



## Local Control Accountability Plan

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

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## Plan Summary [2021-22]

### General Information

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

Santa Cruz City Schools is committed to ensuring demographics do not determine student outcomes in our school district. We work to create schools where the adults know the students well, where we can identify each student's needs for growth and support each student academically and personally. We want to engage the hearts and minds of every student, every day.

Santa Cruz City Schools is a unique district in that we are two districts (elementary and secondary) governed by one board. We also have one LCAP and one Federal Addendum. However, because we are two districts, we do have two California Dashboards, two different funding

models (our elementary district is a Basic Aid district while secondary is an Average Daily Attendance (ADA) district), and two different California Assessment of Student Performance and Progress (CAASPPP) reports. Our district is also unique in that there are four one school elementary districts and two K-8 districts in Santa Cruz County that feed into our secondary district.

We are fortunate to have tremendous support from our community. Voters in our District have provided two parcel taxes and two school bonds to ensure our students have rich educational programs and updated, repaired facilities to support a twenty-first century education. These parcel taxes provide all students with counseling services, library services, reduced class sizes, music, art, life lab, after school programs including athletics, career technical education and more.

During the 2020-21 school year, 6,204 students in kindergarten through 12th grades attended 13 schools in Santa Cruz City Schools District. Of those students, 29 (0.4%) were Foster Youth (FY), 75 (1%) were Homeless/Students in Transition, 750 (11%) were English Learners (EL), and 2,444 (37%) were Low Income (LI), were 874 (13%) Special Education (SpEd) students, and were 996 (15%) Reclassified Fluent English Proficient (RFEP) students. While RFEP students are not specified as a targeted subgroup for LCAP funding purposes, we are allocating resources to support these students as well.

#### 2020-21 Enrollment

Overall SCCS enrollment (PreK-12) - 6,187  
Elementary Enrollment (PreK-K) - 1,782, 28.8%  
Secondary Enrollment (6-12) - 4,405, 71.9%

#### SCCS ethnic groups

White - 3,030, 48.9%  
Hispanic - 2,420, 39.1%  
Asian - 224, 3.6%  
American Indian or Alaska Native - 26, 0.4%  
Black or African American - 104, 1.7%  
Pacific Islander - 14, 0.2%  
Two or More Races- 260 , 4.2%  
Declined to State - 109, 1.8%

Since 2010, Santa Cruz City Schools has had the same six strategic goals. After receiving the California Scale Up MTSS Statewide (SUMS) initiative grant, we have participated in statewide training on Multi-Tiered Systems of Support (MTSS). We have utilized the MTSS framework to help examine our progress towards our district goals and identified four strategic areas of focus: Literacy, Mathematics, English Learner Progress, and School Connectedness. These focus areas were identified through examination of state and local assessments, attendance data, student mobility data, discipline data, drop out data, and A-G completion. We paid close attention to the results and needs of our English Learners, Low Income students, and foster youth, as well as other traditionally underserved student groups.

Using our strategic four focus areas and our corresponding data analysis, we identified two tiers of support for each focus area within each grade span that will provide supports to our English Learners, Low Income students, and Foster Youth. As part of the MTSS process, we

worked to ensure our LCAP resources are strategically aligned to these identified tiers of support, which are aligned to our four strategic focus areas. This year's LCAP reflects the implementation of these identified tiers of support which include evidence based practices to maximize student achievement.

The six strategic District goals are:

Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Goal #5: SCCS will maintain a balanced budget and efficient and effective management.

Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

## Reflections: Successes

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

Santa Cruz City Schools has worked diligently to address student learning and social emotional needs while in distance learning. With the absence of the California School Dashboard, the district vetted and implemented local academic and online assessments in order to gauge students' progress. We also continue to use the Social Emotional Health Survey for grades 4 to 12 in order to glean important data regarding students' social emotional needs during the pandemic. While the past year has been extraordinarily challenging, we have also seen student progress and growth in many areas that are detailed below.

As will be mentioned numerous times in this report, without an updated California School Dashboard, the district worked to implement assessments and other measures to gauge both progress and need. Our distance learning progress monitoring system included the following successes:

- -An improved district positive attendance rate.
- -High percentage of grades 1 - 3 students reaching the reading growth target on the Pioneer Valley Online Reading Assessment with approximately 80% of students growing 1 or more levels on the assessment.
- -Increased proficiency levels for all students, English Learners, Hispanic/Latinx students and Special Education students on the iReady English Language Arts and Math diagnostic assessments.

- -Of English Learners tested, 54.48% stayed the same, 19.86% grew 1 level and 2.17% grew 2 levels on the English Learner Proficiency Assessments for California (ELPAC) from 2019 to 2020 even in distance learning.
- -In 19-20, increased A-G completion and graduation rates.
- -Increased positive responses to Teacher Working Conditions Survey.
- -At the middle and high school levels, at the end of the first semester, the overall rate of students who received at least 1 "D" or "F" was an overall average of 25% for the district. Though this is higher than we would like to see, it must be noted that the average "D" and "F" rate at the end of the semester in 2020 before distance learning was 21%. It is important to note that failure rate is also listed as an "Identified Need" in the next section.
- -In the 20-21 school year, school attendance improved. In a comparison of positive daily attendance rates from August 2020 to May 2021, positive attendance rates improved in comparison to attendance rates reported in March 2020 before distance learning:

Bay View Elementary: 90% to 92%  
 DeLaveaga Elementary: 93% to 95%  
 Gault Elementary: 90% to 91%  
 Monarch Elementary: 87% to 97%  
 Westlake Elementary: 90% to 96%  
 Branciforte Middle School: 94% to 98%  
 Mission Hill Middle School: 93% to 98%  
 Costanoa High School: 82% to 85%  
 Harbor High School: 93% to 97%  
 Santa Cruz High School: 94% to 98%  
 Soquel High School: 93% to 98%

It is important to note the new attendance guidelines require that work completion counts as well as virtual, in-person attendance. Attendance and engagement guidelines require that we monitor participation in synchronous classes and engagement with asynchronous work.

#### College and Career Preparation

In 19-20, the last reported period for this data, students in SCCS showed increased A-G completion and graduation rates:

19-20 A-G Completion (State Average 48%)  
 All Students: 70% (increase of 5%)  
 Hispanic / Latinx: 55% (increase of 8%)  
 English Learners: 24% (increase of 17%)  
 Low Income: 57% (increase of 11%)

#### 19-20 Graduation Rate 2019-2020 Cohort

All Students: 91.7% (increase of 2.3%)  
 Hispanic / Latinx: 89.5% (increase of 1.8%)  
 English Learners: 74.2% (increase of 4.5%)

Low Income: 89.1% (increase of 1.1%)  
Students with Disabilities: 74.3% (increase of 7.6%)

### Quality Distance Learning Program for All Students

Though SCCS planned for a hybrid opening last fall, we also prepared a continuum of scenarios that we could easily transition to based on the circumstances at any given time. Once it became clear that the 21-22 school year would open in distance learning, the district, with input from teachers, designed a professional development program to support virtual instruction, provided the tools teachers needed to deliver this instruction and aligned practices throughout the district that included: professional development for a successful distance learning classroom, a comprehensive set of online programs and tools (Google Suite, Zoom and academic programs), aligned schedules throughout the district with daily collaboration and prep time for teachers and the purchase of needed technology for both students and staff including hotspots, Chromebooks, monitors, new teacher laptops and new document cameras.

### Social Emotional Supports

During distance learning, Santa Cruz City Schools has continued to monitor students' social emotional health through teacher observation, ThoughtExchanges, individual student empathy interviews through Social Emotional Health Survey and through our annual student LCAP input survey.

Elementary student answers from the Social Emotional Health survey show that a positive connection remains even in virtual learning, with 87% of students feeling thankful for their school; and 97% feeling thankful that their teachers are "nice."

Secondary students also showed some bright spots on the Social Emotional Health survey in the areas of friendship, gratitude and optimism:

"I would describe my satisfaction with friendships as very satisfactory or satisfactory": 77%

"I am thankful for so much in my life": 90% felt this way often

"Overall, I expect more good things to happen to than bad things": 63% felt this way often

On the 2020-2021 Elementary Student LCAP Survey, students reported feeling supported at their school:

"I feel that the school recognizes and values student accomplishments": 82%

"When I have problems or challenges, I feel there are adults at the school to help and support me": 77%

"I feel that teachers and administrators care about all students": 87%

Secondary students continued to feel supported and cared for at school on the LCAP Survey: "I feel that teachers and administrators care about all students": 63%

### Working Conditions Survey

In 20-21, the percentage of teachers who agreed with the following statements increased:

Percentage of Teachers who "Agree" with the following statements:

20-21 Working Conditions Survey

Percentage of Teachers who "Agree" with the following statements:

Sufficient resources are available for professional development in my school: 82.3% (increase of 7.9%)  
Sufficient resources are available for professional development in my school: 76.6% (increase of 5.7%)  
Professional development offerings are data driven: 85.6% (increase of 5.8%)  
Professional development deepens teachers' content knowledge: 77.3% (increase of 8.6%)  
Teachers have sufficient training to fully utilize instructional technology: 61.9% (increase of 13.3%)  
Teachers are encouraged to reflect on their own practice: 92.0% (increase of 2.7%)  
In this school, follow up is provided from professional development: 75.7% (increase of 9.4%)  
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices: 86.6% (increase of 8.1%)  
Professional development is evaluated and results are communicated to teachers: 70.8% (increase of 12.1%)

#### Facilities

In 20-21, 11 out of 11 schools were determined as "Good" (highest rating) on the Facilities Inspection Tool (FIT).

Both Classified and Certificated staff's attainment of educational technology skills this last year was a major success. In developing a multi-year professional development plan, we aim to keep and systematize new pedagogies, strategies, collaborative focus areas and the use of tech tools that maintained our instructional program this past year. We are confident this new learning will continue to elevate our in-person educational programs in the 21-22 school year.

## 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 distance learning, in addition to the loss of the California School Dashboard, the assessments that were part of our Rtl framework were no longer available in a digital environment. Because of this, new assessments were adopted to allow for teachers to monitor student academic progress as well as to provide data to inform instruction. When we began the school year in distance learning, Measures of Academic Progress (MAP) was not available as an online assessment tool, and the following assessments were implemented during virtual instruction as part of our Rtl academic program:

Grades K - 5 Reading: Pioneer Valley and iReady Reading and Math

Grades K-5 Math: Eureka end of unit assessments

Grades 6 - 8 Reading and Math: iReady Math and English Language Arts

Grades 9 - 12 Reading and Math: CPM Math Checkpoints (formative) and Local English Language Arts Assessments

Because of the need to implement these new assessments, current distance learning assessment data is lacking comparative year over year

data. While we can compare growth throughout the 21-22 school year, we no longer have long-term, longitudinal data.

#### Elementary Reading Data

Similar to the Fountas and Pinnell reading assessment, elementary sites used the Pioneer Valley Reading assessment which can be administered easily online. This assessment was given each trimester. Data is reported for 1st and 2nd grade, and shows students on or below grade level, as well as the levels of growth made. Students making 4 or more levels of growth in one year are exceeding the growth target. These assessments give students a letter to indicate their reading level (i.e. "A") and the number of levels of growth would the number of letters the levels have increased (i.e. "A" to "D" is 3 levels of growth):

#### All 1st graders

\*n=247

\*below grade level=43%

\*at or above grade level= 57%

\*1-3 levels growth=45%

\*4+ levels growth=55%

#### 1st grade English Learners

\*n=50

\*below grade level=76%

\*at or above grade level= 24%

\*1-3 levels growth=60%

\*4+ levels growth=40%

#### 1st grade Special Education

\*n=36

\*below grade level=70%

\*at or above grade level= 30%

\*1-3 levels growth=58%

\*4+ levels growth=42%

#### 1st grade Latinx students

\*n=114

\*below grade level=59%

\*at or above grade level= 41%

\*1-3 levels growth=52%

\*4+ levels growth=48%

#### All 2nd graders

\*n=205

\*below grade level=34%  
\*at or above grade level= 66%  
\*1-3 levels growth=47%  
\*4+ levels growth=53%

#### 2nd grade English Learners

\*n=41  
\*below grade level=70%  
\*at or above grade level= 30%  
\*1-3 levels growth=43%  
\*4+ levels growth=56%

#### 2nd grade Special Education

\*n=18  
\*below grade level=61%  
\*at or above grade level= 39%  
\*1-3 levels growth=45%  
\*4+ levels growth=55%

#### 2nd grade Latinx Students

\*n=205  
\*below grade level=34%  
\*at or above grade level= 66%  
\*1-3 levels growth=47%  
\*4+ levels growth=53%

While there is positive growth for our students, the fact remains that many of these students are still below grade level. Students are making progress, but we are not necessarily decreasing the achievement gap and bringing more students to grade level.

Students in grades 3-5 took the iReady diagnostic assessment in reading and math in May of 2021 as an alternative to CAASPP testing. The results show that there is indeed work that needs to be done to bring more students to grade level in reading and in math.

Grades 3-5 iReady Reading diagnostic assessment-- administered May 2021 (given in place of CAASPP reading and math)

3rd grade reading overall:  
n=286  
63% at grade level  
17% one grade level below  
20% two or more grade levels below

3rd grade reading English Learners:  
n=80  
30% at grade level  
24% one grade level below  
46% two or more grade levels below

3rd grade reading Special Education:  
n=47  
36% at grade level  
19% one grade level below  
40% two or more grade levels below

3rd grade reading Latinx Students:  
n=119  
46% at grade level  
20% one grade level below  
34% two or more grade levels below

4th grade reading overall:  
n=242  
52% at grade level  
34% one grade level below  
14% two or more grade levels below

4th grade reading English Learners:  
n=45  
11% at grade level  
40% one grade level below  
49% two or more grade levels below

4th grade reading Special Education:  
n=42  
12% at grade level  
45% one grade level below  
43% two or more grade levels below

4th grade reading Latinx students:  
n=92  
23% at grade level

52% one grade level below  
27% two or more grade levels below

5th grade reading overall:  
n=267  
55% at or above grade level  
22% one grade level below  
23% two or more grade levels below

5th grade reading English Learners:  
n=46  
9% at or above grade level  
17% one grade level below  
74% two or more grade levels below

5th grade reading Special Education:  
n=41  
29% at or above grade level  
22% one grade level below  
49% two or more grade levels below

5th grade reading Latinx Students:  
n=111  
30% at or above grade level  
23% one grade level below  
47% two or more grade levels below

The elementary iReady Reading diagnostic results show that we currently have a significant amount of students who are one or more levels below grade level. There is no growth report for this data as the students only took the assessment at the end of the year. We plan to use iReady next so we will have the benefit of growth data.

Grades 3-5 iReady Math diagnostic assessment-- administered May 2021

3rd grade math overall:  
n=291  
37% at grade level  
41% one grade level below  
22% two or more grade levels below

3rd grade math English Learners:

n=86  
10% at grade level  
45% one grade level below  
45% two or more grade levels below

3rd grade math Special Education:  
n=49  
16% at grade level  
33% one grade level below  
51% two or more grade levels below

3rd grade math Latinx Students:  
n=123  
18% at grade level  
46% one grade level below  
36% two or more grade levels below

4th grade math overall:  
n=244  
38% at grade level  
45% one grade level below  
16% two or more grade levels below

4th grade math English Learners:  
n=43  
4% at grade level  
40% one grade level below  
56% two or more grade levels below

4th grade math Special Education:  
n=49  
16% at grade level  
33% one grade level below  
51% two or more grade levels below

4th grade math Latinx Students:  
n=92  
18% at grade level  
49% one grade level below

33% two or more grade levels below

5th grade math overall:

n=270

39% at grade level

38% one grade level below

23% two or more grade levels below

5th grade math English Learners:

n=47

4% at grade level

34% one grade level below

62% two or more grade levels below

5th grade math Special Education:

n=41

22% at grade level

29% one grade level below

49% two or more grade levels below

5th grade math Latinx students:

n=111

21% at grade level

44% one grade level below

35% two or more grade levels below

The elementary iReady Math diagnostic results show an even larger percentage of students who are below grade level in mathematics. There is no growth report for this data as the students only took the assessment at the end of the year. We plan to use iReady next so we will have the benefit of growth data.

Grades 6-8 iReady Reading diagnostic assessment-- fall 2020 scores compared to May 2021 scores

6th grade:

n=322

6% increase of students at or above grade level (from 50% to 56%)

17% of students were at 1 grade level below (no increase or decrease - stayed at 17%)

5% decrease of students at 2 or more grade levels below (from 32% to 27%)

7th grade:

n=290

7% increase of students at or above grade level (from 48% to 55%)  
1% increase of students at 1 grade level below (from 14% to 15%)  
7% decrease of students at 2 or more grade levels below (from 37% to 30%)

8th grade:

n=321

55% of students at or above grade level (no increase or decrease - stayed at 55%)  
5% increase of students at 1 grade level below (from 12% to 17%)  
4% decrease of students at 2 or more grade levels below (from 33% to 29%)

Grades 6-8 iReady Math diagnostic assessment-- fall 2020 scores compared to May 2021 scores

6th grade:

n=325

9% increase of students at or above grade level (from 34% to 43%)  
3% decrease of students at 1 grade level below (from 31% to 28%)  
6% decrease of students at 2 grade levels below (from 35% to 29%)

7th grade:

n=281

3% increase of students at or above grade level (from 35% to 38%)  
7% decrease of students at 1 grade level below (from 30% to 23%)  
2% increase of students at 2 grade levels below (from 36% to 38%)

8th grade:

n=315

14% increase of students at or above grade level (from 25% to 39%)  
16% decrease of students at 1 grade level below (from 41% to 25%)  
1% increase of students at 2 grade levels below (from 34% to 35%)

The middle school reading scores show 44-45% of students are reading below grade level. Math scores shows an even higher percentage of students below grade level, 55%-62% below grade level depending on the grade.

The following offers a snapshot of how all our middle school performed from the fall to end of year on the iReady Diagnostic Assessments in Reading and Math and is disaggregated by student groups.

iReady Reading Diagnostic - Middle School

## English Learners

n=87

8% increase of students at or above grade level (from 3% to 11%)

4% increase of students at 1 grade level below (from 9% to 13%)

7% decrease of students at 2 grade levels below (from 17% to 10%)

6% decrease of students at 3 or more grade levels below (from 72% to 66%)

## Special Education Students

n=229

2% increase of students at or above grade level (from 29% to 31%)

4% increase of students at 1 grade level below (from 13% to 17%)

2% decrease of students at 2 grade levels below (from 11% to 9%)

2% decrease of students at 3 or more grade levels below (from 46% to 44%)

## Hispanic/Latino Students

n=330

5% increase of students at or above grade level (from 26% to 31%)

8% increase of students at 1 grade level below (from 12% to 20%)

3% decrease of students at 2 grade levels below (from 13% to 10%)

10% decrease of students at 3 or more grade levels below (from 49% to 39%)

## Low Income

n= TBD

% increase of students at or above grade level (from % to %)

% increase of students at 1 grade level below (from % to %)

% decrease of students at 2 grade levels below (from % to %)

% decrease of students at 3 or more grade levels below (from % to %)

## iReady Math Diagnostic - Middle School

### English Learners

n=57

3% increase of students at or above grade level (from 1% to 4%)

1% increase of students at 1 grade level below (from 15% to 16%)

3% decrease of students at 2 grade levels below (from 19% to 16%)

65% of students at 3 or more grade levels below (this stayed the same from fall to end of school year)

### Special Education Students

n=231

9% increase of students at or above grade level (from 17% to 26%)

9% decrease of students at 1 grade level below (from 25% to 16%)

4% decrease of students at 2 grade levels below (from 15% to 11%)

3% increase of students at 3 or more grade levels below (from 43% to 46%)

#### Hispanic/Latino Students

n=326

6% increase of students at or above grade level (from 12% to 18%)

6% decrease of students at 1 grade level below (from 32% to 26%)

2% decrease of students 2 grade levels below (from 17% to 15%)

2% increase of students 3 or more grade levels below (from 38% to 40%)

#### Low Income

n= TBD

% increase of students at or above grade level (from % to %)

% increase of students at 1 grade level below (from % to %)

% decrease of students at 2 grade levels below (from % to %)

% decrease of students at 3 or more grade levels below (from % to %)

We see from this data that there is work to be done in the areas of both reading and math for grades 3 to 8. Actions laid out in this plan include a .4 elementary Math RtI Coordinator, additional ELA and math intervention sections at secondary, additional student tutoring at secondary sites, small group tutoring at all grade spans, additional paraeducator push-in support during the school day and a comprehensive summer program for all grade spans.

#### English Learners

The following provides a snapshot of English Learner growth in the district from the 19-20 school year:

Grade Spans: K - 12 ELPAC Growth

% of students who grew 2 levels: 2.17%

% of students who grew 1 level: 19.86%

% of students who stayed the same: 54.48%

% of students who went back 1 level: 18.77%

% of students who went back 2 levels: 0.72%

As stated earlier, our English Learner students need to make faster growth in a shorter amount of time to acquire the needed academic language to perform at or above grade levels. Though not complete data due to school closures in March 2020, our ELPAC comparison shows that the amount of students accelerating 1 - 2 levels is around 22% while English Learners who stagnated at the same level or decreased levels is as high as 72%. While accelerated growth in distance learning is challenged, we recognize the urgent need to support these students to not only make up for lost time in their overall language acquisition, but to also respond to the negative effect of missing in-person, daily language reinforcement with teachers and peers.

### Middle School and High School Grades

Though "D" and "F" rates at the end of the first semester is on par with previous years, our failure rate continues to be a concern, especially when coupled with disrupted learning due to the pandemic:

Branciforte Middle School: 39.2%

Mission Hill Middle School: 29.6%

Harbor High School: 23.6%

Santa Cruz High School: 21.9%

Soquel High School: 23.7%

### Adjusted Cohort Graduation Rates - 3 Years

2017-18	2018-19	2019-20
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SCCS	90.10%	89.40%	91.70%
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Harbor	87.40%	89.50%	90.80%
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SCHS	95.40%	94.70%	94.80%
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Soquel	96.30%	91.60%	95%
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Costanoa	58.10%	53.10%	70.30%
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### 2019 - 20 Adjusted Cohort Graduation Rate

All Students: 91.70%

Hispanic / Latinx: 89.5%

English Learners: 74.20%

Low Income: 89.10%

Students with Disabilities: 74.30%

Between 2018 and 2020, our overall graduation rates have grown slightly with the largest increases at Soquel and Costanoa High Schools. Rates at other sites have mostly stagnated. Additionally, there remains a gap between the graduation rate of our English Learner and Students with Disabilities and "All Students."

### Social Emotional Supports

On our 2020-2021 LCAP Student Survey, there was an overall reduction in the amount of students who "strongly agree" and "agree" that they feel connected and engaged with school. The number who agreed "somewhat" grew, while the percentage of students who disagreed that they felt connected remained steady for elementary students. This percentage grew for secondary students. Distance learning has likely played a large role in the decrease in connection and engagement with school.

On the 2020 Social Emotional Health Survey, the number of secondary students who consistently felt that they "belonged to a community" fell from 59% in 2019 to 48% in 2020. Additionally, over 50% of our students in grades 9 - 12 feel a "high level of stress" while in distance learning.

To address this lack of engagement and connectedness with school, our social emotional supports will remain a focus for our district in the

21-22 school year.

#### Additional Target Support and Improvement (ATSI)

Bay View Elementary was designated for ATSI based on their 2019 California Dashboard ratings. Schools are eligible for ATSI if they have one or more student group(s) that for two consecutive years (based on the 2018 Dashboard and 2019 Dashboard) meet(s) the same criteria as applied in determining eligibility for the 'CSI-Lowest Performing Schools' category.

Schools meet the criteria if they have :

- All red indicators (student group must have at least two indicators);
- All red but one indicator of any other color;
- All red and orange indicators

Bay View was designated as ATSI based on the special education population for math, English Language Arts, chronic absenteeism and rate of suspensions. The dashboard indicators are listed in the table below:

Math - red rating

2018: -116.2 points from met (n=50)

2019: -122.4 points from met (n=50)

English Language Arts - orange rating

2018: -115 points from met (n=50)

2019: -108.6 points from met (n=50)

Chronic Absenteeism - orange rating

2018: 28.2% (n=19)

2019: 24.4% (n=20)

Suspensions - red rating

2019: 24.4% (n=20)

2019: 7.3% (n=6)

Bay View has developed a plan to address their ATSI status.

#### Comprehensive Support and Improvement (CSI)

SCCS' continuation high school, Costanoa High School, was eligible for CSI due to all Dashboard indicators being red (English Language Arts, math, Chronic Absenteeism, College and Career readiness, Suspensions) and a graduation rate of less than 67% on the 2019 California Dashboard. The Costanoa staff has developed a comprehensive plan to address the school's CSI status.

#### Social Emotional Supports

Though elementary students answered that they were thankful for their school and that their teachers were nice, our secondary students reported less positive feelings during distance learning:

"I am satisfied / very satisfied with my school experience":

2019: 56%

2020: 38%

"On most days I feel enthusiastic":

2019: 56%

2020: 45%

"I feel I belong to a community":

2019: 59%

2020: 48%

On the 2020-2021 Secondary Student LCAP Survey, trends continued to show that students do not feel connected to their school with percentages lower than what our elementary students reported :

"I feel connected and engaged at school": 43%

"I feel that the school recognizes and values student accomplishments": 52%

"When I have problems or challenges, I feel there are adults at the school to help and support me": 58%

"I feel that teachers and administrators care about all students": 63%

Additionally, elementary students reported a lower level of feeling "connected and engaged with school": 67%

MTSS Priorities:

Our current needs, though greater because of the pandemic, are anchored within our MTSS priorities that continue to frame our planning and work:

**Academic Literacy:** All students will engage in daily relevant, complex reading, writing, speaking and listening across all content areas so they can build knowledge, engage in collaborative, academic discussions, and support a position with evidence.

**Mathematics:** All students will develop conceptual understanding, procedural skills and fluency that they will apply to make sense of mathematical problems and persevere in solving them.

**English Learner Progress:** All Ever English Learners (IFEP, RFEP, ELs) will have academic success and social emotional well being in an asset based, needs responsive learning community and will participate fully in our schools and graduate ready for college and career.

**School Connectedness:** All students will be connected to school, empowered, challenged, and supported in their personal and academic growth.

## LCAP Highlights

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

Through analysis of our state and local data, input from students, parents, teachers, counselors, Response to Intervention (Rtl) Coordinators, instructional coaches, classified staff, administrators and research on effective practices, our LCAP was developed to include the following programs and services to support all students:

Our primary focus is using Multi-Tiered Systems of Support (MTSS) to ensure the success of all students. Every grade span is implementing tiered academic and social emotional supports to remove obstacles to achievement. These supports include Rtl Coordinators and Learning Assistants who directly support students. In our elementary schools, Rtl Coordinators will continue to support students who need Tier 2 and 3 interventions both in and outside of the classroom in small groups. For Tier 1, our elementary teachers will continue to implement Benchmark Workshop with a new focus on Writing Workshop to achieve a Balanced Literacy approach in our schools. In middle schools, an expansion of reading and math supports will occur with the continued implementation of iReady. At high school, a focus on a scope and sequence and essential standards for English Language Arts will serve to align best practices around this core subject as well as provide a rigorous and guaranteed English Language Arts curriculum to all high school students in the district.

To address social emotional needs in the 21-22 school year and beyond, a 1.0 Full Time (.5 at Costanoa and Ark) Licensed and Marriage Family Therapist (LMFT) will be added to each secondary site and will be paid for out of SB86 state funding. Social Workers, Social Worker Interns and Positive Behavioral Intervention and Supports (PBIS) aides have all been maintained in the 21-22 LCAP.

Rtl Coordinators, who are key to our elementary and secondary Rtl programs, have been maintained.

Teacher professional development and support is another core component of our LCAP. A English Language Development Teacher on Special Assignment (TOSA) (funded out of Title IV) will support ELD professional development in Integrated and Designated ELD, the implementation of best practices at the school site and the revision of the district's English Learner Master Plan. Additional Newcomer sections have also been added to the middle schools (LCFF Supplemental and ESSER Resources).

Additionally, a 1.0 FTE Social Studies TOSA has been restored to support the Social Studies' new adoption implementation and the development of common assessments in grades 6 - 12, and will also begin the work around new curriculum implementation in elementary. Another facet of this role will be supporting civic engagement efforts that are part of the new framework.

ELA and math interventions during the school day will added to all secondary sites with a focus on addressing needed learning acceleration due to the pandemic. It must be noted that an additional 3 sections of ELA and math interventions will be added on top of this number and will be funded by SB86.

To support social emotional health, and to ensure continuity of our support services, the \$5,000 stipend for Social Worker interns has been restored for all sites.

We will continue to support Advancement Via Individual Determination (AVID) programs for our traditionally underserved and underrepresented students in middle and high school to support their eligibility for college admission.

We are also adding a 2.0 Educational Technology Specialists to our Instructional Technology staff. This is a sorely needed addition to support digital tool set up and trouble shooting. With more tech teaching and assessment tools, the need for more hardware and online program support has grown, and staff feedback has clearly voiced the need for more help in this area.

Additionally, SCCS has developed a comprehensive intervention plan based on family, student and staff feedback that is funded through LCFF Supplemental, Title I, SB 86 and ESSER II and III funding. This intervention plan includes:

- -Rtl Coordinator and paraeducators for math at elementary sites
- -Small group tutoring at all grade span
- -Peer Tutoring
- -Additional intervention sections during the school day in high school
- -Additional paraeducator push-in support during the school day, including bilingual paraeducators
- -Online intervention programs in math and English Language Arts at all grade spans
- -A comprehensive summer program for all grade spans that includes social emotional support and mindfulness, math and literacy support, credit recovery (high school) and CTE/Visual Performing Arts electives (high school). The summer program will include Math Booster courses for Middle and High Schools.
- -Additional Newcomer support in secondary
- -Full-time Licensed Marriage and Family Therapist for social emotional support at each secondary site
- -3 Full-time High School Credit Recovery Teachers
- -1 additional AVID section at each Middle School
- -Teachers on Special Assignment (TOSAs) in English language Development (ELD) and Social Science

## **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.

Costanoa Continuation High School has been identified as Comprehensive Support and Improvement (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.

SCCS district is providing support to Costanoa Continuation School in the following ways:

- 1) SCCS wrote a Comprehensive School Improvement (CSI) grant in conjunction with the Costanoa administration team to make additional funds available to Costanoa High School to better implement their plan. This grant resulted in \$170,123.
- 2) SCCS is providing coaching and support to the Costanoa administration team through the Director of Secondary Curriculum, Instruction, and Assessment. Part of this support included the facilitation of a staff MTSS self analysis to support in the creation of the Costanoa CSI Single Plan for Student Achievement (SPSA). Additionally, the Director of Secondary Curriculum, Instruction, and Assessment provided support in the writing and creation of the Costanoa CSI SPSA. The Director will continue to act as a partner and support provider as Costanoa implements the aspects of their plan that are related to curriculum, instruction, and assessment.
- 3) The district is supporting Costanoa in data collection and analysis and will continue to support by providing guidance as it relates to monitoring and adjusting the Costanoa CSI/SPSA.
- 4) The district is supporting Costanoa in their desire to implement Career Technical Education pathways as part of their CSI SPSA.
- 5) The district has provided Costanoa with additional Title 1 dollars to support their CSI work.

## Monitoring and Evaluating Effectiveness

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

- 1) Measures of Academic Progress (MAP) Growth in Reading and Math - As part of the Costanoa CSI SPSA, Costanoa is implementing MAP Growth Reading and Math assessments for all students. These assessments will be used to demonstrate students' academic growth. This assessment will be given twice this year, in November and in the spring, to determine the number of students making adequate annual growth in each of these subject areas. This will be used as baseline data.
- 2) Students earning credits - As part of the Costanoa CSI SPSA, staff are focusing on both refining their system for monitoring credits earned and if students are staying on track or falling behind in their progress towards graduation. The Secondary Director of Curriculum will work with site admin to support with data collection and in using the student information system effectively to easily pull credit data.
- 3) Graduation Rate - As part of the Costanoa CSI SPSA, staff will be working with the comprehensive high schools to develop effective practices for referring students to Costanoa. The Director of Student Services will support this work and help both Costanoa and comprehensive high school counselors to determine criteria for referring students to Costanoa so students are not referred too late (being extremely credit deficient).

4) Enrollment data - The Director of Student Services will monitor Costanoa enrollment data and will supply comprehensive high school counselors with lists of students who may be good candidates for Costanoa based on being credit deficient and meeting the established criteria.

5) College and Career Indicator - The Secondary Curriculum Director will work with Costanoa to move towards having "High Quality CTE Pathways" available to students to help increase their College and Career Readiness. The Director of Student Services will support Costanoa in providing students with Dual Enrollment courses if possible.

6) MTSS self-analysis rubric - Annually the Ed Services district office team will support Costanoa in completing a self-analysis using an MTSS rubric, which will help inform Costanoa about areas of systems growth as well as areas of continued need.

7) Student, parent & staff surveys - The Secondary Curriculum Director will support Costanoa by providing disaggregated district survey information and will also support Costanoa in developing and/or having access to student, parent, and staff surveys to solicit feedback related to the identified areas of the CSI SPSA.

In working closely with Costanoa admin and staff, and in monitoring the above data, SCCS will monitor and evaluate the implementation and effectiveness of Costanoa's 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.

Throughout the 20-21 school year, SCCS gathered input from families, students and staff. Using a variety of tools, we were able to garner input from all groups. Our stakeholder input process included the following:

LCAP Family Survey (1/20/21-2/9/21): 1,070 respondents districtwide  
LCAP Student Surveys (2/15/21-3/10/21): 166 respondents in grades 4 -5 and 604 respondents in grades 6 - 12  
LCAP Staff Surveys (1/27/21-2/9/21): 179 respondents  
District Advisory Committee Meetings: 2/18/21, 3/17/21, 5/19/21  
District English Language Advisory Committee (DELAC) LCAP Input Meeting: 4/22/21  
Superintendent's Student Advisory on Race & Equity LCAP Input Meeting: 3/4/21  
Parent Leader LCAP Input Meeting: 2/17/21  
District Budget Advisory Committee LCAP Input Meeting: 3/9/21  
LCAP Input Sessions in Middle and High School AVID and Leadership Classes: March, 2021  
Senderos Parent Meeting 4/2/21  
Principal and Assistant Principal LCAP Input Meetings - ongoing

Additionally, much input was gathered last fall and winter of 2020 from families, students and staff through various ThoughtExchanges, distance learning input meetings, and distance learning surveys and webinars. As this input explicitly communicated current and anticipated needs, this data continues to inform the writing of the 2021-2022 LCAP.

Our input process also included consultation with the SELPA Director through monthly SEC meetings to inform services for our special needs students.

LCAP family, student and staff survey data and input from DELAC was shared with the District Advisory Committee, district leadership and site administration while updating the LCAP to ensure that priorities and budgeted resources directly connected to and informed goals, actions and services in the new LCAP. Additionally, site administration were given LCAP survey site-specific data to gage the effectiveness of actions and services at their schools.

A summary of the feedback provided by specific stakeholder groups.

LCAP patterns of feedback included:

- -Need for increased social emotional support for students including increased counseling and mental health counseling/services
- -Additional tutoring for all core subjects, but especially for math

- -Additional embedded academic interventions during the school day--family and student input clearly showed a preference for interventions during the school day as opposed to before and after school
- -Support for re-engagement to school due to distance learning
- -Increased English Learner support
- -Teacher professional development needs in the areas of English Learner support, mathematics instruction, and on technological tools, devices and programs to support distance learning, hybrid instruction and in-person instruction
- -Continued use of online academic programs such as Pear Deck, iReady and other digital resources
- -Continuation of support programs such as Advancement Via Individual Determination (AVID) and Leadership
- -Technology support was identified by families, students and staff as an additional need

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

Aspects of the LCAP that were influenced by specific stakeholder input include:

- -Social Emotional Health: Restoration of \$500 stipend for Social Worker interns at all grade spans
- -Technology Support: Additional 2.0 Educational Technology Specialists to be support staff's use of technological tools, devices and online academic programs
- -Intervention Sections: An additional 3 intervention sections offered during the school day in math and English Language Arts

Stakeholder feedback has also informed additional actions funded by SB86 and ESSER II and II funding that enhance and support MTSS actions funded in our 21-22 goals and actions. These actions are also partially funded by LCFF Supplemental and Title I resources:

- -Rtl Coordinator for math at elementary sites
- -Small group tutoring at all grade spans
- -Peer Tutoring Coordinator at all secondary sites
- -Additional intervention sections during the school day in high school
- -Additional paraeducator push-in support during the school day, including bilingual paraeducators
- -Online intervention programs in math and ELA at all grade spans
- -A comprehensive summer program for all grade spans that includes social emotional support and mindfulness, math and literacy support, credit recovery (high school) and CTE/Visual Performing Arts electives (high school). The summer program will include Math Booster courses for Middle and High Schools.
- -Online intervention programs for all grade spans
- -Additional Newcomer support in secondary
- -Full Time Licensed Marriage Family Therapist (LMFT) for social emotional support at each secondary site
- -3 Full Time High School Credit Recovery Teachers
- -1 additional AVID section at each Middle School

Input from our English Learner / DELAC parents espoused similar concerns as in the general feedback. There is, of course, a heightened concern among these parents in regard to college and career readiness for their students. Though not funded through LCFF Supplemental funding, we have hired a TK - 12 English Language Development Teacher on Special Assignment for the 21-22 school year, and our focus will be on integrated and designated ELD and the acquired academic language our English Learners need to excel. Additionally, English Learners are a target group for our summer program, and we have planned ELD support programs both during and after the school day for 21-22.

# Goals and Actions

## Goal

Goal #	Description
1	All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.

An explanation of why the LEA has developed this goal.

The metrics included in the CA School Dashboard and the UC/CSU A-G requirements are the metrics that currently determine "success" for college and career readiness as defined by the California Department of Education. While we have updated A-G requirement data for our graduates, we do not have an updated Dashboard indicator due to the pandemic. Other measures include graduation rate, Career Technical Education (CTE) participation and Advancement Placement participation.

The metrics below show under-representation of our Hispanic/Latinx, English Learner, Low Income and Students with Disabilities student groups in A-G completion, graduation rate and AP/Honors enrollment.

SCCS' CTE program offers an expansive set of courses for students both in and outside of our district. Much outreach to unduplicated students has occurred and is evidenced by the parity in student enrollment.

Over the years, Santa Cruz City Schools has invested in on-site academic counselors at our high schools to support students' college and career readiness. We currently have 3 full-time academic counselors at each of our comprehensive sites with a 1.0 academic counselor at Costanoa. Counselors at each of these sites support access of and support in A - G courses, Honors and Advanced Placement courses and planning for CTE pathways. Additionally, each site has a finely-tuned process for following up on students' credit completion, and credit recovery is offered in the regular school year as well as in the summer (3 additional Credit Recovery teachers were hired in Spring, 2021). Naviance, an online guidance program, was also implemented to support counselors in their work.

Stakeholder feedback has clearly stated that counselors support student success, and that a continuation of these roles is important. On the 2020-2021 Parent LCAP survey, 28.4% of parents identified school counselors as a role that "most supports my child in school" while 35% of parents identified counselors as a support their child "most needs." It must be noted that there were many competing supports and that parents were able to choose more than one.

To better serve our students and community and to ensure that each and every student has an equitable opportunity to develop and demonstrate college and career readiness, we will continue to implement best practices and actions that will increase the buy-in and increased engagement and representation in our programs that prepare students for college and career.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Assessment Program (EAP) Scores	<p>2018-19 EAP College Readiness Scores</p> <p>39% of 11th Graders scored College Ready on the EAP ELA 24% of 11th Graders scored College Ready on the EAP Math</p>				By 2023-2024, there will be a 15% increase in the percentage of students who are College Ready on the EAP with a 5% increase each year.
A-G (UC/CSU eligible) Rates	<p>2019 - 20 Comprehensive High School Graduates A - G Completion</p> <p>All Students: 70% Hispanic / Latinx: 55% English Learners: 24% Low Income: 57% Students with Disabilities: 16%</p>				<p>By 2023-2024, there will be a 15% increase in the percentage of Hispanic/Latinx and Low Income who meet A-G requirements with a 5% increase each year for each group.</p> <p>By 2023-2024, there will be a 10% increase in the percentage of English Learners and Students with Disabilities who meet A-G requirements with a 3.3% increase each year for each group.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					(California State Average for A-G completion is 48%)
Graduation Rate	<p>2019 - 20 Adjusted Cohort Graduation Rate</p> <p>Student Groups:  All Students: 91.70%  Hispanic / Latinx: 89.5%  English Learners: 74.2%  Low Income: 89.1%  Students with Disabilities: 74.30%</p>				<p>By 2023-2024, graduation rates for significant subgroups will improve to meet or exceed the "All Students" rate of 91.7%.</p> <p>(California State Average for graduation rate is 87.6%)</p>
Dropout Rate	<p>2019-2020 adjusted cohort dropout rate (total students not percentage). Students may be duplicated in multiple student groups:</p> <p>Hispanic / Latinx: 9  English Learners: 3  Low Income: 8  Students with Disabilities: 3</p>				By 2023-2024, dropout rates will reduce to zero for all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	There are a total of 14 dropouts for the district.				
AP and Honors Enrollment	<p>2020-2021 cohort - duplicated count (students are counted more than once)</p> <p>High School Honors Enrollment n=797 Hispanic / Latinx: 25% English Learners (RFEP Incl): 17% Low Income: 24% Students with Disabilities: less than 1%</p> <p>High School Advancement Enrollment n=2105 Hispanic / Latinx: 25% English Learners: 16% Low Income: 21% Students with Disabilities: less than 1%</p>				By 2023-2024, enrollment in Honors and Advanced Placement will increase by 9% with a 3% increase each year for each student group.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Participation	2020-2021 CTE Participation  n=1,379 Hispanic / Latinx: 39% English Learners 6% RFEP: 21% Low Income: 25% Students with Disabilities: 11%				By 2023-2024, CTE participation will continue to reflect student demographics.
Advancement Via Individual Determination (AVID) Participation	2020-2021 AVID Enrollment n=525  Hispanic / Latinx: 75.2% English Learners: 8.8% RFEP: 56.6% Low Income: 61.5% Students with Disabilities: 3.6%				By 2023-2024, AVID participation will increase 3% each year for each student group with sections reaching enrollment capacity.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Accessibility, Support and Guidance for All Students	Continue to provide a strong guidance program that serves to support all students in college and career readiness with a particular focus on A-G completion rates and CTE pathway completion for unduplicated students:	\$2,345,636.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Counselors assist in ensuring access post-secondary college and career opportunities (Elementary- LCFF Base and Secondary-LCFF Supplemental &amp; Parcel Tax).</p> <p>Provide 4 year planning workshops for all 9th grade students. Our counselors are specifically focused on ensuring that our English Learners, Title 1 students, and Foster Youth have access, opportunity, and support in these plans so that they are successful in being A-G ready and able to take AP/Honors courses.</p> <p>Facilitate strategies for improving A-G completion rates including ongoing transcript audits.</p> <p>Refine our articulation efforts with our partner school districts – Live Oak, Soquel and the county’s four small districts, specifically monitoring our Title 1, English Learner, and Foster Youth needs.</p> <p>Use common assessments, MAP and iReady to monitor student progress on the standards, with a specific focus on English Learner and RFEP progress.</p> <p>Continue to work with feeder districts and feeder schools to implement and refine our data based math placement process.</p> <p>Continue to implement Common Core Standards, following the Curriculum Master Plan to provide a broad course of study that will meet the needs of all students but is particularly designed to allow for accessibility and participation of unduplicated students in a rigorous, A-G course of study.</p>		
2	College and Career Opportunities for All Students through	Continue to offer a broad Career Technical Education (CTE) program with participation that reflects district demographics with a particular	\$1,938,252.00	No

Action #	Title	Description	Total Funds	Contributing
	Career Technical Education Program	<p>focus on English Learners, Foster Youth, Title I and Special Education participation in Career Pathways:</p> <p>Continue to refine CTE program offerings and monitoring of effectiveness using our District CTE Plan and by annually completing the California State CTE rubrics based on the 11 Components of a High Quality CTE Program (Measure O).</p> <p>Continue to provide Career and Technical Education (CTE) courses at all comprehensive high schools and Costanoa (LCFF Supplemental, LCFF Base, Measure O, CTEIG, Perkins, Strong Workforce Grant).</p> <p>Increase number of Career Pathways at each comprehensive high school with an emphasis on supporting English Learners, Foster Youth, Title 1, and Special Education students to have access to these courses and pathways.</p> <p>Support increased enrollment and completion of Career Pathway options with an emphasis on supporting English Learners, Foster Youth, Title I and Special Education to have access to these course and pathways.</p> <p>Increase Work Based Learning opportunities for high school students, as stated in our district CTE Plan.</p> <p>Formalize our industry partnership agreements and articulation agreements with Cabrillo, as stated in our district CTE Plan. Explore forging new partnerships with our local Chamber of Commerce as part of these efforts.</p> <p>Hire District CTE TOSA to market CTE programs, study employment trends to inform programs, provide instructional support and complete compliance reports (CTEIG).</p>		

Action #	Title	Description	Total Funds	Contributing
3	Career and College Support Programs	<p>Continued expansion and implementation of Advancement Via Individual Determination (AVID) 6 - 12 (LCFF Supplemental) to support unduplicated students who are underrepresented or may be first in their family to attend college to be college-eligible and college-prepared. Expenditures for AVID are as follows:  AVID sections 1.10 FTE \$105,804 LCFF Supplemental  AVID UCSC tutors &amp; field trips \$50,000 LCFF Supplemental  AVID contracts, tutors &amp; field trips \$60,000 - Title I  AVID PD \$89,519 - Title I  AVID sections .80 FTE \$82,995 - Title I  AVID sections .40 FTE @ Middle School \$47,191 - SB86</p> <p>Continued implementation of Naviance program to support student college and career readiness - \$31,761 - CTEIG/Strong Workforce Grant</p>	\$435,509.00	Yes
4				
5	Assessment Systems to Monitor Progress and Set Goals	Use common assessments, MAP and iReady online platform to monitor student progress on the standards, with a specific focus on English Learner, Low Income and RFEP progress (COVID Resource \$).	\$66,790.00	

## 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	SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

An explanation of why the LEA has developed this goal.

The need for social emotional supports for all students is a cornerstone of our MTSS program and a critical need due to the pandemic. Currently, SCCS has a tiered social emotional program to respond to the needs of our students. Additionally, stakeholder feedback from families, students and staff has clearly communicated that students continue to need social emotional and mental health supports, and there is a deep concern that not being at school in-person will negatively affect students once they return in person. Both our LCAP and Social Emotional Surveys show a need for support due to student lack of focus, growing stress levels and feelings of disconnectedness. For 21-22, SCCS will continue to implement the tiered systems described below:

### Tier 1 Social Emotional Programs and Systems

Social Emotional programs and systems are an integral part of our MTSS efforts TK-12. These programs support all students and are research-based and data-driven.

- -TK - 5: Programs at this grade span include the Second Step Curriculum (instruction in social and emotional learning, ie., empathy and emotion management), and Positive Behavioral Intervention and Supports or PBIS (a schoolwide, universal system in which students learn behavioral expectations and are recognized for positive behavior). Another program, Zones of Regulation, is a framework to support emotional regulation.
- -6 - 8: Positive Behavioral Intervention and Supports (PBIS) and Trauma Informed Practices
- -9 - 12: Programs at the high school include Restorative Practices and Trauma Informed Practices. Restorative Practices include a set of principles and practices that build community and restore relationships when harm has occurred. These practices support and complement current school initiatives and can be used to positively impact school culture, discipline, and academic needs. Trauma Informed Practices address chronic stress and trauma, and self care and regulation. These practices include trauma sensitive schoolwide protocols and classroom instruction.
- -Counselor Classroom Presentations / Lessons
- -Classroom Accommodations and Flexibility
- -Secondary Mindfulness Activities
- -Student Wellness Survey for students upon return for in-person instruction
- -Student Study Team (SST) referrals to determine targeted accommodations
- -Student counseling referral forms available for all staff with a protocol for counselor response

### Tier 2 Social Emotional Programs and Systems

Tier 2 programs and systems are in place to provide more individualized support to students who need more than they are receiving in Tier 1.

- -Site Attendance Review Teams collaboration with social workers
- -Counselor one-on-one guidance
- -Small group counseling
- -Social Emotional Health Survey Student Protocol (students are identified for intervention if answers indicate a critical need)
- -Outreach to students impacted by COVID-19
- -School Community Coordinators outreach
- -Parent Network support classes

### Tier 3 Social Emotional Programs and Systems

Tier 3 programs and systems are provided to individual students and deliver a more individualized approach than is available in Tier 2.

- -Social Worker, interns outreach, support and home visits
- -Referral to Encompass Community Services for intensive therapeutic counseling for students and families
- -Referrals to other community organizations such as NAMI, Family Service Agency, Community Action Board, etc.

For 21-22, expansion of social emotional supports include the following:

### Tier 1 Next Steps:

Continue Professional Development focus on:

- -Trauma Informed Practices
- -Restorative Practices

Continue implementation of:

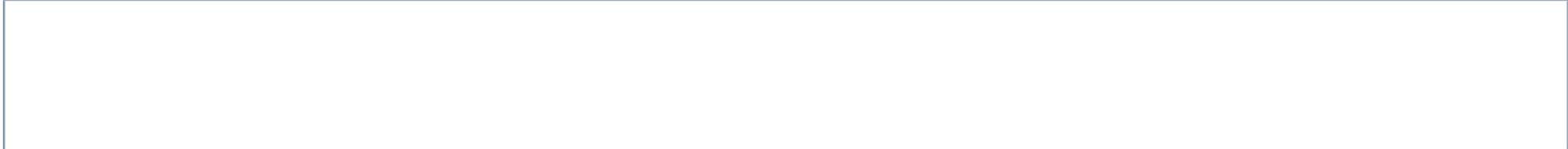
- -Second Step
- -PBIS
- -Social Emotional Health Survey

### Tier 2 Next Steps:

- -Site attendance review teams with social worker/intern
- -Student Study Teams
- -Broadening outreach to students and families impacted by COVID-19
- -School community coordinator outreach and support
- -Additional MFT/Mental Health Specialist for each secondary campus 21-22 school year

### Tier 3 Next Steps:

- -Social workers/interns outreach with in-person and telehealth counseling
- -Encompass mental health clinicians on site one day per week at all high schools
- -Referrals to Pajaro Valley Prevention and Student Assistance to support students with substance use
- -Referrals to community organizations



## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Social Emotional Health Survey Results	<p>Elementary Survey Data: "I feel thankful for my school": 87%</p> <p>"I feel thankful that my teachers are nice: 97%</p> <p>Secondary Survey Data: "I am satisfied / very satisfied with my school experience": 2020: 38%</p> <p>"On most days I feel enthusiastic": 2020: 45%</p> <p>"I feel I belong to a community": 2020: 48%</p>				<p>In 2023-2024:</p> <p>Elementary Data: Continue high levels of students feeling thankful and that their teachers are nice (87% and above).</p> <p>Secondary Data: Students who felt satisfied with their school experience, enthusiastic and who felt that they belonged to a community will increase by 15% with a 5% increase each year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Student Survey Results	<p>2020-2021 Elementary Student LCAP Survey</p> <p>"I feel connected and engaged with school": 67%</p> <p>"I feel that the school recognizes and values student accomplishments": 82%</p> <p>"When I have problems or challenges, I feel there are adults at the school to help and support me": 77%</p> <p>"I feel that teachers and administrators care about all students": 87%</p> <p>Secondary Student LCAP Survey:</p> <p>"I feel connected and engaged at school": 43%</p> <p>"I feel that the school recognizes and values student</p>				<p>Elementary Data: Increase /maintain positive response trends each year so that all responses are at 85% and above.</p> <p>Secondary Data: Increase positive response rate for each question by 15% with a 5% increase each year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>accomplishments": 52%</p> <p>"When I have problems or challenges, I feel there are adults at the school to help and support me": 58%</p> <p>"I feel that teachers and administrators care about all students": 63%</p>				
Attendance / Engagement Data	<p>Attendance Positive Percentage Rates as of May 18, 2021</p> <p>Bay View Elementary: 92%</p> <p>Gault Elementary: 95%</p> <p>DeLaveaga Elementary: 97%</p> <p>Monarch Elementary: 96%</p> <p>Westlake Elementary: 98%</p> <p>Branciforte Middle School: 98%</p> <p>Mission Hill Middle School: 98%</p> <p>Costanoa High School: 85%</p>				In 2023-2024, will reach at least 95% or above for all school sites.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Harbor High School: 97% Santa Cruz High School: 98% Soquel High School: 98%				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Support Staff	<p>To ensure the social emotional health of all students but, in particular, the acute needs of students who are English Learners, Low Income and Students with Disabilities, the implementation of strong social emotional systems throughout the district with increased staff to ensure their implementation with fidelity:</p> <p>Counselors at each school site (See Goal #1)</p> <p>1.0 LMFT/Mental Health Specialist at each high school for social emotional support at each middle and high school and .5 at Costanoa (SB86)</p> <p>Social Work / MFT Interns will provide social emotional counseling and supports with a particular focus on unduplicated students' needs (LCFF Supplemental)</p> <p>Social Workers to remove obstacles to school success focused primarily on unduplicated pupils and their families (LCFF Supplemental)</p> <p>Positive Behavior Intervention Support (PBIS) Technicians are at each elementary school to support students in needing Tier 2 and Tier 3 behavior training and support. These PBIS Technicians will be working with their site PBIS teams to receive training to meet the needs of each student they support (LCFF Supplemental)</p>	\$1,138,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue .2 FTE counseling support at both middle schools to ensure students social emotional needs are addressed and to work to better connect 6th - 8th grade students to school with a strategic focus on connecting our English Learners, Foster Youth and Low Income students		
2	County Collaboration to Strengthen Social Emotional Systems	Collaboration with County Office of Education on Foster and Homeless Youth Services through partnership with SIBHI (Schools Integrated Behavioral Health Initiative) to ensure that services and outreach throughout the county is coordinated, thoughtful and intentional throughout SCCS schools.	\$0.00	Yes
4	School Connectedness	.4 FTE Activities Director at each comprehensive high school and .1 FTE at Costanoa Continuation High School to promote school connectedness for all students and to promote and monitor school connectedness for English Learners, Foster Youth and Low Income students.  Middle School School Connectedness Activities Director (Branciforte .09 and MHMS .2)	\$190,519.00	No Yes
5	Social Emotional Systems of Support	Positive Behavioral Interventions and Support (PBIS) PBIS programs have been implemented at all elementary and middle school sites as a Tier 1 behavioral support system that focuses on clarity of behavioral expectations and positive reinforcement for positive behavior.  Second Step Curriculum	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The Second Step curriculum is established at each elementary site and Branciforte Middle School. Second Step is a holistic approach to building supportive communities for every child through social-emotional learning using universal, classroom-based, social-emotional learning curriculum for Kindergarten–Grade 8 that nurtures children's social-emotional competence and foundational learning skills.</p> <p>Restorative Justice Restorative Justice will continue to be explored and implemented the high school level as a means to support building student community. High School staff will attend Restorative Justice trainings and determine how to begin/maintain implementation at their respective sites to decrease suspension and expulsion rates for secondary unduplicated students, with a particular focus on Hispanic/Latinx and Low Income students.</p> <p>Use of the Countywide Counseling Curriculum Handbook at secondary</p> <p>Continued implementation of Trauma Informed Practices</p> <p>Weekly parent networking and support meetings</p>		
6	Homeless Student Support Systems and Practices	<p>Continued support for homeless and Foster Youth in SCCS by providing needed materials for school as well as addressing basic needs.</p> <p>Student Services Administrative Assistant to manage outreach and support efforts for Homeless/Foster Youth (.12)</p> <p>Set aside for materials and resources to support homeless students. (Title 1)</p> <p>Boys and Girls Club enrollment for summer for elementary homeless students. (Title 1)</p>	\$36,679.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Continue bus route that includes a direct pick up at shelter for homeless students and provide bus passes to students. (Title 1)</p> <p>Wellness Centers at each middle school with food, toiletries and other needed items for Low Income students and families</p> <p>Mileage for staff outreach / home visits</p> <p>Food Pantries at each secondary site for Low Income students and families</p>		
7	Attendance Intervention Systems	Student Services, sites and social workers will continue to collaborate on systems that track and respond to students who are in danger of becoming chronically absent, including outreach, letters, counseling and home visits as needed to intervene on behalf of all students but particularly for students who are displaced, Homeless and Low Income.	\$17,154.00	Yes
8			\$0.00	No
9			\$0.00	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	We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

An explanation of why the LEA has developed this goal.

Santa Cruz City Schools believes that demographics should not determine outcomes. Strategic and concentrated work has occurred to address the learning gaps in our district, and current work addresses the "digital divide" that has also plagued our district (as well as many others in the state). The focus of our MTSS effort is to create a rigorous academic program with a guaranteed, viable curriculum that works to ensure the success of all students. Our focus on Tier 1 first good instruction is to ensure that we are meeting the needs of the majority of our students, while those students who need more strategic and individualized support are provided for through our Tier 2 and 3 systems and programs.

In past years, CAASPP data and Dashboard data has shown that not all students are achieving at high levels, and that our English Learners, Low Income and Students with Disabilities are achieving at levels lower than their White and Asian counterparts. Though our 2019 CAASPP data showed definite positive growth for these student groups, our current concern is the effect of distance learning on students who face additional challenges due to lack of academic language, lack of personal resources and/or the challenges of a learning disability. Our current local data shows that though many groups have continued to grow in our virtual classrooms, the gap remains in both reading and math from elementary through high school for these groups. Additionally, our most current graduation data, A-G completion data and grade data show how these gaps directly affect college and career outcomes for these students.

An important part of our MTSS work to address learning gaps is through the role of our LCFF-funded Response to Intervention (RtI) Coordinators at each of our sites. The RtI Coordinators track program and individual student data, and either directly provide intervention or design interventions for students below grade level. Additionally, our Coordinators support teachers' implementation of intervention in their classrooms, and they also play in role in creating intervention programs offered before, during and after school. Recent local assessment data shows accelerated growth for students who participate in these interventions:

In both of our middle schools, students placed in the after school intervention (Tier 2), Tier 3 interventions and Small Cohorts (Tier 3) began with math achievement levels lower than "All Students". For the After School student intervention group, the percentage of students who moved from "2+ grade levels below" to "1 level below" grew from 10% to 22%, thus doubling the number of students in that achievement band. There was also a 2% growth of students who achieved "on or above grade level."

The Tier 3 Math interventions students decreased their percentage of students at "2+ grade levels below" by 11%. This group also increased the amount of students in the "1 level below" band 24%.

Small cohorts (Tier 3) also showed growth with 3% of students moving to “on or above grade level.”

Our current ELPAC scores also show a need for our English Learners to accelerate at a faster pace. An audit of current ELD practices as well as a revision of our English Learner Master Plan are two foci for our work in 21-22.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pioneer Valley Reading and iReady Reading	<p>Grades 1 - 2 Pioneer Valley T3 grade level status and growth:</p> <p>All 1st graders *n=247 *below grade level=43% *at or above grade level= 57% *1-3 levels growth=45% *4+ levels growth=55%</p> <p>1st grade English Learners *n=50 *below grade level=76% *at or above grade level= 24% *1-3 levels growth=60%</p>				<p>By 2023-2024, there will be 9% increase in the percentage of students who meet either 1 or 2 levels on the Fountas and Pinnell* reading assessment with each student group increasing 3% each year.</p> <p>By 2023-24, there will be a 10% decrease in the percentage of students 2 or more levels below grade level in reading as measured by the iReady diagnostic.</p> <p>*In 21-22, Fountas and Pinnell will replace Pioneer Valley Reading Assessment.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>*4+ levels growth=40%</p> <p>1st grade Special Education *n=36 *below grade level=70% *at or above grade level= 30% *1-3 levels growth=58% *4+ levels growth=42%</p> <p>1st grade Latinx students *n=114 *below grade level=59% *at or above grade level= 41% *1-3 levels growth=52% *4+ levels growth=48%</p> <p>All 2nd graders *n=205 *below grade level=34% *at or above grade level= 66% *1-3 levels growth=47%</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>*4+ levels growth=53%</p> <p>2nd grade English Learners *n=41 *below grade level=70% *at or above grade level= 30% *1-3 levels growth=43% *4+ levels growth=56%</p> <p>2nd grade Special Education *n=18 *below grade level=61% *at or above grade level= 39% *1-3 levels growth=45% *4+ levels growth=55%</p> <p>2nd grade Latinx Students *n=205 *below grade level=34% *at or above grade level= 66% *1-3 levels growth=47%</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>*4+ levels growth=53%</p> <p>Grades 3-5 iReady Reading diagnostic assessment-- administered May 2021</p> <p>3rd grade reading overall: n=286 63% at grade level 17% one grade level below 20% two or more grade levels below</p> <p>3rd grade reading English Learners: n=80 30% at grade level 24% one grade level below 46% two or more grade levels below</p> <p>3rd grade reading Special Education: n=47 36% at grade level 19% one grade level below 40% two or more grade levels below</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>3rd grade reading Latinx Students: n=119 46% at grade level 20% one grade level below 34% two or more grade levels below</p> <p>4th grade reading overall: n=242 52% at grade level 34% one grade level below 14% two or more grade levels below</p> <p>4th grade reading English Learners: n=45 11% at grade level 40% one grade level below 49% two or more grade levels below</p> <p>4th grade reading Special Education: n=42 12% at grade level 45% one grade level below 43% two or more grade levels below</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>4th grade reading Latinx students: n=92 23% at grade level 52% one grade level below 27% two or more grade levels below</p> <p>5th grade reading overall: n=267 55% at or above grade level 22% one grade level below 23% two or more grade levels below</p> <p>5th grade reading English Learners: n=46 9% at or above grade level 17% one grade level below 74% two or more grade levels below</p> <p>5th grade reading Special Education: n=41 29% at or above grade level 22% one grade level below</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>49% two or more grade levels below</p> <p>5th grade reading Latinx Students: n=111 30% at or above grade level 23% one grade level below 47% two or more grade levels below</p>				
iReady ELA and Math (Middle School)	<p>Grades 6-8 iReady Reading diagnostic assessment-- administered May 2021</p> <p>6th grade: 57% at grade level 16% one grade level below 27% two or more grade levels below</p> <p>7th grade: 56% at grade level 15% one grade level below 28% two or more grade levels below</p> <p>8th grade:</p>				By 2023-2024, the percentage of students who score on or above grade level on iReady ELA and Math will increase by 10% with a 3.3% increase each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>56% at grade level 17% one grade level below 27% two or more grade levels below</p> <p>Grades 6-8 iReady Math diagnostic assessment-- administered May 2021</p> <p>6th grade: 44% at grade level 28% one grade level below 27% two or more grade levels below</p> <p>7th grade: 39% at grade level 25% one grade level below 37% two or more grade levels below</p> <p>8th grade: 41% at grade level 26% one grade level below 33% two or more grade levels below</p> <p>iReady Reading Diagnostic - Middle School</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners n=87 8% increase of students at or above grade level (from 3% to 11%) 4% increase of students at 1 grade level below (from 9% to 13%) 7% decrease of students at 2 grade levels below (from 17% to 10%) 6% decrease of students at 3 or more grade levels below (from 72% to 66%)</p> <p>Special Education Students n=229 2% increase of students at or above grade level (from 29% to 31%) 4% increase of students at 1 grade level below (from 13% to 17%) 2% decrease of students at 2 grade levels below (from 11% to 9%) 2% decrease of students at 3 or more</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>grade levels below (from 46% to 44%)</p> <p>Hispanic/Latino Students n=330 5% increase of students at or above grade level (from 26% to 31%) 8% increase of students at 1 grade level below (from 12% to 20%) 3% decrease of students at 2 grade levels below (from 13% to 10%) 10% decrease of students at 3 or more grade levels below (from 49% to 39%)</p> <p>Low Income - to be added</p> <p>iReady Math Diagnostic - Middle School</p> <p>English Learners n=57 3% increase of students at or above</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>grade level (from 1% to 4%)            1% increase of students at 1 grade level below (from 15% to 16%)            3% decrease of students at 2 grade levels below (from 19% to 16%)            65% of students at 3 or more grade levels below (this stayed the same from fall to end of school year)</p> <p>Special Education Students            n=231            9% increase of students at or above grade level (from 17% to 26%)            9% decrease of students at 1 grade level below (from 25% to 16%)            4% decrease of students at 2 grade levels below (from 15% to 11%)            3% increase of students at 3 or more grade levels below (from 43% to 46%)</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic/Latino Students n=326 6% increase of students at or above grade level (from 12% to 18%) 6% decrease of students at 1 grade level below (from 32% to 26%) 2% decrease of students 2 grade levels below (from 17% to 15%) 2% increase of students 3 or more grade levels below (from 38% to 40%)</p> <p>Low Income - to be added</p>				
High School Math Checkpoints	Varies by standard that is assessed				By 2023-2024, the percentage of students who test proficient on Checkpoint math standards will increase to 80%.
Middle and High School Grades	Middle School and High School Grades - D and F Rates				By 2023-2024, the percentage of students who receive a D or F will decrease

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Branciforte Middle School: 39.2% Mission Hill Middle School: 29.6% Harbor High School: 23.6% Santa Cruz High School: 21.9% Soquel High School: 23.7%				by 9% with a 3% decrease each year.
ELPAC Scores	2019 - 2020 ELPAC Grade Spans: K - 12 ELPAC Growth % of students who grew 2 levels: 2.17% % of students who grew 1 level: 19.86% % of students who stayed the same: 54.48% % of students who went back 1 level: 18.77% % of students who went back 2 levels: 0.72%				By 2023-2024, the percentage of students who grew 1 or more levels on the ELPAC will grow 15% with a 5% increase each year.
iReady Math (Elementary)	Grades 3-5 iReady Math diagnostic assessment-- administered May 2021				By 2023-2024, the percentage of students who score on or above grade level on iReady Math will increase by 10% with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>3rd grade math overall: n=291 37% at grade level 41% one grade level below 22% two or more grade levels below</p> <p>3rd grade math English Learners: n=86 10% at grade level 45% one grade level below 45% two or more grade levels below</p> <p>3rd grade math Special Education: n=49 16% at grade level 33% one grade level below 51% two or more grade levels below</p> <p>3rd grade math Latinx Students: n=123 18% at grade level 46% one grade level below 36% two or more grade levels below</p>				<p>a 3.3% increase each year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>4th grade math overall: n=244 38% at grade level 45% one grade level below 16% two or more grade levels below</p> <p>4th grade math English Learners: n=43 4% at grade level 40% one grade level below 56% two or more grade levels below</p> <p>4th grade math Special Education: n=49 16% at grade level 33% one grade level below 51% two or more grade levels below</p> <p>4th grade math Latinx Students: n=92 18% at grade level 49% one grade level below 33% two or more grade levels below</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>5th grade math overall: n=270 39% at grade level 38% one grade level below 23% two or more grade levels below</p> <p>5th grade math English Learners: n=47 4% at grade level 34% one grade level below 62% two or more grade levels below</p> <p>5th grade math Special Education: n=41 22% at grade level 29% one grade level below 49% two or more grade levels below</p> <p>5th grade math Latinx students: n=111 21% at grade level 44% one grade level below 35% two or more grade levels below</p>				

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Elementary Rtl Program	<p>SCCS will provide a strong tiered academic and intervention program with additional staff to support and intervene on behalf of all students, but particularly for students who are English Learner, Low Income, Homeless and Foster Youth and Students with Disabilities:</p> <p>1.0 ELA RTI Coordinator at each school site</p> <p>1.0 Math Rtl Coordinator for each elementary site (COVID)</p> <p>Academic Intervention para professionals for English Learner Support</p> <p>English Learner Task Force Implementation and Revision of English Learner Master Plan</p> <p>While the services that Rtl Coordinators and the Academic Intervention Technicians are provided to any underachieving student, these resources are specifically in place to target, support, and monitor the growth and achievement of our unduplicated count students.</p> <p>Elementary Site targeted support funds address various goals supporting targeted services and materials for unduplicated students as identified by individual sites and approved by both site councils and the Governing Board.</p>	\$1,885,468.00	Yes
2			\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3			\$0.00	Yes
4	Secondary Rtl Program	<p>Rtl Coordinators will facilitate and implement needed interventions at secondary school sites to address graduation, drop out rates and A-G completion for unduplicated students -  Branciforte Middle School, Mission Hill Middle School, Costanoa High School, Harbor High School, Santa Cruz High School and Soquel High School: 10.42 FTE \$1,093,719</p> <p>Math and English Language Arts Intervention Sections at each secondary school -  Branciforte Middle School, Mission Hill Middle School, Harbor High School, Santa Cruz High School and Soquel High School: 1.80 FTE \$212,357 LCFF Supplemental</p> <p>Bilingual paraprofessionals for English Learner Support -</p> <ul style="list-style-type: none"> <li>• 3.119 FTE \$ 90,697 Title 1</li> <li>• 1.30 FTE Certificate Interventions \$104,044 - Title I</li> <li>• 3.0625 FTE Para Acad Inver \$131,398 - SB86</li> </ul> <p>Credit Recovery Program Staffing and Materials - \$15,170 LCFF Supplemental</p> <p>After School Intervention Staffing focused on supporting our English Learners, foster students, homeless students, and Title 1 students  Math Tutors &amp; Homework Club - \$74,494 LCFF Supplemental</p> <p>Secondary site discretionary funds address various goals supporting targeted services and materials for unduplicated students as identified by individual sites in their Single Plan for Student Achievement, which is approved by each school's Site Council and the Governing Board -</p>	\$2,346,706.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Branciforte Middle School, Mission Hill Middle School, Harbor High School, Santa Cruz High School and Soquel High School - \$524,877 LCFF Supplemental</p> <p>Bay View, DeLaveaga, Gault, Monarch and Westlake Elementary Schools - Innovation Professional Development \$26,345 Title I</p> <p>Branciforte Middle School, Mission Hill Middle School, Harbor High School, Santa Cruz High School and Soquel High School - Innovation Professional Development \$40,488 Title I</p> <p>Harbor High School International Baccalaureate Coordinators \$23,464 Title I</p> <p>Title I Site Allocations \$99,950</p>		
5	Summer Programs	<p>Elementary, middle school and high school summer programs in math and literacy with a focus on intervention, enrichment, credit recovery and addressing learning gaps due to disrupted learning in 20-21 for unduplicated students (COVID Resource Budget).</p> <p>Summer Programs 2021</p> <ul style="list-style-type: none"> <li>• Elementary - \$272,840</li> <li>• Middle School - \$95,651</li> <li>• High School - \$213,137</li> </ul>	\$581,628.00	No
6	English Learner Supports	To address English Learner progress, additional staff and interventions will be embedded in the school day for all English Learners. This includes the revision of the district's English Learner	\$333,420.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Master Plan to systemize and plan ongoing curriculum, interventions and best practices for English Learners:  .8 English Learner Teacher on Special Assignment (Title III)  Revision of District English Learner Master Plan supported by EL TOSA  Newcomer Program Classes and Supports (LCFF Supplemental / COVID Resources)  ELD Intervention/Support Classes (LCFF Supplemental / COVID Resources)  Professional Development / English Learner Task Force (COVID Resources)		
7			\$0.00	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
4	We will develop a highly collaborative, professional culture focused on supporting effective teaching.

An explanation of why the LEA has developed this goal.

Santa Cruz City Schools is finalizing a multi-year professional development plan based on the MTSS tiered framework. As classroom instruction is the single most important factor in student success, we are committed to supporting our team to collaborate and learn together so that they can continuously refine their practice to better serve students. Pre-pandemic, professional development teacher input meetings and surveys identified these areas as critical focus areas for teacher training:

21st Century Skills - 80%  
Technology Integration - 73%  
Convergence - 72%  
Restorative Justice - 68%  
UDL (Universal Design for Learning)/Differentiated Instruction - 67%  
Visible Learning Strategies - 58%

The outcomes for our technology goals in our current technology plan have been accelerated and realized as a result of this year's swift shift to virtual instruction. That being said, other identified professional learning needs now more critical than ever to address the impacts of pandemic learning. Current LCAP staff survey input identified the following areas for professional development:

- -Student engagement strategies
- -Best practices for hybrid instruction / hybrid teaching tools
- -Strategies to support students' social emotional health
- -Strategies to support English Learners

With a focus on first good teaching in Tier 1, our multi-year professional development plan will encompass all these areas of identified needs, and will also include a focus on a providing rigor in all subject areas. Another focus area is a strong assessment system that provides both formative, interim and summative data points to inform not only teaching but also our programs. English Language Development is another critical focus for 21-22. Based on teacher feedback, SCCS also plans to continue to invest in online academic programs that have served to enhance teaching, provide intervention and also provide for valid and insightful student evaluation.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Working Conditions Survey	<p>20-21 Working Conditions Survey Percentage of Teachers who "Agree" with the following statements:</p> <p>Sufficient resources are available for professional development in my school: 82.3%</p> <p>Sufficient resources are available for professional development in my school: 76.6%</p> <p>Professional development offerings are data driven: 85.6%</p> <p>Professional development deepens teachers' content knowledge: 77.3%</p> <p>Teachers have sufficient training to fully utilize instructional technology: 61.9%</p>				By 2023-2024, responses on these survey questions will reach or maintain a positive response rate of 85% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Teachers use assessment data to inform their instruction: 95%</p> <p>Teachers work in professional learning communities to develop and align instructional practices: 96%</p> <p>Teachers are encouraged to reflect on their own practice: 92.0%</p> <p>In this school, follow up is provided from professional development: 75.7%</p> <p>Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices: 86.6%</p> <p>Professional development is evaluated and results are communicated to teachers: 70.8%</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Staff Survey	<p>Students feel connected and engaged with my school: 76%</p> <p>Under-performing students are well supported to improve academically at my school: 71.3%</p> <p>I feel there are enough supports for English Learners progress at my school: 52.5%</p>				By 2023-2024, responses on these survey questions will reach 80% or above.
LCAP Survey Prioritized Areas of Need	<p>Student engagement strategies</p> <p>Strategies to support students' social emotional health</p> <p>Strategies to support English Learners</p>				By 2023-2024, training and professional development will include outcomes/pedagogy/foci that are based on prioritized areas of need.

# Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Development (ELD) Professional Learning on Best Practices	<p>A rigorous professional development plan will address the needs of English Learners in the district through participation in research-based and data driven ELD pedagogy including an ELD TOSA to coordinate trainings and provide coaching:</p> <p>Guided Language Acquisition Design (GLAD) Training for English Language Learners (Elementary) \$60,000 \$25,000 Title III \$35,000 ESSER 3</p> <p>Dedicated ELD Curriculum Study &amp; Development (Elementary) English Language Learners \$4,783 Title III</p> <p>Integrated ELD &amp; Designated ELD (Secondary)</p> <ul style="list-style-type: none"> <li>• EL RISE! (Through COE)</li> <li>• West Ed</li> <li>• CABE</li> <li>• Accountable Academic Talk</li> </ul> <p>West Ed or other PD Provider for 4-5 sites (West Ed is about \$20k per site) \$200,439 Over 4 years Title III \$26,439 Title I \$65,000 ESSER 2 \$47,000 ESSER 3 \$45,000 Title IV \$17,000</p> <p>.8 ELD TOSA (Elementary and Secondary) - See Goal #3</p>	\$88,407.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Site and District Curriculum Leadership Teams	<p>District teacher leadership teams will continue to drive both site and district professional development and spearhead initiative that support our LCAP goals:</p> <p>Santa Cruz Instructional Leadership (SCIL): Continue to support and refine roles of Santa Cruz Instructional leaders (SCIL) The Santa Cruz Instructional Leadership Team (SCIL) districtwide will continue to support professional learning community work at all school sites (LCFF Supplemental).</p> <p>The Teacher Leader PLC will continue to support future school leaders through on-going trainings. The focus of these groups is on equity and ensuring as instructional leaders, we are focused on closing the achievement gap.</p> <p>Establish districtwide Curriculum and Assessment teams to collaborate on essential standards, authentic and formative assessments, scope and sequence and curriculum design (COVID Resources Budget).</p> <p>Elementary SCIL Stipends - \$65,489 Secondary SCIL Stipends - \$92,094</p>	\$157,583.00	No
3	Social Studies Adoption Implementation	<p>A .6 FTE History Social Social Teacher on Special Assignment (TOSA) will work with Secondary History Social Science teachers to develop a district professional development and curriculum plan to support all secondary history social science teachers in implementing the newly adopted California History Social Science framework. A focus of this work will be on using instructional strategies and curriculum that meet the needs of and engage our English Learners, Title 1 students, and Foster Youth.</p>	\$99,925.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Professional Learning Communities and Site Professional Development	<p>In order to support integrated, districtwide efforts for unduplicated and Title I students, Title I allocations to support site intervention and training will be provided. Additionally, continued professional development in core content areas, academic language development for English Learners and support for Professional Learning Communities will continue to allow for focused and strategic collaboration at sites around student achievement:</p> <p>Site Allocations to Title I eligible schools to support professional learning goals in single plans for student achievement (Title 1)</p> <p>Silicon Valley Math Initiative (SVMi) Membership to support continued professional development on the Common Core Mathematics standards and assessments (S4C Countywide Membership).</p> <p>Continue to support our Teacher Leader PLC and work to support future school leaders through on-going trainings.</p>	\$90,097.00	Yes
5	Educational Technology	<p>In order to systematize increased digital teaching and learning, including online programs for intervention and engagement, additional educational technology staff will support site efforts:</p> <p>Additional 2.0 Educational Technology Specialists will support, train and troubleshoot around technology at secondary school sites (LCFF Supplemental).</p> <p>Computer Science for All Teacher on Special Assignment will continue to provide ongoing training in Computer Science integration and provide professional development on educational technology (CS for All Grant).</p>	\$201,150.00	

Action #	Title	Description	Total Funds	Contributing
6	New Teacher Project Teachers on Special Assignment	New Teach Project Teachers on Special Assignment will provide support monitoring and coaching of new teachers to attain clear teaching credential at all school sites (Title II & LCFF Base).	\$155,635.00	

## 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	SCCS will maintain a balanced budget and efficient and effective management.

An explanation of why the LEA has developed this goal.

Santa Cruz City Schools is committed to aligning all resources fiscal, time and time to support the academic achievement and well-being of all of our students. Resource decisions are driven by "What is best for students?" We realize we cannot be an effective educational institution if we do not prioritize and utilize resources based on evidence based needs. Our process includes input from stakeholders year-round, as well as in our formal LCAP input process. We allocate resources with the support of the following stakeholder engagement processes:

- -District Budget Advisory Committee (BAC)
- - Annual family, student and stakeholder surveys
- - Biannual Parent Leader Dinner
- - Regular Site Council Meetings at each school site
- -Ongoing budget update meetings with Principals and Department Directors throughout the year
- -Ongoing budget discussion at Principal meetings to seek clarity on spending guidelines, gain input and make spending decisions
- -Ongoing review of stakeholder input and the LCFF Supplemental Budget at District Advisory Committees

As a district we work to align all plans and budgets with our overall district goals and outcomes. This includes integration of our Single Plans for Student Achievement, our LCAP, our English Learner Master Plan, our CTE plan and our District Technology Plan. This year, we also see the integration of plans that support our goals through all state and federal COVID resources.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All district plans and budgets will be aligned with the six district goals.	District plans are aligned with district goals though alignment could be more explicit.				By 2023-2024, district plans explicitly show alignment with the six district goals.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool (FIT) Report Ratings	School Facility Good Repair Status (FIT Reports) - November 2020 reported all district sites' facilities as being in "good" overall condition				By 2023-2024, maintenance of "good" rating status for all sites for each year.
District Advisory Meetings	District Advisory Committee meets four times a year with representation from all stakeholders: Classified, Certificated, Management, GSCFT, SCCE and Trustees.				By 2023-2024, continued meetings with consistent representation from all stakeholders four times a year.
Principal and Department Budget Meetings	Meetings occur throughout the school year.				By 2023-2024, meetings will occur in October and January to coincide with Interim Budget Reports with another check in during the Spring.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	District Budget Monitoring Planning Systems	SCCS' Business department will continue its ongoing collaboration with departments and sites to ensure that all budget decisions are made collaboratively and thoughtfully and are based on the needs of	\$187,982.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>all students with a particular focus on under-resourced students, including English Learners, Low Income and Homeless/Foster Youth:</p> <p>Site Program Coordinator Helps Monitor Supplemental Budgets and Expenditures</p> <p>Administrative Assistant Helps Monitor Supplemental Budgets and Expenditures (.2)</p> <p>Support sites and departments with plans and budget development to ensure alignment with district goals</p> <p>Continue to refine metrics to monitor impact of key LCAP initiatives - Academic Rtl and Social Emotional efforts</p> <p>Provide sites and departments support with budget monitoring with ongoing meetings that coincide with interim budget reports</p> <p>Implement the Facilities Master Plan to improve school facilities</p> <p>Work with Principals to align their Single Plans for Student Achievement (SPSAs) to the district goals and strategic focus areas.</p>		

## 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
6	SCCS will maintain strong communication and partnerships with its diverse community.

An explanation of why the LEA has developed this goal.

This year, SCCS hired a full-time Chief of Communications and Community Engagement to support communication and outreach with our community. This role was added to expand the communication efforts that are a vital part of our organization, and which has been critical for sharing and receiving back information regarding distance learning, hybrid learning and a full, in-person return. Stakeholder input has identified a continued need for strong communication, and students have expressed the need for a platform or other venues by which to give input. Additionally, our LCFF-funded School Community Coordinators are hired to serve as a liaison between home and school for 9 of our 10 sites, and also offer translation, family outreach, event coordination and other needed services for students. Platforms such as Blackboard and ThoughtExchange have been added to our repertoire of communication tools, and our 21-22 LCAP plan will include continued and enhanced efforts in providing our community with timely and relevant communication at all times.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Family Survey School Engagement Questions and participation rate	<p>I participate in parent education offerings (classes, workshops and/or events): 72%</p> <p>My child's school and the district seek my input and ideas in decision making - "regularly - always": 87%</p> <p>When I contact my child's school, I receive courteous</p>				By 2023-2024, positive responses to school engagement and communication questions will either maintain or increase to 85% or better. And, family participation in the survey will increase to 25%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>attention. "regularly - always." 86.5%</p> <p>I receive sufficient information regarding my child's education program, progress and needs. "regularly - always" 74%</p> <p>I feel happy with my level of understanding of the district's goals, policies and operations. (question to be added 2021-22 for baseline)</p> <p>I feel that I receive clear and relevant communication about school and district related events and issues. (question to be added 2021-22)</p> <p>I know who to go to with a problem or concern. (question to be added in 2021-22 for baseline)</p> <p>The school website is clear and accessible. (question to be added in 2021-22 for baseline)</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>The district website is clear and accessible. (question to be added in 2021-22 for baseline)</p> <p>The 2020-21 participation rate on the survey was 17%.</p>				
Provide Family Webinars, regular new videos and implement other forms of communication based on family input	Family webinars occurred throughout the school year in response to COVID and school reopening updates while parent podcasts began in April, 2021 and continued through the end of the school year.				By 2023-2024, regularly scheduled webinars and weekly videos will occur throughout the year on timely and important topics as identified by the school community.
Updated and clear district website that is easily navigable with updated information on the following: <ul style="list-style-type: none"> <li>- Committee Meetings</li> <li>- Parent Meetings</li> <li>- District Events</li> <li>- Bond Projects</li> </ul>	Website contains pertinent information but is not easily navigable.				By 2023-2024, the website will be regularly updated with easily navigable links for all school community stakeholders.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> <li>- Department Resources &amp; Information</li> <li>- Topical News</li> </ul>					
State of the District mailer	Mailer is sent to families and the community once a year with an overview of programs, highlights, budget information and important updates.				By 2023-2024, the State of the District mailer will continue to be sent out to all families and the community.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	District Chief Communications Officer	The district has hired a Chief Communications Officer in the 20-21 school year to oversee and coordinate all communication efforts including webinars, podcasts, written communication and the district website. This position is funded through LCFF base and Bond funds.	\$136,620.00	
2	District Communication Tools and Platforms	<p>To maintain strong communication efforts, platforms and digital outreach will continue to elicit input and feedback from all school community stakeholders, including students:</p> <p>Infinite Campus Integrated Messaging System (Base)</p> <p>ThoughtExchange</p> <p>Survey Monkey</p>	\$55,328.00	

Action #	Title	Description	Total Funds	Contributing
		<p>Google Forms</p> <p>State of the District Flyer - once a year</p> <p>Weekly Video Updates and Webinars - ongoing</p>		
3	Family Outreach	<p>Parent/School Community Coordinators to actively provide outreach for English Learner families</p> <p>Latino Role Models Conference</p> <p>Translation and childcare for evening parent meetings</p> <p>2.712 FTE Elementary Parent/Community Coordinators \$200,449 - LCFF Supplemental</p> <p>5.60 FTE Secondary Parent/Community Coordinators \$433,693 - LCFF Supplemental</p> <p>1% Parent Involvement: Elementary \$2,624 and Secondary \$7,106 - Title I</p> <p>Latino Role Model Conference \$2,000 - Title 1</p> <p>.15 FTE Secondary Parent/Community Coordinator - \$14,843 - Title I</p>	\$660,725.00	

## 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.

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# 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
7.26%	4,100,526

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 explanation of how SCCS considered the needs of foster youth, English learners and low-income students first as well as how actions are effective in meeting the goals for these students is detailed in the narrative box below.

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

Elementary: \$1,309,088  
 Secondary: \$2,791,438  
 Total SCCS: \$4100,526

The percentage by which services for unduplicated pupils (English Learners, Foster Youth & Low-income Students) must be increased or improved over services for all students is 7.82% for the elementary district and 6.70% for the secondary district, or 7.26% for the entire K-12th district.

### Preparing Students for College and Career

After assessing the needs, conditions, and circumstances of our low-income students, we learned that A-G completion is lower than the A-G completion rate for all students: 15% lower for Hispanic / Latino students, 46% lower for English Learners and 13% lower for Low Income students. In order to address this condition for our English Learner and Low Income students, we have developed and expanded our middle and high school college preparatory support staff and programs included academic counselors, Measures of Academic Performance (MAP) and iReady assessments, Advancement Via Individual Determination and Naviance detailed in Goal 1, Actions 1 and 3. With the exception of

AVID, these programs and supports are being offered on an LEA-wide basis to support all students to be college and career ready upon graduation. However, with the addition of AVID which targets our low income students, we expect that our A-G completion rate will increase significantly more than the average A-G completion rate of all other students.

#### Addressing the Achievement Gap

After assessing the academic needs, conditions and circumstances of our English Learners and low income students, we learned that the reading and math achievement rates for elementary and middle school in comparison to the achievement rates of all students. In elementary, while less than 50% of all students were one or more grade levels below in math and reading, more English Learners were one or more grade levels below (3rd to 5th grade respectively): iReady Math: 90%, 96% and 96% and iReady Reading: 70%, 89% and 91%.

Additionally, 19-20 ELPAC scores show 54% of English Learners as having stayed at the same level, while the percentage of students who grew one or two levels was only 22%. In order to address this discrepancy between student groups, we have developed and expanded our Rtl program at the elementary level detailed in Goal 3 for Rtl Elementary and English Learner Actions. These actions include an additional Math Rtl Coordinator (TK - 5) at each site as well as a district ELD TOSA (TK - 12). Other actions include additional Newcomer interventions and supports both during and after the school day. Plans for next year include a total revision of the District's English Learner Mastery Plan, and a professional development focus on Integrated and Designated ELD.

#### Parent Outreach

In the 20-21 school year, the participation of English Learner, Low Income and Foster Youth parents in site and district meetings did not always consistently and proportionally represent these demographics. While the pandemic negatively affected participation, this has been a challenge for a number of years. In order to address this lack of parity, we have implemented an outreach program that includes Parent/School Community. Coordinators who regularly provide outreach to English Learner and Low Income families. We also provide translation, childcare and food at in-person meetings, and we plan on continuing this when we return in 21-22. Additionally, our participation in the Latino Role Models Conference is an important event that has helped to solidify our relationship with our Spanish English Learner parents and students, and is a positive collaboration and celebration of Latino culture in Santa Cruz City Schools.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$5,070,465.00	\$2,890,715.00	\$3,648,710.00	\$1,559,323.00	\$13,169,213.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$11,059,469.00	\$2,109,744.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Accessibility, Support and Guidance for All Students	\$149,471.00	\$46,000.00	\$2,125,937.00	\$24,228.00	\$2,345,636.00
1	2	All	College and Career Opportunities for All Students through Career Technical Education Program	\$80,552.00	\$263,845.00	\$1,522,773.00	\$71,082.00	\$1,938,252.00
1	3	English Learners Foster Youth Low Income	Career and College Support Programs	\$155,804.00	\$47,191.00		\$232,514.00	\$435,509.00
1	5		Assessment Systems to Monitor Progress and Set Goals	\$66,790.00				\$66,790.00
2	1	English Learners Foster Youth Low Income	Social Emotional Support Staff	\$505,147.00	\$632,853.00			\$1,138,000.00
2	2	English Learners Foster Youth Low Income	County Collaboration to Strengthen Social Emotional Systems					\$0.00
2	4	English Learners Foster Youth Low Income Students needing Tier 3 Interventions and Supports	School Connectedness	\$190,519.00				\$190,519.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	Social Emotional Systems of Support	\$20,000.00				\$20,000.00
2	6	English Learners Foster Youth Low Income	Homeless Student Support Systems and Practices	\$26,939.00			\$9,740.00	\$36,679.00
2	7	English Learners Foster Youth Low Income	Attendance Intervention Systems	\$17,154.00				\$17,154.00
2	8	Homeless Students TK-12						\$0.00
2	9	English Learners Foster Youth Low Income						\$0.00
3	1	English Learners	Elementary Rtl Program	\$928,605.00	\$736,304.00		\$220,559.00	\$1,885,468.00
3	2	Students with Disabilities						\$0.00
3	3	English Learners Foster Youth Low Income						\$0.00
3	4	English Learners Foster Youth Low Income	Secondary Rtl Program	\$1,708,260.00	\$343,755.00		\$294,691.00	\$2,346,706.00
3	5	Struggling Learners	Summer Programs		\$581,628.00			\$581,628.00
3	6	English Learners	English Learner Supports	\$96,107.00	\$47,191.00		\$190,122.00	\$333,420.00
3	7	Students with Disabilities English Learners						\$0.00
4	1	English Learners Low Income	English Language Development (ELD) Professional Learning on Best Practices				\$88,407.00	\$88,407.00
4	2	All	Site and District Curriculum Leadership Teams	\$157,583.00				\$157,583.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	English Learners Foster Youth Low Income	Social Studies Adoption Implementation	\$25,919.00			\$74,006.00	\$99,925.00
4	4	English Learners Foster Youth Low Income	Professional Learning Communities and Site Professional Development				\$90,097.00	\$90,097.00
4	5		Educational Technology	\$201,150.00				\$201,150.00
4	6		New Teacher Project Teachers on Special Assignment				\$155,635.00	\$155,635.00
5	1	All	District Budget Monitoring Planning Systems	\$106,323.00			\$81,659.00	\$187,982.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$3,823,925.00	\$9,027,520.00
<b>LEA-wide Total:</b>	\$1,739,027.00	\$5,983,117.00
<b>Limited Total:</b>	\$312,545.00	\$623,864.00
<b>Schoolwide Total:</b>	\$1,772,353.00	\$2,420,539.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Accessibility, Support and Guidance for All Students	LEA-wide	English Learners Foster Youth Low Income		\$149,471.00	\$2,345,636.00
1	3	Career and College Support Programs	LEA-wide	English Learners Foster Youth Low Income		\$155,804.00	\$435,509.00
2	1	Social Emotional Support Staff	LEA-wide	English Learners Foster Youth Low Income		\$505,147.00	\$1,138,000.00
2	2	County Collaboration to Strengthen Social Emotional Systems	LEA-wide	English Learners Foster Youth Low Income			\$0.00
2	4	School Connectedness	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$190,519.00	\$190,519.00
2	5	Social Emotional Systems of Support	Schoolwide	English Learners Foster Youth Low Income		\$20,000.00	\$20,000.00
2	6	Homeless Student Support Systems and Practices	Schoolwide	English Learners Foster Youth Low Income		\$26,939.00	\$36,679.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	7	Attendance Intervention Systems	Schoolwide	English Learners Foster Youth Low Income		\$17,154.00	\$17,154.00
2	9		LEA-wide	English Learners Foster Youth Low Income			\$0.00
3	1	Elementary Rtl Program	LEA-wide	English Learners		\$928,605.00	\$1,885,468.00
3	3		Schoolwide	English Learners Foster Youth Low Income			\$0.00
3	4	Secondary Rtl Program	Schoolwide	English Learners Foster Youth Low Income		\$1,708,260.00	\$2,346,706.00
3	6	English Learner Supports	Limited to Unduplicated Student Group(s)	English Learners		\$96,107.00	\$333,420.00
4	1	English Language Development (ELD) Professional Learning on Best Practices	LEA-wide	English Learners Low Income			\$88,407.00
4	3	Social Studies Adoption Implementation	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$25,919.00	\$99,925.00
4	4	Professional Learning Communities and Site Professional Development	LEA-wide	English Learners Foster Youth Low Income			\$90,097.00



# 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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.