATION DEPARTMENT	01	5,404.13
P21-03021	APPLE INC	REPLACE I-PAD FOR BD MEMBER CHRISTINA PRITCHETT	BOARD OF EDUCATION	01	680.04
P21-03022	APPLE INC	MAC BOOK AIR - DP PROGRAMME	KIT CARSON INTL ACADEMY	01	43,916.50

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P21-03023	CDW GOVERNMENT	HEERF_CTE_ EQUIP_POJECTOR_TEACHE RS	NEW SKILLS & BUSINESS ED. CTR	11	6,772.95
P21-03024	CDW GOVERNMENT	Computer for Admin, Assistant Student Support	DEPUTY SUPERINTENDENT	01	1,406.96
P21-03025	TROXELL COMMUNICATIONS INC	MICROPHONE AND CHARGERS	JOHN H. STILL - K-8	01	277.32
P21-03026	CDW GOVERNMENT	CAEP_CAJ_ADMINISTRATOR -DESKTOP	NEW SKILLS & BUSINESS ED. CTR	11	3,378.26
P21-03027	APPLE INC	LAPTOP COMPUTERS FOR STAFF	JOHN CABRILLO ELEMENTARY	01	29,703.25
P21-03028	APPLE INC	MACBOOKS AND CART FOR CLASSROOM / FIRST GRADE	HOLLYWOOD PARK ELEMENTARY	01	32,873.57
P21-03030	PACIFIC OFFICE AUTOMATION	RISO CONTRACT-	TAHOE ELEMENTARY SCHOOL	01	100.00
P21-03031	TRIMARK ECONOMY RESTAURANT FIX TURES	DOUGH HOOK ATTACHMENT FOR CENTRAL KITCHEN	NUTRITION SERVICES DEPARTMENT	13	3,013.46
P21-03032	BARNES & NOBLE BOOKSTORES INC ACCT 5858824	LIES MY TEACHER TOLD ME	CALIFORNIA MIDDLE SCHOOL	01	86.95
P21-03033	AMERICAN EAGLE CO INC dba TEAC HER'S DISCOVERY	SPANISH LANGUAGE NOVELS	ALBERT EINSTEIN MIDDLE SCHOOL	01	2,208.14
P21-03034	BLICK ART MATERIALS LLC	SUPPLEMENTAL ART MATERIALS	ALBERT EINSTEIN MIDDLE SCHOOL	01	304.15
P21-03035	BARNES & NOBLE BOOKSTORES INC ACCT 5858824	NOVELS	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,695.72
P21-03036	NASCO	SUPPLEMENTAL MATERIALS FOR ART	ALBERT EINSTEIN MIDDLE SCHOOL	01	128.21
P21-03037	NORTHSTAR AV	PROJECTOR BULBS	WEST CAMPUS	01	995.06
P21-03038	OAKTREE PRODUCTS INC	FACE MASKS	WEST CAMPUS	01	284.88
P21-03039	SCHOOL SPECIALTY EDUCATION	CLASSROOM CARTS	WEST CAMPUS	01	432.48
P21-03040	OFFICE DEPOT	ABRAHAMS PRINTER	CALIFORNIA MIDDLE SCHOOL	01	250.01
P21-03041	OFFICE DEPOT	IPAD CHARGING CART	C. K. McCLATCHY HIGH SCHOOL	01	1,633.41
P21-03042	OFFICE DEPOT	OFFICE FLOOR MATS	ACCOUNTING SERVICES DEPARTMENT	01	876.40
P21-03043	EASTBAY INC	SCORE TABLES AND CHAIRS FOR GYM	C. K. McCLATCHY HIGH SCHOOL	01	8,628.94
P21-03044	LAKESHORE LEARNING MATERIALS	CLASSROOM/STUDENT MATERIALS	JOHN D SLOAT BASIC ELEMENTARY	01	27,337.11
P21-03045	EASTBAY INC	VOLLEYBALL UNIFORMS	WEST CAMPUS	01	1,924.63
P21-03046	GOPHER SPORT	SUPPLEMENTAL INSTRUCTIONAL MATERIALS PE	ALBERT EINSTEIN MIDDLE SCHOOL	01	3,373.56

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03047	THE HOME DEPOT PRO	WEEDEATER AND EXTENSION CORDS FOR CUSTODIAL	FERN BACON MIDDLE SCHOOL	01	324.76
P21-03048	Jason Sheldon	SWIM CAPS	WEST CAMPUS	01	590.94
P21-03049	CORY JONES	REIMB 4-6-21 FOR USB ADAPTERS	ROSA PARKS MIDDLE SCHOOL	01	791.82
P21-03050	Daria Young	REIMB 3-24-21 FOR HDMI TO VGA CABLE	ROSA PARKS MIDDLE SCHOOL	01	152.22
P21-03051	CDW GOVERNMENT	TEACHER LAPTOPS	WEST CAMPUS	01	4,436.05
P21-03052	APPLE INC	CART AND MACBOOKS FOR KINDER	HOLLYWOOD PARK ELEMENTARY	01	32,873.57
P21-03053	APPLE INC	5 MAC BOOKS AND CART FOR RSP / SPEECH	HOLLYWOOD PARK ELEMENTARY	01	6,799.51
P21-03054	TROXELL COMMUNICATIONS INC	Instructional technology upgrades	BOWLING GREEN ELEMENTARY	09	65,894.85
P21-03055	CDW GOVERNMENT	KIDS CODE TECHNOLOGY REQUEST	YOUTH DEVELOPMENT	01	11,029.00
P21-03056	LAZEL INC dba LEARNING A-Z	RAZ KIDS LICENSE RENEWAL	ETHEL PHILLIPS ELEMENTARY	01	2,360.00
P21-03057	American Textile & Supply Inc.	COVID - Face Shields Protection	RISK MANAGEMENT	01	290,416.88
P21-03058	HMONG ABC	HMONG IMMERSION NOVEL BOOKS	SUSAN B. ANTHONY ELEMENTARY	01	7,192.81
P21-03059	TREETOP PRODUCTS	OUTDOOR DISPLAY CASES	SUSAN B. ANTHONY ELEMENTARY	01	6,297.77
P21-03060	FRANKLIN COVEY CLIENT SALES	LEADER IN ME MATERIALS	ELDER CREEK ELEMENTARY SCHOOL	01	453.75
P21-03061	CONTINENTAL ATHLETIC SUPPLY	SAFETY RECONDITIONING FOR FOOTBALL HELMETS	C. K. McCLATCHY HIGH SCHOOL	01	3,284.54
P21-03062	CASCADE ROCK INC	BASEBALL/SOFTBALL FIELD DIRT	WEST CAMPUS	01	210.98
P21-03063	LITERACY RESOURCES INC	KINDER AWARENESS CURRICULUM	SUSAN B. ANTHONY ELEMENTARY	01	1,167.34
P21-03064	SCHOLASTIC INC	NOVELS	ALBERT EINSTEIN MIDDLE SCHOOL	01	2,907.10
P21-03065	SCHOLASTIC MAGA ZINES	WELCOME BALLOON ARC INVOICE 3435 & 3436	ROSEMONT HIGH SCHOOL	01	881.72
P21-03066	BALLOONS GALORE	WRESTLING MATS	WEST CAMPUS	01	8,142.20
P21-03067	DOLLAMUR SPORT SURFACES	LOW INCIDENCE AT- VI	SPECIAL EDUCATION DEPARTMENT	01	5,947.06
P21-03068	APPLE INC	LOW INCIDENCE AT- VI	SPECIAL EDUCATION DEPARTMENT	01	5,947.06
P21-03069	CDW GOVERNMENT	HEERF_CTE_EQUIP_DOC CAMERA_TEACHERS	NEW SKILLS & BUSINESS ED. CTR	11	8,837.20
P21-03070	APPLE INC	ADAPTER FOR MACBOOK PRO	COUNSELING SERVICES	01	85.91
P21-03071	Prowess Consulting, LLC	SMARTDEPLOY - COMPUTER IMAGING SUBSCRIPTION	INFORMATION SERVICES	01	106,650.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03072	CDW GOVERNMENT	CHROMEBOOK CHARGING CARTS	JOHN CABRILLO ELEMENTARY	01	10,195.31
P21-03073	APPLE INC	PFRC - McRHO COMPUTERS	INTEGRATED COMMUNITY SERVICES	01	8,324.91
P21-03074	CDW GOVERNMENT	CLASSROOM PRINTERS 2020-2021	CAMELLIA BASIC ELEMENTARY	01	1,177.78
P21-03075	ELITE PARTY RENTALS	GRAD 2021 CAMPUS CHAIR RENTAL	KIT CARSON INTL ACADEMY	01	190.05
P21-03076	GBC GENERAL BINDING CORP	LAMINATOR MAINTENANCE AGREEMENT	GOLDEN EMPIRE ELEMENTARY	01	491.34
P21-03078	CDW GOVERNMENT	DOCUMENT CAMERAS FOR THE CLASSROOMS	ETHEL PHILLIPS ELEMENTARY	01	1,841.08
P21-03079	CDW GOVERNMENT	Desktop for VAPA Coord and Screens for Karla PC	ACADEMIC OFFICE	01	1,702.80
P21-03080	APPLE INC	13IN MACBOOK AIR-HEALTH PGM- CHRISTIN O'CUDEHY	CAREER & TECHNICAL PREPARATION	01	65,384.76
P21-03081	APPLE INC	13IN MACBOOK AIR/CART-ARTS, MEDIA, ENTMT. PGM	CAREER & TECHNICAL PREPARATION	01	52,038.68
P21-03082	CDW GOVERNMENT	DESKTOPS WEBCAMS	WEST CAMPUS	01	377.28
P21-03083	CDW GOVERNMENT	ADMIM PRINTER	WEST CAMPUS	01	392.59
P21-03084	CDW GOVERNMENT	GoGuardian	ACADEMIC OFFICE	01	177,120.00
P21-03085	APPLE INC	iMac Computer - Bob Lyons	INFORMATION SERVICES	01	2,602.41
P21-03086	JON K TAKATA CORP RESTORATION MANAGEMENT CO	ALBERT EINSTEIN- RESTROOM WATER DAMAGE REPAIRS	FACILITIES MAINTENANCE	01	10,781.67
P21-03087	JON K TAKATA CORP RESTORATION MANAGEMENT CO	MOLD REMEDIATION AT FERN BACON	FACILITIES MAINTENANCE	01	5,866.54
P21-03088	WEST COAST ARBORISTS INC	TREE SERVICE - CROCKER/RIVERSIDE	FACILITIES MAINTENANCE	01	7,920.00
P21-03089	MSI MECHANICAL SYS	GW CARVER - HVAC REPLACEMENT	FACILITIES MAINTENANCE	01	7,270.00
P21-03090	MSI MECHANICAL SYS	WILLIAM LAND PH-2 - HVAC REPLACEMENT	FACILITIES MAINTENANCE	01	10,270.00
P21-03091	MSI MECHANICAL SYS	NEW AIR UNIT FOR SB ANTHONY KITCHEN	FACILITIES MAINTENANCE	01	24,870.00
P21-03092	LINMOORE FENCING AND IRON WORK S	REPLACE SLIDE GATE OPERATOR @ SERNA	FACILITIES MAINTENANCE	01	5,984.00
P21-03093	MSI MECHANICAL SYS	REPAIR/INSTALL NEW CHILLED WATER LINE - SAC HIGH	FACILITIES MAINTENANCE	01	8,770.00
P21-03094	UNITED RENTALS N.A. INC	W CAMPUS- TEMP LIGHTING FOR FOOTBALL FIELDS	FACILITIES MAINTENANCE	01	10,725.40
P21-03095	UNITED RENTALS N.A. INC	H JOHNSON- TEMP LIGHTING FOR FOOTBALL FIELDS	FACILITIES MAINTENANCE	01	8,227.88
P21-03096	UNITED RENTALS N.A. INC	MCCLATCHY- TEMP LIGHTING FOR FOOTBALL FIELDS	FACILITIES MAINTENANCE	01	6,570.68

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03097	ONETO METAL PRODUCTS CORP	ROOF MATERIALS FOR VARIOUS SITES - SUMMER PROJECT	FACILITIES MAINTENANCE	01	7,290.06
P21-03098	CDW GOVERNMENT	HEERF_CTE EQUIP_OVER \$500_TEACHERS LAPTOPS	NEW SKILLS & BUSINESS ED. CTR	11	13,747.05
P21-03099	APPLE INC	LOW INCIDENCE AAC	SPECIAL EDUCATION DEPARTMENT	01	5,130.28
P21-03100	AMERICAN CHILLER SERV INC	CHILLER & TOWER ANNUAL REPAIRS - VARIOUS SITE	FACILITIES MAINTENANCE	01	39,670.00
P21-03101	JOHNSON CONTROLS INC	COVID - HVAC UNIT FOR EARL WARREN	FACILITIES MAINTENANCE	01	168,316.00
P21-03102	AT&T	SERNA BOARD ROOM EQUIPMENT WARRANTY SUPPORT	FACILITIES MAINTENANCE	01	7,210.10
P21-03103	VISTA PAINT CORP	PAINT SHOP - SUMMER PROJECTS 2021	FACILITIES MAINTENANCE	01	3,467.95
P21-03104	EXCEL INTERPRETING LLC	INTERPRETING SERVICES	O. W. ERLEWINE ELEMENTARY	01	150.00
P21-03105	BEACON BUILDING PRODUCTS ALLIE D BUILDING PRODUCTS	ROOF REPLACEMENTS - SUMMER PROJECTS	FACILITIES MAINTENANCE	01	36,774.56
P21-03106	STAPLES (Corporate Office)	FURNITURE FOR NUTRITION WHSE ADMIN OFFICE	NUTRITION SERVICES DEPARTMENT	13	37,965.48
P21-03107	NORTHSTAR AV	PROJECTOR LAMPS FOR CLASSROOMS	C. K. McCLATCHY HIGH SCHOOL	01	837.38
P21-03108	TROXELL COMMUNICATIONS INC	ADAPTER CABLE-DONGLE	CAMELLIA BASIC ELEMENTARY	01	223.92
P21-03109	KELLY-MOORE PAINTS CO INC	PAINT SHOP - SUMMER PROJECTS 2021	FACILITIES MAINTENANCE	01	1,423.32
P21-03110	KELLY-MOORE PAINTS CO INC	PAINT SHOP - SUMMER PROJECTS 2021	FACILITIES MAINTENANCE	01	3,094.13
P21-03111	SHERWIN WILLIAMS CO	PAINT SHOP - SUMMER PROJECTS 2021	FACILITIES MAINTENANCE	01	2,329.29
P21-03112	GRAVOTECH INC	PAINT SHOP - SUMMER PROJECTS 2021	FACILITIES MAINTENANCE	01	4,442.44
P21-03113	CDW GOVERNMENT	CROSS-SHREDDER FOR TECH SERVICES FIRST FLOOR	INFORMATION SERVICES	01	1,070.64
P21-03114	BENSON FENCE CO	BASEBALL DIAMOND FENCE / GATE INSTALLATION	C. K. McCLATCHY HIGH SCHOOL	01	2,746.00
P21-03115	NEW HOME BUILDING SUPPLY INC	DRY ROT AT VARIOUS SITES - SUMMER PROJECT	FACILITIES MAINTENANCE	01	7,991.42
P21-03116	PPG ARCHITECTURAL	PAINT SHOP - SUMMER PROJECTS 2021	FACILITIES MAINTENANCE	01	2,195.72
P21-03117	N GLANTZ & SON	PAINT SHOP - SUMMER PROJECTS 2021	FACILITIES MAINTENANCE	01	4,011.00
P21-03118	OFFICE DEPOT	CHAIRS FOR TEACHERS	H.W. HARKNESS ELEMENTARY	01	220.20
P21-03119	OFFICE DEPOT	OFFICE SUPPIES FOR ENROLLMENT	ENROLLMENT CENTER	01	2,980.43

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03120	916 INK	TUTORING AND WRITING PROGRAM FOR STUDENTS	CAROLINE WENZEL ELEMENTARY	01	18,200.00
P21-03121	BATTERIES PLUS	BATTERIES USED SCHOOL SAFETY	CESAR CHAVEZ INTERMEDIATE	01	174.30
P21-03122	E-BUILDER INC	ANNUAL e-BUILDER LICENSING FEE	FACILITIES SUPPORT SERVICES	21	79,594.00
P21-03123	PRO-ED INC	TEST KIT	SPECIAL EDUCATION DEPARTMENT	01	1,298.14
P21-03124	PACE SUPPLY	MCCLATCHY IRRIGATION REPAIRS	FACILITIES MAINTENANCE	01	8,990.57
P21-03125	RIVERSIDE ASSESSMENTS LLC RIVE RSIDE INSIGHTS	WJ-IV ASSESMENTS	SPECIAL EDUCATION DEPARTMENT	01	139,079.26
P21-03126	SAVVAS	AHMADZAI'S ENVISION ORDER	BG CHACON ACADEMY	09	330.68
P21-03127	LAKESHORE LEARNING MATERIALS	GILBERT'S LAKESHORE ORDER	BG CHACON ACADEMY	09	332.85
P21-03128	REALLY GOOD STUFF	GILBERT'S ORDER	BG CHACON ACADEMY	09	378.62
P21-03129	NEARPOD INC	FLOCABULARY SHCOOL WIDE LICENSE RENEWAL	ETHEL PHILLIPS ELEMENTARY	01	2,500.00
P21-03130	LAZEL INC	RAZ KIDS SITE LICENSE	JOHN D SLOAT BASIC ELEMENTARY	01	3,578.45
P21-03131	RENAISSANCE LEARNING INC	STUDENT DIGITAL SUBSCRIPTION	JOHN D SLOAT BASIC ELEMENTARY	01	16,821.30
P21-03132	IPEVO INC	DOC CAMERAS	NEW TECH	09	3,630.28
P21-03133	OFFICE DEPOT	Laminator	BRET HARTE ELEMENTARY SCHOOL	01	3,491.20
P21-03134	GREAT MINDS PBC	GREAT MINDS	BG CHACON ACADEMY	09	7,510.15
P21-03135	BALLOON CREATIONS BY CAROLYN	BALLOONS FOR REOPENING - TREAT-AS-CONFIRMING	C. K. McCLATCHY HIGH SCHOOL	01	345.83
P21-03136	CLOUD9WORLD WRP	SEL CLOUD 9 MATERIALS RENEWAL	ETHEL PHILLIPS ELEMENTARY	01	3,589.00
P21-03137	HAPPY NUMBERS INC	HAPPY NUMBERS SITE-WIDE LICENSE RENEWAL	ETHEL PHILLIPS ELEMENTARY	01	2,900.00
P21-03138	CURRICULUM ASSOCIATES LLC	iREADY MATH AND READING DIAGNOSTIC SITE LICENSE	JOHN D SLOAT BASIC ELEMENTARY	01	38,250.00
P21-03139	WILLIAM MACGILL & CO	SIG - NURSE SUPPLIES	H.W. HARKNESS ELEMENTARY	01	284.27
P21-03140	OFFICE DEPOT	CLASSROOM SUPPLIES	CESAR CHAVEZ INTERMEDIATE	01	217.49
P21-03141	WILLIAM MACGILL & CO	MACGILL	LEATAATA FLOYD ELEMENTARY	01	150.01
P21-03142	CURRICULUM ASSOCIATES LLC	ASSESSMENT	SPECIAL EDUCATION DEPARTMENT	01	21,381.79
P21-03143	BLICK ART MATERIALS LLC	Instruction Materials Covid	NEW TECH	09	1,913.90
P21-03144	Bandmans Company	Bandmans	ACADEMIC OFFICE	01	8,698.50
P21-03145	SCHOLASTIC	SCHOLASTIC NEWS	GOLDEN EMPIRE ELEMENTARY	01	1,219.02
P21-03146	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	ACCOUNTING SERVICES DEPARTMENT	01	27.88

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03147	AMAZON CAPITAL SERVICES	STUDENT LEARNING MATERIALS SPED	WASHINGTON ELEMENTARY SCHOOL	01	81.64
P21-03148	AMAZON CAPITAL SERVICES	STUDENT SUPPLIES FOR QUINN	WASHINGTON ELEMENTARY SCHOOL	01	117.38
P21-03149	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES ACCOUNTING	ACCOUNTING SERVICES DEPARTMENT	01	143.52
P21-03150	AMAZON CAPITAL SERVICES	SCISSORS FOR STUDENTS	H.W. HARKNESS ELEMENTARY	01	304.29
P21-03151	AMAZON CAPITAL SERVICES	COMPUTER EQUIPMENT	THEODORE JUDAH ELEMENTARY	01	344.27
P21-03152	AMAZON CAPITAL SERVICES	GRADUATION SUPPLIES	ENGINEERING AND SCIENCES HS	01	304.69
P21-03153	AMAZON CAPITAL SERVICES	AMAZON ORDER	JOHN D SLOAT BASIC ELEMENTARY	01	366.52
P21-03154	AMAZON CAPITAL SERVICES	PULL DOWN SCREEN REPLACEMENTS	ETHEL PHILLIPS ELEMENTARY	01	600.24
P21-03155	AMAZON CAPITAL SERVICES	USB SPLITTERS/EXT. CORDS-CLASSROOMS	H.W. HARKNESS ELEMENTARY	01	664.62
P21-03156	AMAZON CAPITAL SERVICES	EXTENSION CORDS FOR DL	SUSAN B. ANTHONY ELEMENTARY	01	710.40
P21-03157	AMAZON CAPITAL SERVICES	ACTIVITY BENCH - JILL HERNANDEZ, RM 23	CHILD DEVELOPMENT PROGRAMS	12	608.84
P21-03158	AMAZON CAPITAL SERVICES	DOC CAMS TO PROJECT INSTRUCTIONAL ACTIVITIES	ENGINEERING AND SCIENCES HS	01	920.99
P21-03159	AMAZON CAPITAL SERVICES	STUDENT HEADPHONES	H.W. HARKNESS ELEMENTARY	01	5,449.60
P21-03160	AMAZON CAPITAL SERVICES	Backpacks and School Supplies	ENROLLMENT CENTER	01	12,258.30
P21-03161	SCUSD - US BANK CAL CARD	CAL CARD MARCH - ELIZABETH RAMOS	HEALTH PROFESSIONS HIGH SCHOOL	01	277.06
P21-03162	THE HOME DEPOT PRO	SUPPLY WORKS	LEATAATA FLOYD ELEMENTARY	01	2,463.57
P21-03163	AMAZON CAPITAL SERVICES	SEL BOOKS FOR CLASSROOMS AND ICE MACHINE	ETHEL PHILLIPS ELEMENTARY	01	517.49
P21-03164	SDI INNOVATIONS INC dba SCHOOL DATEBOOKS	PLANNERS	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,744.43
P21-03165	SCHOLASTIC BOOK CLUBS INC	MAGAZINES FOR EARLY KINDER	H.W. HARKNESS ELEMENTARY	01	90.75
P21-03166	SCHOLASTIC INC SCHOLASTIC MAGAZINES	CISNEROS SCHOLASTIC ORDER	BG CHACON ACADEMY	09	485.04
P21-03167	SEESAW LEARNING INC	SEESAW ORDER	BG CHACON ACADEMY	09	792.00
P21-03168	PACIFIC OFFICE AUTOMATION	MAINTENANCE AGREEMENT FOR RISO DUPLICATOR	GOLDEN EMPIRE ELEMENTARY	01	217.00
P21-03169	SCHOOL OUTFITTERS DBA FAT CATA LOG	WHITEBOARDS FOR STUDENTS	H.W. HARKNESS ELEMENTARY	01	1,233.42
P21-03170	WILSON TROPHY COMPANY INC	MS/HS PROMOTION MEDALS	KIT CARSON INTL ACADEMY	01	254.43
P21-03171	SCUSD - US BANK CAL CARD	PURCHASING WALKIE TAKIES FOR STAFF	ISADOR COHEN ELEMENTARY SCHOOL	01	456.60

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03172	SCUSD - US BANK CAL CARD	INPERSON LEARNING SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	1,239.48
P21-03173	SCUSD - US BANK CAL CARD	ELECTROSTATIC HANDHELD SPRAY/DISINFECTANT CLNR@SES	CAREER & TECHNICAL PREPARATION	01	931.07
P21-03174	ULE Group Corp.	SAFE OPENING SCHOOL SUPPLIES- REQUESTED W-9	SUSAN B. ANTHONY ELEMENTARY	01	8,213.85
P21-03175	Onan Capital Inc.	COVID - Masks for Staff Safety Protocol	RISK MANAGEMENT	01	321,247.50
P21-03176	CDW GOVERNMENT	CHROMEBOOKS FOR BOOKSTORE - RESALE	NEW SKILLS & BUSINESS ED. CTR	11	5,119.28
P21-03177	CDW GOVERNMENT	TABLETS FOR NS KITCHEN LEADS/RETURN TO CAMPUS	NUTRITION SERVICES DEPARTMENT	13	10,714.76
P21-03178	APPLE INC	APPLE INC (NEW ORDER)	LEATAATA FLOYD ELEMENTARY	01	32,210.75
P21-03179	APPLE INC	SPED TECH FOR ASSESSMENTS	SPECIAL EDUCATION DEPARTMENT	01	24,163.50
P21-03180	CDW GOVERNMENT	CLASSROOM TECHNOLOGY NEEDS	SEQUOIA ELEMENTARY SCHOOL	01	19,151.80
P21-03181	CDW GOVERNMENT	TABLETS FOR NS DRIVERS/INVENTORY CONTROL	NUTRITION SERVICES DEPARTMENT	13	25,970.06
P21-03182	CDW GOVERNMENT	HP Probook - Replacement Computer Gayle McKnight	INFORMATION SERVICES	01	1,292.31
P21-03183	CDW GOVERNMENT	Computers for Parent Engagement Staff	CONTINUOUS IMPRVMT & ACNTBLTY	01	4,961.30
P21-03184	APPLE INC	MACBOOKS	JOHN BIDWELL ELEMENTARY	01	20,879.28
P21-03185	CDW GOVERNMENT	TECH FOR SPED ASSESSMENT	SPECIAL EDUCATION DEPARTMENT	01	27,978.87
P21-03186	CDW GOVERNMENT	DESK-TOP COMPUTERS/CLASSROOM	HUBERT H BANCROFT ELEMENTARY	01	9,979.31
P21-03187	APPLE INC	LPPA LAPTOP FOR CASE TRIALS & REVIEW VIDEO	C. K. McCLATCHY HIGH SCHOOL	01	3,188.29
P21-03188	CDW GOVERNMENT	TEACHER TECHNOLOGY	SEQUOIA ELEMENTARY SCHOOL	01	9,599.64
P21-03189	SCHOOL SPECIALTY EDUCATION	BL/CHEWLERY	WOODBINE ELEMENTARY SCHOOL	01	82.22
P21-03190	ExploreLearning, LLC	REFLEX MATH LICENSE RENEWAL	ETHEL PHILLIPS ELEMENTARY	01	3,295.00
P21-03191	UNIVERSITY OF OREGON PBISAPPS	PBIS SWIS & CICO-SWIS 2021/22 & 2022/23	WOODBINE ELEMENTARY SCHOOL	01	920.00
P21-03192	THE CHARLIE CART PROJECT	CHAR. CART MOBILE KITCHEN,TOOLS/CURR. AG PGM@ILBHS	CAREER & TECHNICAL PREPARATION	01	43,325.00
P21-03193	MATH LEARNING CENTER	BL/VEHICLE COUNTERS	WOODBINE ELEMENTARY SCHOOL	01	44.36
P21-03194	PEAK ADVENTURES	JCBA CHALLENGE CENTER	HIRAM W. JOHNSON HIGH SCHOOL	01	4,200.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03195	GARY BYRDSOONG	REIMB 4-16-21 FOR DIRT FIELD	LUTHER BURBANK HIGH SCHOOL	01	3,685.32
P21-03196	CDW GOVERNMENT	Monitor for Child Welfare Spec. & Supervisor	ENROLLMENT CENTER	01	602.25
P21-03197	CDW GOVERNMENT	Computers-additional Attendance & Engagement Staff	ENROLLMENT CENTER	01	4,824.84
P21-03198	CDW GOVERNMENT	Laptops for Child Welfare & Attendance Staff	ENROLLMENT CENTER	01	6,994.89
P21-03199	CDW GOVERNMENT	HEERF EQUIP_CASAS E-TEST CHROMEBOOKS	NEW SKILLS & BUSINESS ED. CTR	11	9,390.30
P21-03200	APPLE INC	C&I Macbook for Math TS	ACADEMIC OFFICE	01	1,316.41
P21-03201	CDW GOVERNMENT	WIOA II_AW MCLAKEY_DESKTOPS	A.WARREN McCLASKEY ADULT	11	3,310.28
P21-03202	CDW GOVERNMENT	HEERF_LAPTOP_ELIZABETH	NEW SKILLS & BUSINESS ED. CTR	11	1,123.84
P21-03203	CDW GOVERNMENT	CHROMEBOOKS (303) EXPANDED LEARNING SITES	YOUTH DEVELOPMENT	01	103,409.36
P21-03204	SCHOOL INFO APP LLC	SCHOOL INFO APP	PACIFIC ELEMENTARY SCHOOL	01	2,700.00
P21-03205	CDW GOVERNMENT	HEERF_CAJ_CISCO DIRECT_FOR WAP	NEW SKILLS & BUSINESS ED. CTR	11	9,289.18
P21-03206	CDW GOVERNMENT	COLOR PRINTER	ROSEMONT HIGH SCHOOL	01	909.04
P21-03207	IVS COMPUTER TECHNOLOGIES	SMARTBOARD REPAIR	O. W. ERLEWINE ELEMENTARY	01	1,825.86
P21-03208	CDW GOVERNMENT	CAT6A Cables - Networking	INFORMATION SERVICES	01	766.69
P21-03209	CDW GOVERNMENT	STUDENT TECH SUPPLEMENTAL SUPPORT/PRINTERS	HUBERT H BANCROFT ELEMENTARY	01	1,298.40
P21-03210	CDW GOVERNMENT	HP Elite Desk Computer - Roxanne Jefferson	INFORMATION SERVICES	01	1,275.89
P21-03211	CDW GOVERNMENT	CLASSROOM PRINTERS	WEST CAMPUS	01	1,287.50
P21-03212	DELTA WIRELESS INC	CAMPUS RADIOS	CALIFORNIA MIDDLE SCHOOL	01	2,335.11
P21-03213	CDW GOVERNMENT	Projector for Room A2	EARL WARREN ELEMENTARY SCHOOL	01	564.41
P21-03214	APPLE INC	APPLE CARTS	BG CHACON ACADEMY	09	32,003.57
P21-03215	CDW GOVERNMENT	CHROMECAST FOR HYBYID LEARNING	LUTHER BURBANK HIGH SCHOOL	01	489.38
P21-03216	APPLE INC	IPADS FOR STUDENT/TEACHER	C. K. McCLATCHY HIGH SCHOOL	01	24,975.63
P21-03217	CDW GOVERNMENT	DOCUMENT CAMERAS FOR DISTANCE LEARNING INSTRUCTION	WILLIAM LAND ELEMENTARY	01	368.22
P21-03218	CDW GOVERNMENT	COLOR PRINTER	LUTHER BURBANK HIGH SCHOOL	01	630.24
P21-03219	Mohawk USA, LLC	Cases for Macs and Lenovo Thinkpads	INFORMATION SERVICES	01	23,292.63
P21-03220	IVS COMPUTER TECHNOLOGIES	After Close-Purchasing Smartboards for instruction	ISADOR COHEN ELEMENTARY SCHOOL	01	14,566.38

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03221	PORTOLA SYSTEMS INC	SERVICE & SUPPORT - WIRELESS ASSISTANCE AT SCHOOLS	INFORMATION SERVICES	01	24,000.00
P21-03222	DEMCO INC	Library & Textbook processing supplies #1985737	LIBRARY/TEXTBOOK SERVICES	01	541.77
P21-03223	BSN SPORTS LLC	TRACK AND FIELD EQUIPMENT	JOHN F. KENNEDY HIGH SCHOOL	01	3,193.93
P21-03224	EASTBAY INC	WRESTLING EQUIPMENT	JOHN F. KENNEDY HIGH SCHOOL	01	1,217.18
P21-03225	BSN SPORTS LLC	TENNIS SCORE KEEPER, FOOTBALL BAG, PULL SLED	JOHN F. KENNEDY HIGH SCHOOL	01	1,288.07
P21-03226	Everyday Speech LLC	EVERYDAY SPEECH	SPECIAL EDUCATION DEPARTMENT	01	28,349.06
P21-03227	OFFICE DEPOT	FOR CAMERA USED FOR ORIENTATION VIDEO	JOHN F. KENNEDY HIGH SCHOOL	01	70.68
P21-03228	KOMBAT SOCCER INC	MENS SOCCER UNIFORMS - HOME AND AWAY	JOHN F. KENNEDY HIGH SCHOOL	01	785.90
P21-03229	KOMBAT SOCCER INC	MENS SOCCER UNIFORMS	JOHN F. KENNEDY HIGH SCHOOL	01	375.00
P21-03230	AMAZON CAPITAL SERVICES	VOICE AMPLIFIER FOR TEACHERS-PENDING W-9	SUSAN B. ANTHONY ELEMENTARY	01	1,212.50
P21-03231	FRANKLIN COVEY CLIENT SALES	FRANKLIN COVEY LEADER IN ME	PACIFIC ELEMENTARY SCHOOL	01	12,000.00
P21-03232	CDW GOVERNMENT	PRINTERS FOR CL NEW TECHNOLOGY	KIT CARSON INTL ACADEMY	01	5,279.81
P21-03233	CDW GOVERNMENT	CAEP_MANUFACTURING -LAPTOP	NEW SKILLS & BUSINESS ED. CTR	11	2,271.99
P21-03234	CDW GOVERNMENT	Document cameras	PHOEBE A HEARST BASIC ELEM.	01	2,214.91
P21-03235	CDW GOVERNMENT	Laptop Computer to utilize daily instruction	MARK TWAIN ELEMENTARY SCHOOL	01	2,271.43
P21-03236	CDW GOVERNMENT	PRASHAR - CLASSROOM LAPTOP	WEST CAMPUS	01	1,750.06
P21-03237	AMAZON CAPITAL SERVICES	PROTECTION FOR IPADS	SUSAN B. ANTHONY ELEMENTARY	01	1,425.80
P21-03238	ADVANCED MULTIMEDIA DEVICES IN C	LOW INCIDENCE AAC	SPECIAL EDUCATION DEPARTMENT	01	344.14
P21-03239	Emory University	FEE FOR BARKLEY FORUM TOURNAMENT-SPEECH AND DEBATE	JOHN F. KENNEDY HIGH SCHOOL	01	650.00
P21-03240	KS TELECOM INC	HEERF_WAP_INSTALLATION S	NEW SKILLS & BUSINESS ED. CTR	11	6,851.25
P21-03241	DAKTRONICS INC	ALL SPORT CONSOLE UPGRADE - REF CASE 124163	JOHN F. KENNEDY HIGH SCHOOL	01	4,975.31
P21-03242	INTERNATIONAL BACCALAUREATE	IB ONLINE WORKSHOP - DENISON/TROTТА	KIT CARSON INTL ACADEMY	01	900.00
P21-03243	CDW GOVERNMENT	LTS office equipment for trainings	LIBRARY/TEXTBOOK SERVICES	01	1,064.78

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03244	CDW GOVERNMENT	PRINTERS	HEALTH PROFESSIONS HIGH SCHOOL	01	706.88
P21-03245	CDW GOVERNMENT	LTS ProDesk CPU replacement	LIBRARY/TEXTBOOK SERVICES	01	908.37
P21-03246	CDW GOVERNMENT	INK JET PRINTERS	WOODBINE ELEMENTARY SCHOOL	01	706.88
P21-03247	BOOKS EN MORE	LTS Dewey Classification Reference Books	LIBRARY/TEXTBOOK SERVICES	01	483.36
P21-03248	MARKERBOARD PEOPLE	KINDER/CT/SK MARKERBOARD	WOODBINE ELEMENTARY SCHOOL	01	1,402.88
P21-03249	SCHOOL SPECIALTY EDUCATION	furniture for support center	WOODBINE ELEMENTARY SCHOOL	01	2,431.12
P21-03250	ZINGY LEARNING	ZINGY SCIENCE	GOLDEN EMPIRE ELEMENTARY	01	475.00
P21-03251	AMAZON CAPITAL SERVICES	ADA Equipment Portable Monitors	SPECIAL EDUCATION DEPARTMENT	01	668.48
P21-03252	Justine Belson Photography	SENIOR PORTRAITS FOR YEARBOOK REQ.W-9 4/09/21-MT	GEO WASHINGTON CARVER	09	725.00
P21-03253	AMAZON CAPITAL SERVICES	BLOCK ROCKER	JOHN D SLOAT BASIC ELEMENTARY	01	1,796.39
P21-03254	BLICK ART MATERIALS LLC	STUDENT VAPA SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	3,302.39
P21-03255	SMARTSIGN	SIGNS	JOHN D SLOAT BASIC ELEMENTARY	01	1,683.25
P21-03256	LITERACY RESOURCES INC	PHONEMIC AWARENSS	JOHN D SLOAT BASIC ELEMENTARY	01	1,091.86
P21-03257	SPHERO INC	SPHERO INSTRUCTIONAL SUPPLY ORDER	WOODBINE ELEMENTARY SCHOOL	01	4,908.95
P21-03258	4A Promotions & Incentives Inc	A4 PROMOTIONS AND INCENTIVES - CONFIRMED COMPLETE	GEO WASHINGTON CARVER	09	652.09
P21-03259	CDW GOVERNMENT	DOCUMENT CAMERAS	EDWARD KEMBLE ELEMENTARY	01	3,764.47
P21-03260	Richey & Sons INC	ATHLETICS POLE VAULT SYSTEM	HIRAM W. JOHNSON HIGH SCHOOL	01	19,482.06
P21-03261	SELF	SELF - Schools Excess Liability Fund	RISK MANAGEMENT	01	52,246.35
P21-03263	AMAZON CAPITAL SERVICES	STUDENT SUPPORT CENTER	JOHN D SLOAT BASIC ELEMENTARY	01	2,735.95
P21-03264	COMMITTEE FOR CHILDREN	SECOND STEP BULLY PREVENTION	JOHN D SLOAT BASIC ELEMENTARY	01	8,589.77
P21-03265	LYNX SYSTEM DEVELOPERS INC	ATHLETICS TIMING SYSTEM	HIRAM W. JOHNSON HIGH SCHOOL	01	13,664.44
P21-03266	SCHOOL INFO APP LLC	SCHOOL INFO APP	JOHN D SLOAT BASIC ELEMENTARY	01	10,500.00
P21-03267	GOPHER SPORT	GOPHER SPORTS PRINCIPAL	WOODBINE ELEMENTARY SCHOOL	01	11,117.84
P21-03268	GREAT MINDS	EUREKA MATH STUDENT CURRICULUM	JOHN D SLOAT BASIC ELEMENTARY	01	6,495.43

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03269	SPHERO INC	STEM/SCIENCE	JOHN D SLOAT BASIC ELEMENTARY	01	6,802.02
P21-03270	PRESENTATION PRODUCTS INC dba SPINITAR	STUDENT POSTER MAKER SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	5,000.00
P21-03271	OFFICE DEPOT	STUDENT/TEACHER MATERIALS	JOHN D SLOAT BASIC ELEMENTARY	01	10,462.49
P21-03272	THE HOME DEPOT PRO	STUDENT GARDEN SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	1,582.29
P21-03273	SWEETWATER MUSIC INSTRUMENTS & PRO AUDIO	Sweetwater	ACADEMIC OFFICE	01	5,784.26
P21-03274	SWEETWATER MUSIC INSTRUMENTS & PRO AUDIO	Sweetwater VAPA Budget	ACADEMIC OFFICE	01	19,890.36
P21-03275	WINSOR LEARNING INC	RSP Curriculum	PARKWAY ELEMENTARY SCHOOL	01	1,653.42
P21-03276	CDW GOVERNMENT	LAPTOPS FOR ELECTRONICS DEPARTMENT	FACILITIES MAINTENANCE	01	4,543.97
P21-03277	APPLE INC	NON LOW INCIDENCE AAC	SPECIAL EDUCATION DEPARTMENT	01	3,364.44
P21-03278	CDW GOVERNMENT	SCHOOL TECHNOLOGY REPLACEMENT	SAM BRANNAN MIDDLE SCHOOL	01	7,849.36
P21-03279	APPLE INC	LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	876.95
P21-03280	CDW GOVERNMENT	DOCUMENT CAMERAS	GOLDEN EMPIRE ELEMENTARY	01	1,841.08
P21-03281	APPLE INC	SUPPLIES FOR NEW COMPUTERS	SUSAN B. ANTHONY ELEMENTARY	01	1,500.75
P21-03282	APPLE INC	LAPTOP COMPUTERS FOR STAFF	BOWLING GREEN ELEMENTARY	09	26,959.91
P21-03283	AMAZON CAPITAL SERVICES	LARGE MOTOR SKILLS	JOHN D SLOAT BASIC ELEMENTARY	01	5,440.65
P21-03284	NATIONAL ANALYTICAL LAB INC	ASBESTOS BLDG INSPECTION - JOHNSON	FACILITIES MAINTENANCE	01	570.00
P21-03285	DELTA WIRELESS INC	After Close BATT LIION 225OT NNTN4497DR	PACIFIC ELEMENTARY SCHOOL	01	776.99
P21-03286	AMAZON CAPITAL SERVICES	STUDENT SUPPORT SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	423.86
P21-03287	FRANKLIN COVEY CLIENT SALES	LEADER IN ME SUSTAINMENT/MEMBERSHIP	GOLDEN EMPIRE ELEMENTARY	01	5,000.00
P21-03288	FRANKLIN COVEY CLIENT SALES	PROFESSIONAL DEVELOPMENT MEMBERSHIP RENEWAL	SAM BRANNAN MIDDLE SCHOOL	01	7,500.00
P21-03289	CDW GOVERNMENT	CHROMEBOOK FOR STUDENT USE	SEQUOIA ELEMENTARY SCHOOL	01	31,301.00
P21-03290	APPLE INC	LOW INCIDENCE AT	SPECIAL EDUCATION DEPARTMENT	01	4,487.33
P21-03291	APPLE INC	LOW INCIDENCE AT- VI	SPECIAL EDUCATION DEPARTMENT	01	6,388.36

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03292	APPLE INC	LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	5,000.00
P21-03293	APPLE INC	LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	5,000.00
P21-03294	APPLE INC	LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	5,000.00
P21-03295	GARY BYRDSONG	REIMB 4-18-21 FOR LAWN MOWER	LUTHER BURBANK HIGH SCHOOL	01	2,433.93
P21-03296	Price-Simms Ford LLC Ford Linc oln Fairfield	FORD LINCOLN FAIRFIELD - TRANSIT VAN	TRANSPORTATION SERVICES	01	38,447.66
P21-03297	IXL LEARNING INC	IXL LEARNING	ETHEL I. BAKER ELEMENTARY	01	13,965.00
P21-03298	IXL LEARNING INC	Purchase renew Multi-Year IXL Math/ELA Contract	GENEVIEVE DIDION ELEMENTARY	01	12,960.00
P21-03299	CURRICULUM ASSOCIATES LLC	2021-22 I-READY 1 YR LICENSE	MARTIN L. KING JR ELEMENTARY	01	17,750.00
P21-03300	PRO-ED INC	ADPE ASSESSMENT	SPECIAL EDUCATION DEPARTMENT	01	517.50
P21-03301	TREETOP PRODUCTS	benches	PARKWAY ELEMENTARY SCHOOL	01	2,708.27
P21-03302	AMAZON CAPITAL SERVICES	HEADPHONES	EDWARD KEMBLE ELEMENTARY	01	5,676.00
P21-03303	AMAZON CAPITAL SERVICES	(3)HEADPHONES (80 PAK) FOR EXPANDED LEARNING PRG	YOUTH DEVELOPMENT	01	1,703.46
P21-03304	AMAZON CAPITAL SERVICES	(5)HEADPHONES (80 PAK) FOR EXPANDED LEARNING PRG	YOUTH DEVELOPMENT	01	1,703.20
P21-03305	AMAZON CAPITAL SERVICES	(4)HEADPHONES (80 PAK) FOR EXPANDED LEARNING PRG	YOUTH DEVELOPMENT	01	1,703.46
P21-03306	AMAZON CAPITAL SERVICES	(1)HEADPHONES (80 PAK) FOR EXPANDED LEARNING PRG	YOUTH DEVELOPMENT	01	1,703.46
P21-03307	AMAZON CAPITAL SERVICES	(2)HEADPHONES (17) FOR EXPANDED LEARNING PRG	YOUTH DEVELOPMENT	01	369.41
P21-03308	SCUSD - US BANK CAL CARD	BAGS FOR CURBSIDE FEEDING (DISTANCE LEARNERS)	NUTRITION SERVICES DEPARTMENT	13	4,833.43
P21-03309	Nicholas K Corp Ford Store San Leandro	FORD SAN LEANDRO - 8 & 10 PAX VAN	TRANSPORTATION SERVICES	01	73,863.10
P21-03310	CDW GOVERNMENT	COVID - Computers / Materials Lab & Purchasing	PURCHASING SERVICES	01	5,947.09
P21-03311	FUTURE FORD ATTN ACCTS RCV	FUTURE FORD - 10 PASSENGER VAN	TRANSPORTATION SERVICES	01	48,559.69
P21-03312	AMAZON CAPITAL SERVICES	VAPA STUDENT SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	14,151.52
P21-03313	ADVANCED MULTIMEDIA	NON LOW INCIDENCE AAC DEVICES IN C	SPECIAL EDUCATION DEPARTMENT	01	344.14

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03314	ADVANCED MULTIMEDIA DEVICES IN C	NON LOW INCIDENCE AAC	SPECIAL EDUCATION DEPARTMENT	01	344.14
P21-03315	ADVANCED MULTIMEDIA DEVICES IN C	NON LOW INCIDENCE AAC	SPECIAL EDUCATION DEPARTMENT	01	344.14
P21-03316	ADVANCED MULTIMEDIA DEVICES IN C	NON LOW INCIDENCE AAC	SPECIAL EDUCATION DEPARTMENT	01	344.14
P21-03317	ADVANCED MULTIMEDIA DEVICES IN C	NON LOW INCIDENCE AAC	SPECIAL EDUCATION DEPARTMENT	01	344.14
P21-03318	ADVANCED MULTIMEDIA DEVICES IN C	NON LOW INCIDENCE AAC	SPECIAL EDUCATION DEPARTMENT	01	344.14
P21-03319	COOLE SCHOOL INC	ADDITIONAL HANDBOOK/PLANNERS FOR STUDENTS	CALIFORNIA MIDDLE SCHOOL	01	4,035.68
P21-03320	HOUGHTON MIFFLIN HARCOURT	READING PROGRAM STUDENT SUBSCRIPTION	WILLIAM LAND ELEMENTARY	01	7,751.70
P21-03321	CURRICULUM ASSOCIATES LLC	iREADY TOOLBOX	PARKWAY ELEMENTARY SCHOOL	01	6,460.00
P21-03322	Front Porch, Inc.	MATH SITE LICENSE RENEWAL	CALIFORNIA MIDDLE SCHOOL	01	25,000.00
P21-03324	TRACY HUYNH	REIMB 2-18-21 FOR INSTRUCTIONAL MATERIALS	WILLIAM LAND ELEMENTARY	01	163.42
P21-03325	SCOTT FORD	REIMB 3-12-21 FOR VINYL SIGN	THE MET	09	932.77
P21-03326	DAVID STAFFORD	REIMB 9-14-20 FOR CLASSROOM SUPPLIES	CAREER & TECHNICAL PREPARATION	01	491.09
P21-03327	MERCURIUS	MUSIC INSTRMNTS	A. M. WINN - K-8	01	8,514.07
P21-03328	TEACHER SYNERGY LLC dba TEACHE RS PAY TEACHERS	Complete Preschool Curriculum	SPECIAL EDUCATION DEPARTMENT	01	509.44
P21-03329	WESTERN PSYCHOLOGICAL SERVICES	PROTOCOLS	SPECIAL EDUCATION DEPARTMENT	01	584.10
P21-03330	David Johnson	PBIS STUDENT INCENTIVE	JOHN D SLOAT BASIC ELEMENTARY	01	1,000.00
P21-03331	WOODCRAFT SUPPLY LLC	WOOD WORKING TOOLS	A. M. WINN - K-8	01	2,214.32
P21-03332	US MARKERBOARD BRITE VISUAL PR ODUCTS INC	CHALKBOARDS	A. M. WINN - K-8	01	15,363.80
P21-03333	MHS	PROTOCOLS	SPECIAL EDUCATION DEPARTMENT	01	485.10
P21-03334	AMAZON CAPITAL SERVICES	Purchasing Adapters for technology	ISADOR COHEN ELEMENTARY SCHOOL	01	81.00
P21-03335	AMAZON CAPITAL SERVICES	Nurse Aide Supplies for Sick Room	THE MET	09	41.10
P21-03336	AMAZON CAPITAL SERVICES	STUDENT HEADPHONES	JOHN D SLOAT BASIC ELEMENTARY	01	7,011.16
P21-03337	DIDAX INC DIDAX EDUCATIONAL RE SOURCES	O'BRIEN'S DIDAX ORDER	BG CHACON ACADEMY	09	384.26
P21-03338	DISCOUNT SCHOOL SUPPLY	CHAVEZ'S ORDER	BG CHACON ACADEMY	09	89.62

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03339	GL GROUP INC dba BOOKSOURCE	CAMPA'S BOOKSOURCE	BG CHACON ACADEMY	09	223.14
P21-03340	SAVVAS	VAZQUEZ & CAMPA ENVISION	BG CHACON ACADEMY	09	2,114.01
P21-03341	MARBLESOFT LLC KEYGUARD ASSIST IVE TECHNOLOGY	NON LOW INCIDENCE AAC	SPECIAL EDUCATION DEPARTMENT	01	96.50
P21-03342	DELTA WIRELESS INC	COVID - Safety Protocol	RISK MANAGEMENT	01	3,257.05
P21-03343	Crown Motors LLC	CROWN MOTORS - TRANSIT VAN	TRANSPORTATION SERVICES	01	52,630.00
P21-03345	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	HIRAM W. JOHNSON HIGH SCHOOL	01	639.81
P21-03346	WESTERN PSYCHOLOGICAL SERVICES	PROTOCOLS	SPECIAL EDUCATION DEPARTMENT	01	1,186.02
P21-03347	SWEETWATER MUSIC INSTRUMENTS & PRO AUDIO	MUSIC SOUND SYSTEM	HIRAM W. JOHNSON HIGH SCHOOL	01	3,482.16
P21-03348	EVAC + CHAIR NORTH AMERICA LLC	LOW INCIDENCE AT EVAC CHAIR	SPECIAL EDUCATION DEPARTMENT	01	1,924.31
P21-03349	Emarket Ventures, LLC	SCHOOL CLIMATE	HIRAM W. JOHNSON HIGH SCHOOL	01	2,526.20
P21-03350	Keith Sabini	REIMB 4-4-20 FOR TABLET BLUETOOTH & WEBCAM	GEO WASHINGTON CARVER	09	379.43
P21-03351	STRIVVEN MEDIA LLC	VIRTUAL JOB SHADOW	SPECIAL EDUCATION DEPARTMENT	01	16,966.80
P21-03352	HOUGHTON MIFFLIN HARCOURT	READING COUNTS LICENSE	WOODBINE ELEMENTARY SCHOOL	01	668.00
P21-03353	HOUGHTON MIFFLIN HARCOURT	READING COUNTS FOR 21/22	WOODBINE ELEMENTARY SCHOOL	01	1,600.00
P21-03354	Silva Auto Group, Inc Madera F ord	MADERA FORD - 10 PAX VAN	TRANSPORTATION SERVICES	01	48,689.31
P21-03355	AUTHORHOUSE	LAW- SUPPLEMENTAL BOOKS	HIRAM W. JOHNSON HIGH SCHOOL	01	1,595.73
P21-03356	BOOKS EN MORE	HMS- SUPPLEMENTAL BOOKS	HIRAM W. JOHNSON HIGH SCHOOL	01	4,338.87
P21-03357	Berl Enterprises LLC	ROTC- WATER COOLER	HIRAM W. JOHNSON HIGH SCHOOL	01	1,140.79
P21-03358	BSN SPORTS LLC	ATHLETICS- FACE COVERINGS	HIRAM W. JOHNSON HIGH SCHOOL	01	1,041.75
P21-03359	BSN SPORTS LLC	ATHLETICS-POLOS AND PULLOVERS	HIRAM W. JOHNSON HIGH SCHOOL	01	5,418.19
P21-03360	BRIGHT WHITE PAPER CO	DUPLICATOR SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	3,296.05
P21-03361	BOOKS EN MORE	BOOKS EN MORE COVID ORDER	NEW TECH	09	896.64
P21-03362	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	JCBA- TRIPOD	HIRAM W. JOHNSON HIGH SCHOOL	01	601.34
P21-03365	OFFICE DEPOT	WELCOMING & SAFETY SCHOOL SUPPLY	SUSAN B. ANTHONY ELEMENTARY	01	2,738.14
P21-03366	PACIFIC OFFICE AUTOMATION	TEACHERS PRINT SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	581.81

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P21-03367	PUT-IN-CUPS, LLC	WELCOMING SCHOOL	SUSAN B. ANTHONY ELEMENTARY	01	1,371.42
P21-03368	GOPHER SPORT	PE/CROCKER	WOODBINE ELEMENTARY SCHOOL	01	1,505.73
P21-03369	TIFFIN HOLDINGS INC	LAW- TRAINING MATS	HIRAM W. JOHNSON HIGH SCHOOL	01	2,987.75
P21-03370	THE HOME DEPOT PRO	MATERIALS FOR WELCOMING SCHOOL	SUSAN B. ANTHONY ELEMENTARY	01	317.35
P21-03371	ELECTRICK MOTORSPORTS	GOLF CART	HIRAM W. JOHNSON HIGH SCHOOL	01	10,488.94
P21-03372	THE HOME DEPOT PRO	CUSTODIAL- HAND TRUCKS	HIRAM W. JOHNSON HIGH SCHOOL	01	326.21
P21-03373	AMAZON CAPITAL SERVICES	TECHNOLOGY ADAPTORS	HIRAM W. JOHNSON HIGH SCHOOL	01	297.20
P21-03374	PEAR DECK, INC	PEAR DECK MULTI YEAR SUBSCRIPTION	HIRAM W. JOHNSON HIGH SCHOOL	01	10,197.00
P21-03375	BECKER'S SCHOOL SUPPLIES	CLASSROOM SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	3,288.84
P21-03376	CENTER FOR EDUCATION AND EMPLOYMENT LAW	MR LOVE - SCHOOL SAFETY GUIDES	HIRAM W. JOHNSON HIGH SCHOOL	01	134.95
P21-03377	CLEVER PROTOTYPES LLC dba STOR YBOARD THAT	STORYBOARD THAT	NEW TECH	09	1,300.65
P21-03378	DIDAX INC DIDAX EDUCATIONAL RE SOURCES	MATH MANIPULATIVES	SUSAN B. ANTHONY ELEMENTARY	01	5,967.70
P21-03379	VIRCO INC	TEACHER DESKS	HIRAM W. JOHNSON HIGH SCHOOL	01	9,941.82
P21-03380	LAKESHORE LEARNING MATERIALS	CLASSROOM SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	12,308.35
P21-03381	GREENFIELD LEARNING INC	GREENFIELD	LEATAATA FLOYD ELEMENTARY	01	23,880.00
P21-03382	THE LIBRARY STORE INC	WELCOMING SAFE SCHOOL ITEMS	SUSAN B. ANTHONY ELEMENTARY	01	1,741.45
P21-03383	SIGNS BY TOMORROW INC	PROMOTION INSTRUCTIONAL SUPPORTS	SUSAN B. ANTHONY ELEMENTARY	01	8,999.66
P21-03384	AAA GARMENTS & LETTERING INC	JCBA SHIRTS	HIRAM W. JOHNSON HIGH SCHOOL	01	2,883.83
P21-03385	SEESAW LEARNING INC	SEESAW	LEATAATA FLOYD ELEMENTARY	01	5,362.40
P21-03386	AMAZON CAPITAL SERVICES	LAW- INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	224.67
P21-03387	AMAZON CAPITAL SERVICES	CLASSROOM CLOCKS	HIRAM W. JOHNSON HIGH SCHOOL	01	326.20
P21-03388	AMAZON CAPITAL SERVICES	After Close - COVID-19 TESTING CARTS	HEALTH SERVICES	01	3,897.17
P21-03389	OFFICE DEPOT	HMS- CLASSROOM SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	9,509.45
P21-03390	IMPACT IMAGES INC dba IMPACT C ANOPIES USA	JCBA- CANOPIES	HIRAM W. JOHNSON HIGH SCHOOL	01	8,172.46

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03391	EUGSON WONG dba JOE SUN & CO	LAW-UNIFORMS- 2ND ORDER 2021	HIRAM W. JOHNSON HIGH SCHOOL	01	6,526.32
P21-03392	The Ampersand Group, LLC	BANNERS FOR THE SCHOOL	JOHN F. KENNEDY HIGH SCHOOL	01	1,945.97
P21-03393	EASTBAY INC	SPORTS EQUIPMENT FOR JFK SPORTS	JOHN F. KENNEDY HIGH SCHOOL	01	5,304.33
P21-03394	KOMBAT SOCCER INC	T-SHIRTS FOR STUDENT MENTORS	JOHN F. KENNEDY HIGH SCHOOL	01	1,569.89
P21-03395	Golf Team Products	MENS GOLF TEAM PRODUCTS (BAGS)	JOHN F. KENNEDY HIGH SCHOOL	01	1,952.00
P21-03396	SCHOOL SPECIALTY	SPORTS EQUIPMENT INSTRUCTIONAL SUPPLY	CAROLINE WENZEL ELEMENTARY	01	5,292.07
P21-03398	COUNTY OF SACRAMENTO ENVIRONME NTAL MANAGEMENT	POOL REC HEALTH PERMIT	HIRAM W. JOHNSON HIGH SCHOOL	01	785.32
P21-03399	SACRAMENTO COUNTY OFFICE OF ED UCATION	2021-2022 School Year EXHIBIT A	SUSAN B. ANTHONY ELEMENTARY	01	38,400.00
P21-03400	DELTA WIRELESS INC	RADIO BATTERIES	HIRAM W. JOHNSON HIGH SCHOOL	01	659.63
P21-03401	CALIFORNIA DEPT OF GENERAL SER VICES	0284-416 LISBON DRYROT DGS SAFETY	FACILITIES SUPPORT SERVICES	21	3,616.14
P21-03402	CAL DEPT OF SOCIAL SERVICES	JOHN STILL PRESCHOOL LICENSING FEE	CHILD DEVELOPMENT PROGRAMS	12	484.00
P21-03403	CALIFORNIA DEPT OF EDUCATION	BUS DRIVER INSTRUCTOR COURSE	TRANSPORTATION SERVICES	01	4,500.00
P21-03404	CDW GOVERNMENT	REPLACING DYING EQUIPMENT	SUSAN B. ANTHONY ELEMENTARY	01	18,652.58
P21-03405	CDW GOVERNMENT	STAFF HEADSETS	HIRAM W. JOHNSON HIGH SCHOOL	01	603.56
P21-03406	AMAZON CAPITAL SERVICES	ASSISTIVE TECH NON-LI	SPECIAL EDUCATION DEPARTMENT	01	16.29
P21-03407	DWWVF, INC David Wilson's Vill a Ford	VILLA FORD - 2 VANS	TRANSPORTATION SERVICES	01	80,960.12
P21-03408	AMAZON CAPITAL SERVICES	STUDENT SUPPORT ORDER	JOHN H. STILL - K-8	01	313.34
P21-03409	AMAZON CAPITAL SERVICES	ADA Equipment (SPED)	SPECIAL EDUCATION DEPARTMENT	01	652.50
P21-03410	AMAZON CAPITAL SERVICES	RETEVIS RT22 WALKIE TALKIES	JOHN H. STILL - K-8	01	385.41
P21-03411	AMAZON CAPITAL SERVICES	PRO TEAM SUPER COACH 6 QUART	JOHN H. STILL - K-8	01	359.11
P21-03412	SCUSD - US BANK CAL CARD	KEYBOARDS/COOLING PADS	WOODBINE ELEMENTARY SCHOOL	01	218.52
P21-03413	SCUSD - US BANK CAL CARD	O'BRIEN BEST BUY ORDER	BG CHACON ACADEMY	09	26.93
P21-03414	OFFICE DEPOT	JCBA- DOCKING STATION	HIRAM W. JOHNSON HIGH SCHOOL	01	294.70
P21-03415	MOBYMAX LLC	After Close LICENSE FOR MOBY MAX SEPT 2021	CAROLINE WENZEL ELEMENTARY	01	3,495.00
P21-03416	SCUSD - US BANK CAL CARD	SEL STUDENT STEM ITEMS	SUSAN B. ANTHONY ELEMENTARY	01	54.36

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03417	SCUSD - US BANK CAL CARD	RECONCILIATION FOR INADVERTENT CHARGE-PETTY CASH	NUTRITION SERVICES DEPARTMENT	01	1,090.08
P21-03418	CDW GOVERNMENT	UPGRADED DESTOP FOR VIDEO SYSTEM	HIRAM W. JOHNSON HIGH SCHOOL	01	1,658.65
P21-03419	APPLE INC	NON LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	876.95
P21-03420	APPLE INC	NON LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	876.95
P21-03421	APPLE INC	NON LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	876.95
P21-03422	APPLE INC	NON LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	876.95
P21-03423	APPLE INC	NON LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	876.95
P21-03424	APPLE INC	NON LOW INCIDENCE - AAC	SPECIAL EDUCATION DEPARTMENT	01	876.95
P21-03425	APPLE INC	LOW INCIDENCE AAC	SPECIAL EDUCATION DEPARTMENT	01	4,816.54
P21-03426	APPLE INC	LOW INCIDENCE AAC	SPECIAL EDUCATION DEPARTMENT	01	4,531.16
P21-03427	APPLE INC	LOW INCIDENCE AAC	SPECIAL EDUCATION DEPARTMENT	01	4,531.38
P21-03428	CDW GOVERNMENT	Purchasing Technology for instruction	ISADOR COHEN ELEMENTARY SCHOOL	01	5,921.15
P21-03429	APPLE INC	APPLE COMPUTERS	NEW TECH	09	14,982.26
P21-03430	CDW GOVERNMENT	HEADSETS FOR TEACHERS	NEW TECH	09	3,751.88
P21-03431	GOPHER SPORT	PORTBLE PA, MEGAPHONES, HEART RT MONITRS, SUPPLIES	JOHN H. STILL - K-8	01	27,237.63
P21-03432	GUITAR CENTER	WOODWIND & BRASSWIND	JOHN H. STILL - K-8	01	26,625.02
P21-03433	GOPHER SPORT	FOR PHYSICAL EDUCATION LAB	JOHN H. STILL - K-8	01	9,362.36
P21-03434	POSMICRO.COM	Barcode Scanner Inventory per quote #PM448808	LIBRARY/TEXTBOOK SERVICES	01	424.13
P21-03435	HMONG ABC	HMONG ABC A LIFE APART VIEWED FROM THE HILLS	JOHN H. STILL - K-8	01	741.97
P21-03436	OFFICE DEPOT	OFFICE SUPPLY A/P	ACCOUNTING SERVICES DEPARTMENT	01	1,056.81
P21-03437	SDI INNOVATIONS INC dba SCHOOL DATEBOOKS	SCHOOL DATEBOOKS, INC	PACIFIC ELEMENTARY SCHOOL	01	2,635.16
P21-03438	TUCS EQUIPMENT	GASKETS, O-RINGS FOR C.K. EQUIPMENT	NUTRITION SERVICES DEPARTMENT	13	474.86
P21-03439	TEACHER SYNERGY LLC dba TEACHE RS PAY TEACHERS	TPT SCHOOL ACCESS QUOTE ID Q015483	JOHN H. STILL - K-8	01	13,500.00
P21-03440	Motivating Systems LLC	PBIS STUDENT BEHAVIOR	JOHN D SLOAT BASIC ELEMENTARY	01	6,075.00
P21-03441	AMAZON CAPITAL SERVICES	ADA Equipment Purchase	RISK MANAGEMENT	01	86.99

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03442	APPLE INC	MAC LAB COMPUTERS FOR STUDENTS	JOHN F. KENNEDY HIGH SCHOOL	01	34,412.85
P21-03443	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	SCHOLASTIC NEWS FOR STUDENTS	CALEB GREENWOOD ELEMENTARY	01	1,595.22
P21-03444	Nuove Sales, Inc	BOOK COVERING MACHINE	JOHN H. STILL - K-8	01	1,761.24
P21-03445	HAND2MIND INC	TWO COLOR COUNTERS CLASSROOM KIT SET	JOHN H. STILL - K-8	01	1,672.72
P21-03446	PACIFIC OFFICE AUTOMATION	PACIFIC OFFICE AUTOMATION - RISO SF-5130	NEW JOSEPH BONNHEIM	09	3,327.75
P21-03447	MARKERBOARD PEOPLE	11" X 16" STORY BOARD RED LINE DOUBLE SIDED	JOHN H. STILL - K-8	01	2,583.90
P21-03448	DIBBLE INSTITUTE FOR MARRIAGE	MIND MATTERS PARTICIPANT JOURNAL & KIT	JOHN H. STILL - K-8	01	718.28
P21-03449	ULINE	WELDED PLATFORM TRUCKS	JOHN H. STILL - K-8	01	740.03
P21-03450	PATON GROUP	MATERIAL FOR FAMILY ENGAGEMENT ITEMS	HIRAM W. JOHNSON HIGH SCHOOL	01	295.97
P21-03451	PACIFIC OFFICE AUTOMATION	RISO SF5130 SERVICE AGREEMENT	JOHN H. STILL - K-8	01	425.00
P21-03452	AZTEC TECHNOLOGY CORPORATION	AZTEC CARGO CONTAINER	WOODBINE ELEMENTARY SCHOOL	01	7,054.61
P21-03453	JON K TAKATA CORP RESTORATION MANAGEMENT CO	CONFIRMING- ALBERT EINSTEIN MOLD REMEDIATION	FACILITIES MAINTENANCE	01	6,807.82
P21-03454	BOOKS EN MORE	NOVELS- CHICANO LIT AND ELA	HIRAM W. JOHNSON HIGH SCHOOL	01	13,662.70
P21-03455	BLICK ART MATERIALS LLC	ART SUPPLIES VALENCIA/VANG-HER	HIRAM W. JOHNSON HIGH SCHOOL	01	5,624.23
P21-03456	FOLLETT SCHOOL SOLUTIONS	A KIDS GUIDE TO DOGS ALL ABOARD	JOHN H. STILL - K-8	01	5,245.00
P21-03457	ALL CAL SERVICES LLC	PORTA POTTIES AND HANDWASH STATIONS	JOHN F. KENNEDY HIGH SCHOOL	01	1,170.00
P21-03458	Mid State Container Sales Inc	STORAGE CONTAINER	CESAR CHAVEZ INTERMEDIATE	01	4,800.00
P21-03459	TREETOP PRODUCTS	TABLES/BENCHES TO IMPROVE SCHOOL CLIMATE	JOHN H. STILL - K-8	01	37,511.11
P21-03460	GOPHER SPORT	BASKET BALL SCOREBOARD BACKBOARD	JOHN H. STILL - K-8	01	8,821.34
P21-03461	MULLER SPORTS	OFFICIALS FOR ATHLETIC GAMES 2020-2021	JOHN F. KENNEDY HIGH SCHOOL	01	9,863.00
P21-03462	Galleher, LLC	HARDWOOD FLOOR SANDERS FOR FLOORING DEPARTMENT	FACILITIES MAINTENANCE	01	12,718.63
P21-03463	TWIN RIVERS UNIFIED SCHOOL DISTRICT	Twin Rivers - Title I	CONSOLIDATED PROGRAMS	01	1,334.03
P21-03464	PLATT ELECTRIC SUPPLY	EXTERIOR LIGHTING REPLACEMENT FOR VARIOUS SITES	FACILITIES MAINTENANCE	01	12,180.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03465	PLATT ELECTRIC SUPPLY	EXTERIOR LIGHTING REPLACEMENT, VARIOUS SITES	FACILITIES MAINTENANCE	01	15,104.29
P21-03466	BI-JAMAR INC dba QUALITY SOUND	ROSEMONT TELECENTER U EQUIPMENT REPLACEMENT	FACILITIES MAINTENANCE	01	81,930.00
P21-03467	JON K TAKATA CORP RESTORATION MANAGEMENT CO	FERN BACON RM 5 MOLD REMEDIATION	FACILITIES MAINTENANCE	01	7,296.14
P21-03468	Custom Truck One SORuce, L.P.	FACILITIES BUCKET TRUCK REPLACEMENT	FACILITIES MAINTENANCE	01	209,188.63
P21-03469	LINCOLN AQUATICS	COMMERCIAL IG ROBOTIC CLEANER	BUILDINGS & GROUNDS/OPERATIONS	01	21,532.50
P21-03470	Make48, LLC	BADGER SHIELD	SPECIAL EDUCATION DEPARTMENT	01	3,262.50
P21-03471	Electriduct, Inc	DISTANCE LEARNING SAFTY TOOLS	SUSAN B. ANTHONY ELEMENTARY	01	2,794.88
P21-03472	AMAZON CAPITAL SERVICES	LAW - DRONES AND CASES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,204.96
P21-03473	AMAZON CAPITAL SERVICES	Youth Media Camera Memory Cards	ENROLLMENT CENTER	01	76.10
P21-03474	SCUSD - US BANK CAL CARD	To Reconcile CalCard for non OBJ4000s transactions	ACCOUNTING SERVICES DEPARTMENT	01	100.00
P21-03475	AMAZON CAPITAL SERVICES	Desktop Cameras for Attendance & Engagement Team	ENROLLMENT CENTER	01	154.92
P21-03476	AMAZON CAPITAL SERVICES	Audio Visual System for Attendance & Engagement	ENROLLMENT CENTER	01	392.51
P21-03477	APPLE INC	NON LOW INCIDENCE	SPECIAL EDUCATION DEPARTMENT	01	776.33
P21-03478	APPLE INC	LOW INCIDENCE AAC	SPECIAL EDUCATION DEPARTMENT	01	4,852.19
P21-03479	APPLE INC	10.2 INCH IPAD WIFI 32 GB	JOHN H. STILL - K-8	01	14,122.56
P21-03480	APPLE INC	10.2 INCH IPAD WIFI 32 GB SPACE GREY 10PACK	JOHN H. STILL - K-8	01	16,109.00
P21-03481	CDW GOVERNMENT	COMPUTER MONITORS	ACCOUNTING SERVICES DEPARTMENT	01	3,613.50
P21-03482	APPLE INC	St. Mary's CARES Act-iPads	CONSOLIDATED PROGRAMS	01	25,898.00
P21-03483	AMAZON CAPITAL SERVICES	HDMI ADAPTOR ORDERS	SUSAN B. ANTHONY ELEMENTARY	01	1,246.48
P21-03484	CDW GOVERNMENT	CDW - DESKTOPS, PROJECTORS & DOC CAMERAS	NEW JOSEPH BONNHEIM	09	6,815.97
P21-03485	APPLE INC	APPL I PADS	CAROLINE WENZEL ELEMENTARY	01	16,109.00
P21-03486	APPLE INC	TEACHER LAPTOPS	HIRAM W. JOHNSON HIGH SCHOOL	01	37,129.06
P21-03487	APPLE INC	MACBOOK AIR	EDWARD KEMBLE ELEMENTARY	01	15,978.00
P21-03488	CDW GOVERNMENT	HP COMPUTERS	CAROLINE WENZEL ELEMENTARY	01	30,572.85

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03489	GENEVA SCIENTIFIC INC BARCO PRODUCTS CO	BENCHES FOR SERNA CTR	FACILITIES MAINTENANCE	01	4,963.75
P21-03490	INTECH MECHANICAL COMPANY	COVID - HVAC REPAIRS AT CK MCCLATCHY UNIT AC-D1	FACILITIES MAINTENANCE	01	2,884.72
P21-03491	MULLER SPORTS	MULLER SPORTS - SPORTS OFFICIALS	WEST CAMPUS	01	5,198.00
P21-03492	THE HOME DEPOT PRO	COVID-19 LIQUID HAND SOAP	BUILDINGS & GROUNDS/OPERATIONS	01	5,737.82
P21-03493	THE HOME DEPOT PRO	COVID-19 DOUBLE SIDED MOUNTING TAPE	BUILDINGS & GROUNDS/OPERATIONS	01	10,330.16
P21-03494	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	OT ASSESSMENTS	SPECIAL EDUCATION DEPARTMENT	01	2,649.74
P21-03495	WESTERN PSYCHOLOGICAL SERVICES	OT ASSESSMENTS	SPECIAL EDUCATION DEPARTMENT	01	2,221.31
P21-03496	ALL CAL SERVICES LLC	PORTABLE RESTROOMS /HAND WASHING STATION	WEST CAMPUS	01	1,450.18
P21-03497	THERAPRO INC	AFTER CLOSE OT ASSESSMENTS	SPECIAL EDUCATION DEPARTMENT	01	563.06
P21-03498	CITY OF SACRAMENTO REVENUE DIVISION	GRADUATION WILLIAM LAND AMPHITHEATER	NEW TECH	09	450.00
P21-03499	OFFICE DEPOT	OFFICE DEPOT ORDER	NEW TECH	09	429.98
P21-03500	CENTER FOR THE COLLABORATIVE CLASSROOM	After Close SIPPS PLUS AND CHALLENGE LEVEL	JOHN D SLOAT BASIC ELEMENTARY	01	3,444.13
P21-03501	Tools For School, Inc.	5 YR. LICENSE DIGITAL NOTEBOOK	SUSAN B. ANTHONY ELEMENTARY	01	7,680.00
P21-03502	BLAINE RAY WORKSHOPS INC TPRS BOOKS	WORLD LANGUAGE BOOK SETS	HIRAM W. JOHNSON HIGH SCHOOL	01	1,694.70
P21-03503	HERFF JONES INC	CAP AND GOWN LOANERS FOR STUDENTS	ROSEMONT HIGH SCHOOL	01	2,279.67
P21-03504	AMAZON CAPITAL SERVICES	INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	79.68
P21-03505	AMAZON CAPITAL SERVICES	ASL POSTER	HIRAM W. JOHNSON HIGH SCHOOL	01	28.17
P21-03507	AMAZON CAPITAL SERVICES	GRADUATION CORDS	ROSEMONT HIGH SCHOOL	01	910.72
P21-03508	TROXELL COMMUNICATIONS INC	After Close INTERACTIVE DISPLAY ROOM 8	JOHN D SLOAT BASIC ELEMENTARY	01	4,020.74
P21-03509	GBC GENERAL BINDING CORP	REPLACEMENT LAMINATOR ROLLS	NEW JOSEPH BONNHEIM	09	226.31
P21-03510	SHIFFLER EQUIPMENT SALES INC	HEAVY DUTY PLATFORM TRUCK	JOHN H. STILL - K-8	01	1,190.69
P21-03511	IPEVO INC	After Close	JOHN D SLOAT BASIC ELEMENTARY	01	4,348.96
P21-03512	THE HOME DEPOT PRO	TOOL CABINET FOR SECURITY	FACILITIES SUPPORT SERVICES	01	238.16
P21-03513	EVERWOOD INDUSTRIES INC	STUDENT INCENTIVE MEDALS-SUPPLEMENTAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	3,395.72
P21-03514	TURNITIN LLC	TURNITIN	NEW TECH	09	6,585.40

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03515	AMAZON CAPITAL SERVICES	MATH MANIPULATIVES	HIRAM W. JOHNSON HIGH SCHOOL	01	41.64
P21-03516	CDW GOVERNMENT	PROJECTORS	HIRAM W. JOHNSON HIGH SCHOOL	01	6,058.59
P21-03517	XENITH LLC	FOOTBALL HELMETS AND RECONDITIONING	JOHN F. KENNEDY HIGH SCHOOL	01	4,023.75
P21-03518	KAMRAN & CO INC	REFRIGERATORS/FREEZERS FOR RE-OPENING OF KITCHENS	NUTRITION SERVICES DEPARTMENT	13	26,930.58
P21-03519	KOMBAT SOCCER INC	ATHLETICS UNIFORMS	JOHN F. KENNEDY HIGH SCHOOL	01	2,679.19
P21-03520	JUDY YIMITING WONG dba TOPS PE N CO	PBIS STUDENT MATERIALS	HIRAM W. JOHNSON HIGH SCHOOL	01	6,940.10
P21-03521	VICTORY TROPHIES	STUDENT INCENTIVES AWARD PLAQUES	FERN BACON MIDDLE SCHOOL	01	2,039.06
P21-03522	ELLISON EDUCATIONAL EQUIP INC	After Close	JOHN D SLOAT BASIC ELEMENTARY	01	4,823.95
P21-03523	CURRICULUM ASSOCIATES LLC	I-READY LICENSE AND SUPPORT SERVICES	GOLDEN EMPIRE ELEMENTARY	01	14,000.00
P21-03524	STEWART SIGNS	Digital School Marquee	PARKWAY ELEMENTARY SCHOOL	01	22,284.00
P21-03525	SHANE BROWN ELECTRIC	INSTALL MARQUEE SIGN	PARKWAY ELEMENTARY SCHOOL	01	10,000.00
P21-03526	CENTER FOR THE COLLABORATIVE CLASSROOM	Summer School 2021	YOUTH DEVELOPMENT	01	220,110.00
P21-03527	MSI MECHANICAL SYS	NEW AIR UNIT FOR ROSA PARKS	FACILITIES MAINTENANCE	01	39,270.00
P21-03528	ELLIS & ELLIS SIGNS & DISPLAYS	0810-428 NUT SERV PHASE 2-INTERIOR SIGN	FACILITIES SUPPORT SERVICES	21	8,080.13
P21-03529	CALIFORNIA DEPT OF GENERAL SERVICES	0530-433 LBURBANK FIELD-DSA ACS FINAL FEES	FACILITIES SUPPORT SERVICES	21	376.19
P21-03530	CALIFORNIA DEPT OF GENERAL SERVICES	0530-416 LUTHER BURBANK CORE ACAD-DSA FINAL FEES	FACILITIES SUPPORT SERVICES	21	2,257.50
P21-03531	ELK GROVE FORD	FORD EXPLORER FOR SECURITY / REPLACING P21-03262	BUILDINGS & GROUNDS/OPERATIONS	01	33,289.25
P21-03532	COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGEMENT DEPT	HEALTH PERMIT FOR DIVE AND RACE POOL	JOHN F. KENNEDY HIGH SCHOOL	01	940.80
P21-03533	GRAINGER INC	POWER STRIPS FOR CLASSROOMS	FACILITIES MAINTENANCE	01	6,362.96
P21-03534	JON K TAKATA CORP RESTORATION MANAGEMENT CO	FERN BACON RM 6 MOLD REMEDIATION/REPAIRS	FACILITIES MAINTENANCE	01	9,103.90
P21-03535	CDW GOVERNMENT	PRINTER FOR THE TUTORING CENTER	JOHN F. KENNEDY HIGH SCHOOL	01	906.50
P21-03536	DUNN EDWARDS PAINTS	PAINT SHOP - SUMMER PROJECTS 2021	FACILITIES MAINTENANCE	01	11,472.80

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P21-03537	INTERNATIONAL BACCALAUREATE	IB FEE: LBURBANK 9.1.20-8.31.21	AREA ASSITANT SUPERINTENDENTS	01	11,650.00
P21-03538	JEFF SAHS dba JEFF SAHS VIOLIN S	VIOLAS AND VIOLINS	HIRAM W. JOHNSON HIGH SCHOOL	01	2,446.88
P21-03539	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	TRAY, INK CARTRIDGES, PRNTER- PHOTOGRAPHY CLASS	JOHN F. KENNEDY HIGH SCHOOL	01	624.99
P21-03540	The Ampersand Group, LLC	RETURN TO SCHOOL ITEMS - JFK MASKS	JOHN F. KENNEDY HIGH SCHOOL	01	841.73
P21-03541	LAKESHORE LEARNING MATERIALS	CISNEROS ORDER	BG CHACON ACADEMY	09	450.83
P21-03542	KOMBAT SOCCER INC	GIRLS SOCCER UNIFORMS	JOHN F. KENNEDY HIGH SCHOOL	01	923.45
P21-03543	OFFICE DEPOT	Balance Chair for Onniel Sanchez	ENROLLMENT CENTER	01	86.99
P21-03544	THE HOME DEPOT PRO	SAFE SCHOOL SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	122.76
P21-03545	Electric Golf Car Company Inc	2 ELECTRIC GOLF CARTS FOR SECURITY STAFF	JOHN F. KENNEDY HIGH SCHOOL	01	19,650.00
P21-03546	MULLER SPORTS	PAYMENT FOR SPORT OFFICIALS	C. K. McCLATCHY HIGH SCHOOL	01	10,972.00
P21-03547	SMARTSIGN	Cristo Rey CARES- Asset Tag	CONSOLIDATED PROGRAMS	01	586.16
P21-03548	TUESDAY SEALS-PERKINS	SETTLEMENT OAH2021030253	SPECIAL EDUCATION DEPARTMENT	01	3,200.00
P21-03550	Capitol Valley Forensic League	ENTRY FEES FOR SPEECH AND DEBATE TEAM	JOHN F. KENNEDY HIGH SCHOOL	01	1,720.00
TB21-00063	SAVVAS	2021-2022 Elementary Math K-2: 4 pks	LIBRARY/TEXTBOOK SERVICES	01	183,726.38
TB21-00064	TEXTBOOK WAREHOUSE LLC	Waldorf, Middle, High Txtbk loss CARES funds	LIBRARY/TEXTBOOK SERVICES	01	9,787.60
TB21-00065	SUPERIOR TEXT	2021-2022 High School Text loss, CARES funds	LIBRARY/TEXTBOOK SERVICES	01	14,392.53
TB21-00066	FOLLETT SCHOOL SOLUTIONS	2021-2022 High School Text loss CARES funds	LIBRARY/TEXTBOOK SERVICES	01	10,645.06
TB21-00067	FOLLETT SCHOOL SOLUTIONS	Waldorf Text & TE loss, CARES funds	LIBRARY/TEXTBOOK SERVICES	01	606.22
TB21-00068	TEXTBOOK WAREHOUSE LLC	2021-2022 Elementary Textbook loss, CARES funds	LIBRARY/TEXTBOOK SERVICES	01	24,805.06
TB21-00069	J&C BOOKS	2021-2022 Elementary Text loss, CARES funds	LIBRARY/TEXTBOOK SERVICES	01	43,728.38
TB21-00070	BENCHMARK EDUCATION CO LLC	BA Steps to Adv 5 yr Online Gr 2 - 6 (2021 - 2026)	LIBRARY/TEXTBOOK SERVICES	01	73,883.29
TB21-00071	AMPLIFY	2021-2022 Amplify Science loss, CARES funds	LIBRARY/TEXTBOOK SERVICES	01	11,692.80
TB21-00072	FOLLETT SCHOOL SOLUTIONS	2021-2022 Elementary TxtBk loss, CARES funds	LIBRARY/TEXTBOOK SERVICES	01	2,505.31
TB21-00073	J WESTON WALCH PUBLISHER	2021-2022 Math ConsumableTxtbk loss, CARES funds	LIBRARY/TEXTBOOK SERVICES	01	47,287.50

*** See the last page for criteria limiting the report detail.

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ESCAPE ONLINE

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Includes Purchase Orders dated 04/15/2021 - 05/14/2021 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
TB21-00074	BENCHMARK EDUCATION CO LLC	2021-2022 Benchmark Gr 5 TR box loss, CARES funds	LIBRARY/TEXTBOOK SERVICES	01	3,099.38
TB21-00075	BENCHMARK EDUCATION CO LLC	2021-2022 BA Steps to Advance workbooks #20167	LIBRARY/TEXTBOOK SERVICES	01	2,892.75
TB21-00076	RAINBOW BOOK CO	RAINBOW LIBRARY ORDER	EDWARD KEMBLE ELEMENTARY	01	990.54
TB21-00077	FOLLETT SCHOOL SOLUTIONS	Lost MS & HS Textbook-Novel quote CARES funds	LIBRARY/TEXTBOOK SERVICES	01	29,019.54
Total Number of POs			869	Total	11,583,065.04

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	767	10,610,807.30
09	Charter School	43	208,319.09
11	Adult Education	31	209,758.77
12	Child Development	6	10,896.26
13	Cafeteria	12	369,634.16
21	Building Fund	9	136,023.96
		Total Fiscal Year 2021	11,545,439.54
01	General Fund	1	37,625.50
		Total Fiscal Year 2022	37,625.50
		Total	11,583,065.04

*** See the last page for criteria limiting the report detail.

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ESCAPE ONLINE

Includes Purchase Orders dated 04/15/2021 - 05/14/2021 ***

PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B21-00011	3,340.00	67-4320	Self Insurance/Non-Instructional Materials/Su	15,060.00-
B21-00080	7,000.00	01-4320	General Fund/Non-Instructional Materials/Su	5,000.00
B21-00090	105,926.72	13-4710	Cafeteria/Food	52,926.72
B21-00095	80,108.00	13-4710	Cafeteria/Food	24,108.00
B21-00102	13,000.00	13-4325	Cafeteria/Nutrition Ed/Equipment Parts	8,000.00
B21-00105	200.00	13-5810	Cafeteria/Tickets/Fees/Regis.for Parents	2,800.00-
B21-00106	1,200.00	13-4320	Cafeteria/Non-Instructional Materials/Su	2,800.00-
B21-00115	73,784.00	13-4710	Cafeteria/Food	23,784.00
B21-00124	48,009.71	13-4326	Cafeteria/Nutrition Ed/Paper Supplies	25,000.00
B21-00129	3,500.00	13-4710	Cafeteria/Food	2,000.00
B21-00134	98,140.05	13-4710	Cafeteria/Food	8,287.50
B21-00147	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B21-00177	3,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B21-00178	.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B21-00179	9,000.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
B21-00183	3,487.61	01-4320	General Fund/Non-Instructional Materials/Su	1,012.39-
B21-00184	.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00-
B21-00190	5,000.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
B21-00196	6,500.00	01-4320	General Fund/Non-Instructional Materials/Su	3,500.00
B21-00197	10,533.27	01-4320	General Fund/Non-Instructional Materials/Su	4,800.00
B21-00214	14,500.00	01-4320	General Fund/Non-Instructional Materials/Su	10,000.00
B21-00222	12,500.00	01-4320	General Fund/Non-Instructional Materials/Su	3,500.00
B21-00255	120,000.00	13-4326	Cafeteria/Nutrition Ed/Paper Supplies	20,000.00
B21-00266	5,000.00	01-5800	General Fund/Other Contractual Expenses	2,000.00
B21-00317	8,000.00	13-4325	Cafeteria/Nutrition Ed/Equipment Parts	2,500.00
B21-00338	3,500.00	01-5800	General Fund/Other Contractual Expenses	500.00
B21-00339	6,500.00	01-4320	General Fund/Non-Instructional Materials/Su	1,983.31
B21-00350	5,200.00	01-5690	General Fund/Other Contracts, Rents, Leases	200.00
B21-00358	1,664.84	01-5610	General Fund/Equipment Rental	335.16-
B21-00364	.00	01-4320	General Fund/Non-Instructional Materials/Su	5,000.00-
B21-00371	8,000.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
B21-00375	10,000.00	01-4320	General Fund/Non-Instructional Materials/Su	4,981.26
B21-00379	4,500.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
B21-00381	10,000.00	01-5690	General Fund/Other Contracts, Rents, Leases	5,000.00
B21-00411	60,000.00	01-5540	General Fund/Waste Removal	25,000.00
B21-00423	31,000.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
B21-00436	28,000.00	01-5800	General Fund/Other Contractual Expenses	3,000.00
B21-00472	13,500.00	01-4320	General Fund/Non-Instructional Materials/Su	4,899.63-
B21-00479	80,000.00	01-5690	General Fund/Other Contracts, Rents, Leases	20,000.00

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ESCAPE ONLINE

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Includes Purchase Orders dated 04/15/2021 - 05/14/2021 ***

PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B21-00484	20,961.72	13-4710	Cafeteria/Food	14,040.00
B21-00506	435,000.00	13-4326	Cafeteria/Nutrition Ed/Paper Supplies	7,000.00
		13-4710	Cafeteria/Food	17,500.00
			Total PO B21-00506	24,500.00
B21-00523	1,200.00	01-4310	General Fund/Instructional Materials/Suppli	600.00
B21-00538	56,200.00	13-5810	Cafeteria/Tickets/Fees/Regis.for Parents	1,200.00
B21-00539	91,515.50	13-4710	Cafeteria/Food	8,971.60
B21-00541	11,000.00	01-5610	General Fund/Equipment Rental	1,000.00
B21-00575	815.38	01-4310	General Fund/Instructional Materials/Suppli	150.00
B21-00604	107,172.10	13-4710	Cafeteria/Food	7,005.95
B21-00605	76,448.00	13-4710	Cafeteria/Food	19,008.00
B21-00614	125,000.00	01-5800	General Fund/Other Contractual Expenses	25,000.00
B21-00653	127,517.60	13-4710	Cafeteria/Food	63,758.80
B21-00671	63,748.80	13-4710	Cafeteria/Food	33,748.80
B21-00685	135,000.00	13-4710	Cafeteria/Food	100,000.00
B21-00708	24,000.00	13-4710	Cafeteria/Food	6,256.00
B21-00709	25,286.67	01-5800	General Fund/Other Contractual Expenses	286.67
CHB21-00045	3,500.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00
CHB21-00116	3,555.80	01-4310	General Fund/Instructional Materials/Suppli	2,555.80
CHB21-00117	250.00	01-4320	General Fund/Non-Instructional Materials/Su	50.00
CHB21-00133	13,072.00	01-4310	General Fund/Instructional Materials/Suppli	2,072.00
CHB21-00155	1,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
CHB21-00161	7,657.17	01-4310	General Fund/Instructional Materials/Suppli	600.00
CHB21-00171	26,570.00	01-4310	General Fund/Instructional Materials/Suppli	4,570.00
CHB21-00178	12,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CHB21-00180	30,000.00	01-4310	General Fund/Instructional Materials/Suppli	20,000.00
CHB21-00225	20,000.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB21-00232	21,800.00	01-4310	General Fund/Instructional Materials/Suppli	300.00
CHB21-00238	2,638.49	01-4320	General Fund/Non-Instructional Materials/Su	638.49
CHB21-00262	12,847.12	01-4310	General Fund/Instructional Materials/Suppli	4.00
CHB21-00317	54,000.00	01-4320	General Fund/Non-Instructional Materials/Su	50,000.00
CHB21-00332	23,000.00	01-4310	General Fund/Instructional Materials/Suppli	7,000.00
CHB21-00355	3,608.00	01-4320	General Fund/Non-Instructional Materials/Su	2,608.00
CHB21-00383	19,000.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB21-00387	9,000.00	09-4310	Charter School/Instructional Materials/Suppli	2,000.00
CHB21-00388	6,000.00	09-4320	Charter School/Non-Instructional Materials/Su	4,000.00
CHB21-00390	5,592.50	11-4310	Adult Education/Instructional Materials/Suppli	1,292.50-
CS20-00004	2,155,909.00	21-5800	Building Fund/Other Contractual Expenses	278,767.00
CS21-00001	2,800,000.00	01-5800	General Fund/Other Contractual Expenses	800,000.00

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ESCAPE ONLINE

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Includes Purchase Orders dated 04/15/2021 - 05/14/2021 ***

PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
CS21-00020	7,720,037.00	68-5800	Dental/Vision/Other Contractual Expenses	3,335,720.00
CS21-00021	1,120,922.00	68-5800	Dental/Vision/Other Contractual Expenses	487,660.00
CS21-00073	140,000.00	01-5100	General Fund/Subagreements for Services abo	80,000.00
CS21-00088	17,906.99	01-5800	General Fund/Other Contractual Expenses	7,500.00
CS21-00102	172,853.00	01-5100	General Fund/Subagreements for Services abo	63,827.00
CS21-00104	50,000.00	01-5100	General Fund/Subagreements for Services abo	25,000.00
CS21-00111	290,000.00	01-5100	General Fund/Subagreements for Services abo	120,000.00
CS21-00116	5,000.00	01-5800	General Fund/Other Contractual Expenses	2,500.00
CS21-00207	7,500.00	01-5800	General Fund/Other Contractual Expenses	1,500.00
N21-00019	14,000.00	01-5800	General Fund/Other Contractual Expenses	6,000.00
P20-03274	26,850.30	01-4310	General Fund/Instructional Materials/Suppli	20.46-
		01-4410	General Fund/Equipment \$500 - \$4,999	26.82-
			Total PO P20-03274	47.28-
P21-00891	39,337.00	01-6490	General Fund/Equipment over \$5,000	3,613.77-
P21-02019	570.41	01-4320	General Fund/Non-Instructional Materials/Su	28.14
P21-02097	347.94	01-4320	General Fund/Non-Instructional Materials/Su	11.97-
P21-02099	689.64	01-4320	General Fund/Non-Instructional Materials/Su	91.90-
P21-02306	553.85	01-4320	General Fund/Non-Instructional Materials/Su	43.49-
P21-02372	22,839.11	13-5800	Cafeteria/Other Contractual Expenses	300.00
P21-02529	77,100.84	13-4325	Cafeteria/Nutrition Ed/Equipment Parts	861.89-
		13-4410	Cafeteria/Equipment \$500 - \$4,999	2,477.18-
		13-5800	Cafeteria/Other Contractual Expenses	378.26-
		13-6490	Cafeteria/Equipment over \$5,000	7,278.81-
			Total PO P21-02529	10,996.14-
P21-02691	1,970.07	13-4320	Cafeteria/Non-Instructional Materials/Su	188.25
		13-4410	Cafeteria/Equipment \$500 - \$4,999	98.99
			Total PO P21-02691	287.24
P21-02718	1,257.00	01-4310	General Fund/Instructional Materials/Suppli	123.95-
P21-02744	865.62	01-4320	General Fund/Non-Instructional Materials/Su	10.88
TB21-00051	16,224.79	01-4110	General Fund/Approved Textbooks/Core Curric	3,813.59-
TB21-00052	8,304.15	01-4110	General Fund/Approved Textbooks/Core Curric	56.55
TB21-00055	5,318.20	01-4110	General Fund/Approved Textbooks/Core Curric	9,743.62-
			Total PO Changes	5,824,466.32

Information is further limited to: (Minimum Amount = (999,999.99))

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ESCAPE ONLINE

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 13.2

Meeting Date: June 24, 2021

Subject: Head Start Reports

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office / Child Development

Recommendation: None

Background/Rationale: The Office of Head Start, under the auspices of the U.S. Department of Health and Human Services/Administration for Children and Families, mandates that all Head Start governing entities receive specified reports related to the operational and fiduciary status of the program. These reports must include information and/or a status update in the followings areas: budget, credit card usage, USDA meals/snacks, enrollment, and program updates or summaries, if applicable. Attached, are essential monthly reports for Board members' review.

Financial Considerations: N/A

LCAP Goal(s): College and Career Ready; Family and Community Engagement

Documents Attached:

1. Head Start Monthly Report Summary
2. Child Development Fiscal Report April 2021 – HS Basic & T/TA

<p>Estimated Time of Presentation: N/A</p> <p>Submitted by: Jacquie Bonini, Director, Child Development, Christine Baeta, Chief Academic Officer</p> <p>Approved by: Jorge A. Aguilar, Superintendent</p>
--

**Attachment 1
Head Start
May Report Summary**

Enrollment Report

April 2021 55%

Disabilities Report

April 2021 41

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5244

Month: May 1 - May 31, 2021

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A

5735 47th Avenue

SACRAMENTO, CA 95824

Agreement No.: 21C5551S0

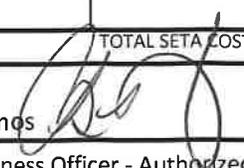
Program: PA 22 HS BASIC

PA 20 BASIC T/TA

PA 25 EHS

PA 26 EHS T/TA

OTHER HS Covid-19 Supp. R5244

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel				0.00
Fringe Benefits				0.00
Travel				0.00
Equipment				0.00
A Supplies				0.00
D Contractual				0.00
M Construction				0.00
I Other				0.00
N Indirect 3.79%	2,352.67	7,967.60	23,619.00	15,651.40
I. TOTAL ADMINISTRATION	\$2,352.67	\$7,967.60	\$23,619.00	\$15,651.40
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$2,352.67	\$7,967.60	\$23,619.00	\$15,651.40
II. Personnel	0.00	13,537.50	208,627.00	195,089.50
Fringe Benefits	0.00	9,377.80	87,918.00	78,540.20
P Travel	0.00	0.00	0.00	0.00
R Equipment	0.00	0.00	0.00	0.00
O Supplies	62,075.82	187,036.51	299,188.00	112,151.49
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	0.00	275.00	27,450.00	27,175.00
M				0.00
II. TOTAL PROGRAM	\$62,075.82	\$210,226.81	\$623,183.00	412,956.19
NON-FEDERAL PROGRAM Reported on Basic	\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS (I + II)	\$64,428.49	\$218,194.41	\$646,802.00	428,607.59
Rose Ramos 	6/4/2021	Shelagh Ferguson	916.643.7878	
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone	

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5210

Month: May 1 - May 31, 2021

Agreement No.: 21C5551S0

Delegate: SCUSD - Child Development Department

Program: PA 22 HS BASIC R5210

Remit to address General Accounting Department - 802A

PA 20 BASIC T/TA

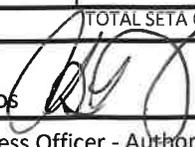
5735 47th Avenue

PA 25 EHS

SACRAMENTO, CA 95824

PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance	
	Current Period & Adjustments	Cumulative To Date			
I. A D M I N	Personnel	14,877.60	148,921.60	209,283.00	60,361.40
	Fringe Benefits	8,059.71	79,178.64	116,057.00	36,878.36
	Travel	0.00	0.00	0.00	0.00
	Equipment	0.00	0.00	0.00	0.00
	Supplies	7.19	15.62	5,740.00	5,724.38
	Contractual	0.00	0.00	0.00	0.00
	Construction	0.00	0.00	0.00	0.00
	Other	0.00	46.21	2,357.00	2,310.79
	Indirect Costs 3.79%	19,920.19	178,453.12	224,694.00	46,240.88
I. TOTAL ADMINISTRATION	\$42,864.69	\$406,615.19	\$558,131.00	\$151,515.81	
Non-Federal Administration					
Total Fed. And Non-Fed. Administration	\$42,864.69	\$406,615.19	\$558,131.00	\$151,515.81	
II. P R O G R A M	Personnel	295,726.97	2,613,496.39	3,073,800.00	460,303.61
	Fringe Benefits	205,593.60	1,862,374.93	2,312,301.00	449,926.07
	Travel	0.00	0.00	0.00	0.00
	Equipment	0.00	0.00	0.00	0.00
	Supplies	483.85	588.15	90,834.00	90,245.85
	Contractual	0.00	0.00	0.00	0.00
	Construction	0.00	0.00	0.00	0.00
	Other	849.79	3,904.46	118,210.00	114,305.54
	II. TOTAL PROGRAM	\$502,654.21	\$4,480,363.93	\$5,595,145.00	1,114,781.07
	NON-FEDERAL PROGRAM Basic & T/TA \$1,538,319+7,800 May	\$209,925.95	\$1,937,299.38	\$1,546,120.00	(391,179.38)
TOTAL SETA COSTS (I + II)	\$545,518.90	\$4,886,979.12	\$6,153,276.00	1,266,296.88	
Rose Ramos 	6/4/2021	Shelagh Ferguson	916.643.7878		
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone		

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5212

Month: May 1 - May 31, 2021

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A

5735 47th Avenue

SACRAMENTO, CA 95824

Agreement No.: 21C5551S0

Program: PA 22 HS BASIC

PA 20 BASIC T/TA R5212

PA 25 EHS

PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance	
	Current Period & Adjustments	Cumulative To Date			
I. A D M I N	Personnel			0.00	
	Fringe Benefits			0.00	
	Travel			0.00	
	Equipment			0.00	
	Supplies			0.00	
	Contractual			0.00	
	Construction			0.00	
	Other			0.00	
	Indirect 3.79%	0.00	638.16	1,139.00	500.84
	I. TOTAL ADMINISTRATION	\$0.00	\$638.16	\$1,139.00	\$500.84
Non-Federal Administration					
Total Fed. And Non-Fed. Administration	\$0.00	\$638.16	\$1,139.00	\$500.84	
II. P R O G R A M	Personnel	0.00	0.00	0.00	
	Fringe Benefits	0.00	0.00	0.00	
	Travel	0.00	1,598.00	1,598.00	0.00
	Equipment	0.00	0.00	0.00	0.00
	Supplies	0.00	180.09	180.09	0.00
	Contractual	0.00	0.00	0.00	0.00
	Construction	0.00	0.00	0.00	0.00
	Other	0.00	15,060.00	28,282.91	13,222.91
					0.00
	II. TOTAL PROGRAM	\$0.00	\$16,838.09	\$30,061.00	13,222.91
NON-FEDERAL PROGRAM Reported on Basic					
	\$0.00	\$0.00	\$0.00	0.00	
TOTAL SETA COSTS (I + II)	\$0.00	\$17,476.25	\$31,200.00	13,723.75	
Rose Ramos 	6/4/2021	Shelagh Ferguson	916.643.7878		
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone		