

## LCFF Budget Overview for Parents

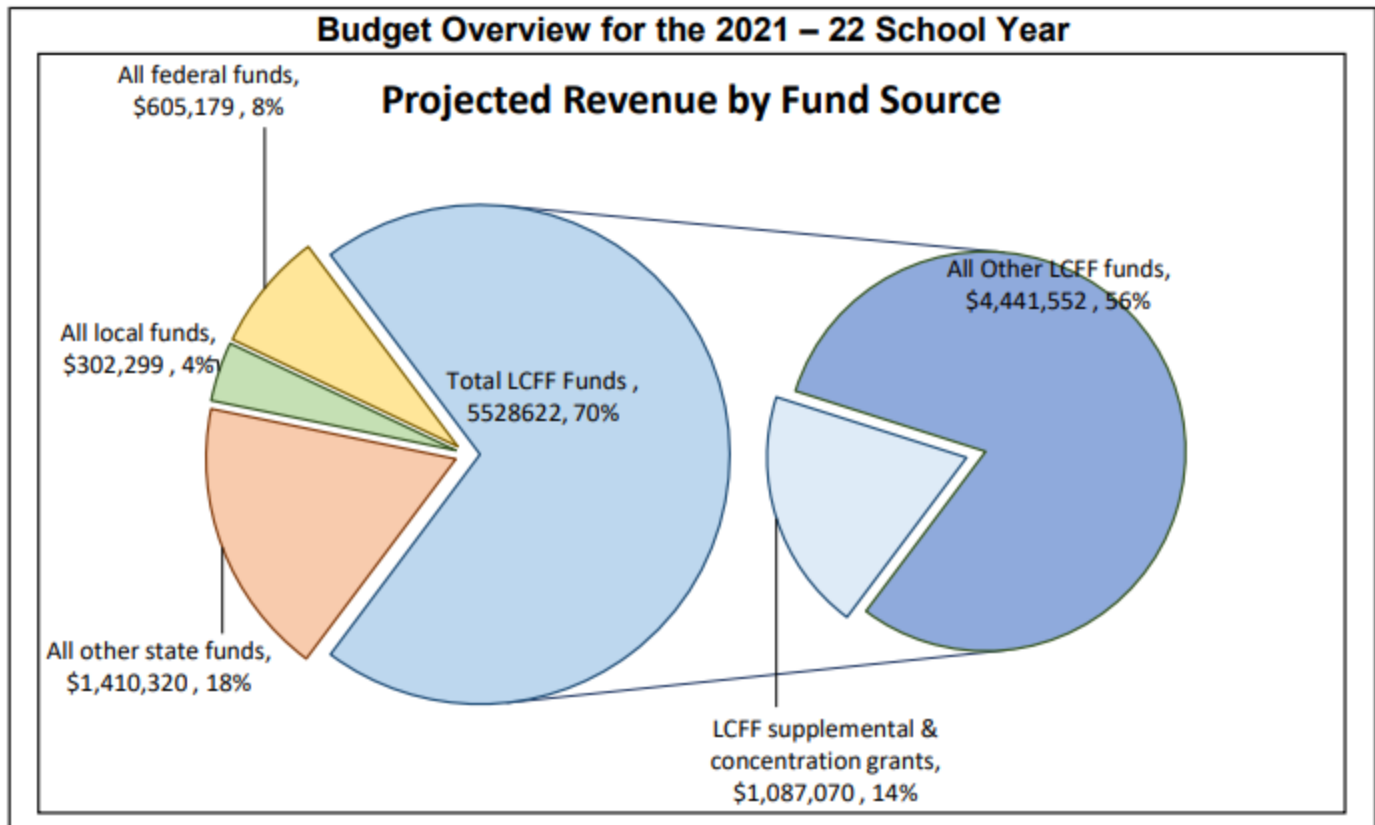
Local Educational Agency (LEA) Name: St. HOPE Public School 7

CDS Code: 34-67439-0101048

School Year: 2021 – 22

LEA contact information: Nicole M. Michalik, Ph.D. nmichalik\_contractor@sthopepublicschools.org

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

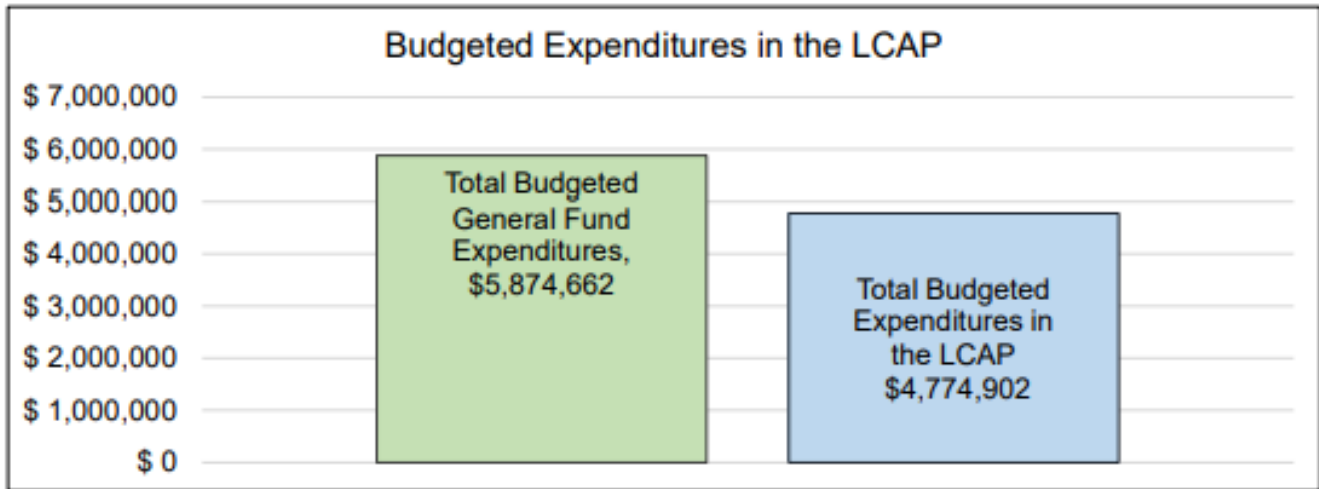


This chart shows the total general purpose revenue St. HOPE Public School 7 expects to receive in the coming year from all sources.

The total revenue projected for St. HOPE Public School 7 is \$7,846,420.00, of which \$5,528,622.00 is Local Control Funding Formula (LCFF), \$1,410,320.00 is other state funds, \$302,299.00 is local funds, and \$605,179.00 is federal funds. Of the \$5,528,622.00 in LCFF Funds, \$1,087,070.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much St. HOPE Public School 7 plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

St. HOPE Public School 7 plans to spend \$5,874,662.00 for the 2021 – 22 school year. Of that amount, \$4,774,902.00 is tied to actions/services in the LCAP and \$1,099,760.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures for the 2021-22 school year are allocated the standard expenses necessary to operate the school. Including but not limited to staffing, rent, utilities, internet, material and supplies.

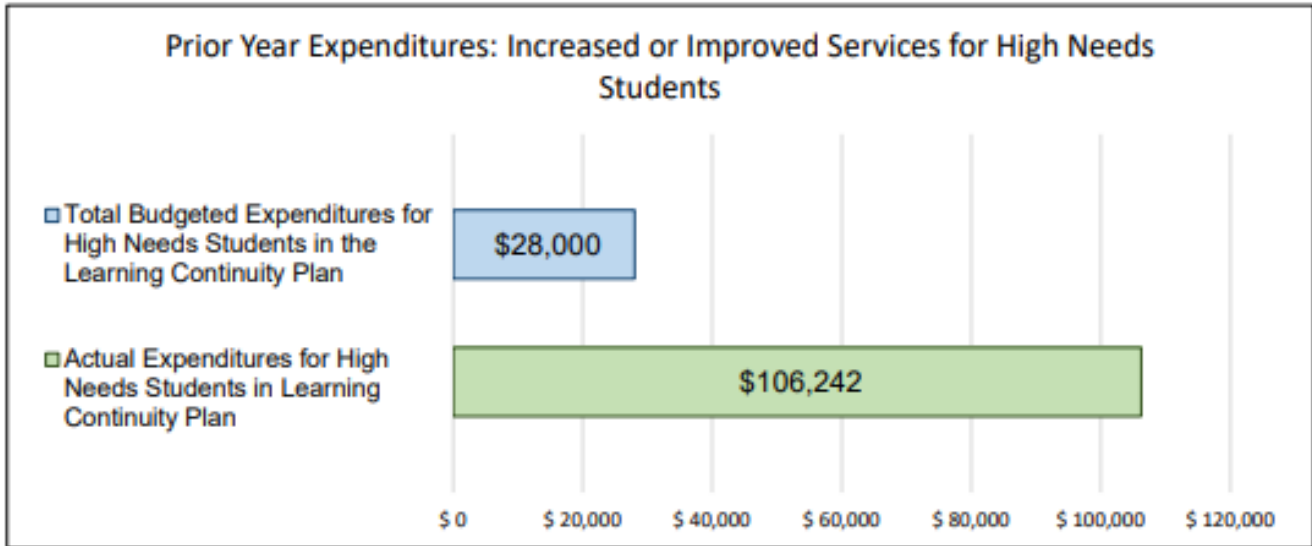
### Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, St. HOPE Public School 7 is projecting it will receive \$1,087,070.00 based on the enrollment of foster youth, English learner, and low-income students. St. HOPE Public School 7 must describe how it intends to increase or improve services for high needs students in the LCAP. St. HOPE Public School 7 plans to spend \$222,248.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

PS7's unduplicated percent is above 70% and as such the school uses additional funding to increase the school's support team and keep class sizes relatively small to support all scholars including low-income, foster, homeless and English learner scholars.

# LCFF Budget Overview for Parents

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



This chart compares what St. HOPE Public School 7 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what St. HOPE Public School 7 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, St. HOPE Public School 7's Learning Continuity Plan budgeted \$28,000.00 for planned actions to increase or improve services for high needs students. St. HOPE Public School 7 actually spent \$106,242.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

## Annual Update for the 2019–20 Local Control and Accountability Plan/School Plan For Student Achievement (SPSA)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
St. HOPE Public School 7	Nicole Michalik, Ph.D., Data and Accountability Contractor	916-649-7900 nmichalik_contractor@sthopepublicschools.org

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

### Goal 1

Ensure all students graduate prepared to attend and succeed at a four-year college/university

State and/or Local Priorities addressed by this goal:

State and Local Priorities: 1, 2, 4, 5, 7, 8

### Annual Measurable Outcomes

Metrics/Indicators	Expected 19-20	Actual 2019-20
Increase the percentage of students who meet or exceed CAASPP proficiency in Math and ELA each year -----	Increase by at least 1 percentage point for both ELA and Math	NA - The CAASPP was not administered in 19-20

<p>ELA % meeting+Exceeding 16-17 - 40% 17-18 - 39% 18-19 - 46%</p> <p>Math % of Students Meeting + Exceeding 16-17 - 34% 17-18 - 36% 18-19 - 38%</p>		
<p>Identify a baseline for the CA Dashboard for the EL indicator.</p> <p>% of EL students who are reclassified each year ----- 2017-18 ELPAC Level 4 - Well Developed: 56.5% Level 3 - Moderately Devel.: 30.4% Level 2 - Somewhat Devel.: 13.0% Level 1 - Beginning Stage: 0.0%</p> <p>2018-19 ELPAC Level 4 - Well Developed: 4.6% Level 3 - Moderately Devel.: 36.4% Level 2 - Somewhat Devel.: 54.6% Level 1 - Beginning Stage: 4.6%</p> <p>29% of EL students were reclassified from 17-18</p>	<p>Establish CA Dashboard EL Indicator baseline.</p> <p>Increase the % of EL students reclassified to 35%</p>	<p>41.2% of EL students making progress on the 2019 CA Dashboard (based on 18-19 data)</p> <div data-bbox="1493 646 1940 873" style="border: 1px solid black; padding: 5px;"> <p>Very High = 65% or higher High = 55% to less than 65% Medium = 45% to less than 55% Low = 35% to less than 45% Very Low = Less than 35%</p> </div> <p>20-21 ELPAC Level 4 - Well Developed: 9.5% Level 3 - Moder Devel.: 33.3% Level 2 - Somewhat Devel.: 47.6% Level 1 - Beginning Stage: 9.5%</p> <p>Reclassification (based on 19-20 data) = 5% (1 of 21)</p>
<p>The percentage of students who state they are satisfied overall on the annual student survey will increase annually until it reaches at least 80%.</p>	<p>50% for mid year survey 19-20</p>	<p>NA - not fully administered due to COVID-19 school closure</p>

----- 17-18 (6-8th only): 43% 18-19: (6-8th only): 39%		
Maintain an ADA of 95% or better ----- 17-18 Q3 (3/21/18): 94.2% 18-19 Q3 (3/22/2019): PS7 E = 93.0% PS7 M = 92.5%	Maintain above 95% by Q3 in 19-2	3rd qtr (as of 3/2/2020) PS7 E = 90.3% PS7 M = 93.1%
Increase student retention yearly until reaching at least 90% for students who are enrolled on census day. ----- 16-17 to 17-18: 61.3%  17-18 to 18-19: 72.1% 18-19 census to 3/2/2020: 90.6%	80% for 18-19 to 19-20	18-19 to 19-20 Census Day: 71.8%  19-20 Census Day to 3/2/2020: 92.3%  (Census Day is the 1st Wednesday of October each year)

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<b>Provide CCSS-aligned curriculum, assessments and high quality instruction.</b> <ul style="list-style-type: none"> <li>Evaluate and adjust benchmarks to continue to improve alignment</li> <li>Assess curriculum, identify gaps &amp; develop/order new curriculum as needed</li> <li>Collaborate with middle school teachers to ensure vertical alignment</li> <li>Assess instructional materials, identify gaps, order new materials as needed</li> <li>Insure low income &amp; ELL students receive additional support as necessary</li> <li>Contract with Jesuit Volunteers to provide additional reading and math intervention support</li> </ul>	Teacher Salaries and Benefits (General Fund) \$2,725,212  Site Instruction Coordinators, TAs (Title I) \$102,669  Jesuit Volunteers (Title I) \$34,000	\$2, 010,102  \$341,201 (\$211,629 Title I; balance general fund)

		\$34,000 (not paid out of Title I)
<p><b>Provide individual and team-focused professional development and support for teachers, staff and administrators.</b></p> <ul style="list-style-type: none"> <li>• Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture</li> <li>• Provide teachers with training and support in specific content areas</li> <li>• Work in specialized departments to provide professional development specific to content area</li> </ul>	<p>PD (Title II) \$30,234</p>	<p>\$34,300 (\$26,285 Title II; balance general fund)</p>
<p><b>Strengthen infrastructure for ongoing analysis of student performance and progress.</b></p> <ul style="list-style-type: none"> <li>• Create CCSS aligned EOY and benchmark assessments for particular content areas.</li> <li>• Track and reflect on student achievement data at least quarterly to determine areas of growth and establish concrete next steps around those focus areas</li> <li>• Weekly meetings between teachers and instructional coaches to analyze daily student assessment results to determine areas of growth and establish concrete next steps</li> </ul>	<p>no additional budgeted</p>	
<p><b>Expand opportunities for students to receive academic support and become more interested in school and learning (including enrichment, after school programming and college exploration).</b></p> <ul style="list-style-type: none"> <li>• Continue reading intervention program</li> <li>• Incorporate a variety of instructional strategies that support multiple learning modalities</li> <li>• Continue PS7 athletics program</li> <li>• Expanded after school and summer learning and enrichment opportunities, (e.g. summer school, sports teams, clubs, college visits)</li> <li>• Execute schoolwide tutoring for middle school grades in all content areas for 30 minutes a day 3 times a week for scholars needing additional support</li> <li>• Execute intervention block for math and writing block for ELA support in grades 2-6, at least 45 minutes a day, 3 days a week</li> <li>• Continue to offer an expanded elective line (i.e., art)</li> <li>• Continue to staff student services coordinators at both sites (elementary and middle).</li> </ul>	<p>Salaries/athletic stipends (general fund) \$23,500</p>	<p>\$0.00</p>



## Goal Analysis

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

The vast majority of planned actions and strategies towards Goal # 1 were implemented in 2019-20 up until the COVID-19 school closure in March 2020. Jesuit Volunteers were onsite, however were not paid out of Title I funds for the school year (general fund).

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

With school closures due to COVID-19 many of the measures to truly evaluate the strategies and services outlined for 2019-20 are not available (i.e., CAASPP scores, full year attendance and suspension data). However, the school was able to grow and evaluate challenges.

### **Success (what is working/effective):**

At PS7 we spent a great deal of time digging into curriculum and creating benchmarks for all content areas to monitor scholar progress. Teachers create their own curriculum at PS7 which allows for a deeper understanding of the standards. Grade level and content benchmarks allowed teachers to backwards plan their lessons. At the same time grade level and department meetings increased teacher collaboration and vertical alignment in the curriculum. Aligned benchmarks also provided valuable data for ongoing, consistent data analysis of scholar progress. Benchmark analysis was done on a quarterly basis and PS7 also focused on daily and weekly scholar data such as exit tickets to gauge scholar understanding of lessons. Teachers posted the data in the classroom and through DOJO (at the elementary site) to build scholar investment. The school built in days in the calendar to analyze data and continue collaboration among grade level and content area teachers to better understand scholar progress through the school year.

Professional development (PD) was also a success at the school. The school has 21 days of PD built into the calendar in addition to weekly sessions. In addition to larger PD sessions to cover a wide range of topics of interest to all teachers such as classroom culture, de-escalating situations in the classroom and instructional execution, the school focused on peer observations, reflections and individual coaching. New teachers had additional time before school started in August to onboard in addition to almost 2 weeks of PD for all teachers that took place before day 1 of the school year. Teachers asked for additional time to plan (½ day every 3 weeks) which was built into the schedule and allowed for individual and team planning.

Scholars in need of additional support were able to receive it in the school's inclusion model. Co-teachers in many classes were strategically placed to support students with special needs including students with disabilities and English learners, but all scholars who needed extra support were able to benefit from the inclusion model. Jesuit Volunteers and City Year also provided support in the



classroom with behavior and culture support. Teacher office hours and tutoring through PWC were additional formal supports available to any scholar needing support. Teachers receive PD on differentiated instruction and were and are, given the freedom to explore and utilize a variety of instructional activities.

PS7 was able to expand it's athletics program at the middle school with hopes to expand further and to include the elementary school in the future. All grade levels have seen an increase in electives including art, music, and foreign language in addition to the core content areas.

**Challenges (what is not working/ineffective):**

The challenges from 2019-20 generally dealt with expanding opportunities for scholars. Specifically, the school would like to see a reading intervention program at the middle school (grades 7 and 8). The school recognizes that the intervention block is not well known by parents/guardians, which, if better communicated to parents, could provide tools to parents so they can better support their students in where to get help.

## Goal 2

Ensure all students are educated in learning environments that are clean, healthy, and safe.

State and/or Local Priorities addressed by this goal:

State and Local Priorities: 1, 4, 5, 6, 8

### Annual Measurable Outcomes

Metrics/Indicators	Expected 19-20	Actual 19-20
<p>Increase the percentage of staff, students and parents who state on the annual survey who report that the campus is safe and has a positive school culture annually until it reaches at least 90%.</p> <p>-----</p> <p>Staff - I feel connected and committed to the mission and vision of SHPS:</p> <ul style="list-style-type: none"> <li>● 17-18: 92%</li> <li>● 18-19: 90%</li> </ul> <p>Students - 6-8th graders who reported that they feel their school is a safe environment in which to learn - agree or strongly agree - on mid-year survey:</p> <ul style="list-style-type: none"> <li>● 17-18: 43%</li> <li>● 18-19: 49%</li> </ul> <p>Parents - The school provides a safe environment for students to learn:</p> <ul style="list-style-type: none"> <li>● 17-18:76%</li> <li>● 18-19: PS7 E = 86%; PS7 M = 74%</li> </ul>	<p>Staff:</p> <ul style="list-style-type: none"> <li>● I feel connected and committed to the mission and vision of SHPS: 90%</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>● 65% of responses in the School Safety section will be favorable.</li> </ul> <p>Parents:</p> <ul style="list-style-type: none"> <li>● School provides a safe environment for students to learn: 75%</li> </ul>	<p>Staff:: 85%</p> <p>19-20 parent and student surveys were not completed prior to shutdown spring 2020</p>

Conduct quarterly school safety and cleanliness inspections and drills	Completed	Completed
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## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p><b>Strengthen school culture by clearly articulating expectations, teaching positive behaviors and consistently implementing behavioral interventions.</b></p> <ul style="list-style-type: none"> <li>Continue Culture Week</li> <li>Continue culture days throughout the year</li> <li>Strengthen homeroom program curriculum (ex. Culture Cups, student behavior reflection and goal setting)</li> <li>Review student behavior data with teachers and staff and develop academic/behavior plans with parents as needed</li> <li>Continue anti-bullying work with middle grades</li> </ul>	<p>Dean salaries (general fund) \$175,000</p> <p>City Year (Title I) \$75,000</p>	<p>\$199,385</p> <p>\$75,000 (not paid out of Title I)</p>
<p><b>Provide cleaner and better maintained facilities.</b></p> <ul style="list-style-type: none"> <li>Conduct monthly cleanliness and safety walk inspections and drills</li> <li>Hold regular campus clean-up days</li> <li>Continue to work with the Green Team and Clean Up Crew</li> </ul>	no budgeted amount	

## Goal Analysis

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

The school was able to carry out the planned actions and strategies for Goal 2. Although City Year was not paid out of Title I funds, the school did contract with City Year to provide school and classroom support.

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

### Success (what is working/effective):

At PS7 we believe that setting scholars up for success is important to ensure a safe learning environment. To do so the school had a number of programs in place to ensure that scholars, and staff, are aware of the expectations regarding school safety. Prior to the first

day of school, staff and teachers cover culture topics such as behavior expectations and school norms that should be carried out in each and every classroom. Culture week at the beginning of the school year provides a strong start for scholars at every grade level by outlining and modeling expectations. Advisory at the middle school level, which is every week, provides the opportunity to reinforce school culture.

In addition to creating a foundation for a safe school from the beginning, the school had ongoing programs and activities in place. The elementary school utilized Class DOJO to quickly and efficiently communicate to staff and families about expectations (i.e., attendance). School deans and monitors were a constant presence in the classroom, in the hallways, and throughout the schoolsite to quickly reinforce and discuss school culture. Restorative practices took place in conversations between the deans and scholars/families, as well as through restorative/community building at the elementary level.

**Challenges (what is not working/ineffective):**

Although anti-bullying is part of the school program, the middle grades (6-8th) would like to see more anti-bullying work so that students are understanding how their words, actions, or social media habits can affect each other.

### Goal 3

Empower parents and families to become more actively engaged in supporting their child(ren)'s education.

State and/or Local Priorities addressed by this goal:

State and Local Priorities: 3,4,5,8

### Annual Measurable Outcomes

Metrics/Indicators	Expected 19-20	Actual 2019-20
<p>Increase the percentage of families completing parent survey annually until it reaches at least 75%</p> <p>-----</p> <p>17-18 participation rate (mid-year survey): 76%</p> <p>18-19 (mid-year): PS7 E 42%; PS7 M = 34% (total = 38%)</p>	75% for 19-20	NA - Parent surveys were not completed due to school closure
50% of families will attend at least 1 PS7 parent event as tracked through sign-in sheets.	50% of families will attend at least 1 event	Achieved

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p><b>Facilitate ongoing communication and collaboration between staff and parents focused on student achievement of annual academic goals.</b></p> <ul style="list-style-type: none"> <li>Distribute weekly parent communication through blue communication folders, including grade report, behavior report, and class/grade level newsletters</li> <li>Utilize email blasts, auto calls, and text messaging for updates</li> </ul>	no additional budgeted	

<ul style="list-style-type: none"> <li>• Provide a parent survey at least 2x per year for parents to send feedback to teachers</li> </ul>		
<p><b>Provide increased opportunities for parents to participate in site activities to increase their skills as partners in education.</b></p> <ul style="list-style-type: none"> <li>• Improve parent involvement structure</li> <li>• Continue to offer parent education, involvement and volunteer activities in the school day and publicize on the school's calendar (e.g. conferences, family orientations, parent nights/meetings, classroom support and field lesson / field day support)</li> </ul>	no additional budgeted	

## Goal Analysis

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

Expenditures for items such as weekly communications (i.e., the Blue folders) and surveys are not tracked as these occur onsite on a daily or regular basis. For 2021-22, the LCAP/SPSA will also include areas such as automessaging, the school information system (parent/student portal) and other communication systems to better track communication expenditures. Parent engagement activities continued throughout the school year in 2019-20, but expenditures are minimal per offering.

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

### Success (what is working/effective):

PS7 believes in communicating regularly with families at all levels - individual scholar, classroom, and schoolwide. Weekly communication continued through the communication folders, even after the COVID-19 school closure when it went virtual to minimize person-to-person contact. Course grade and behavior reports went out weekly to families and they always had access to the Illuminate parent portal to check these areas in addition to attendance. Autocommunication tools such as email and text messaging allowed for rapid communication in the event of special circumstances, but also for regular communication in modes accessible and desired by many families. Class DOJO, particularly used at the elementary level, allowed for quick communication schoolwide or with individual parents.

PS7 also believes that school events lead to greater engagement. The school, even after the COVID-19 closure, was able to hold multiple events both in-person and virtually. Literacy week/night and the book fair, awards ceremonies and promotions, and

orientations and back to school nights were some of the larger schoolwide events, but many classes and grade levels also had smaller events that welcomed families on to campus during the day or in the evening.

**Challenges (what is not working/ineffective):**

To help build parent engagement the school takes suggestions from all stakeholders; however, the school does not have a specific parent involvement group to steer activities and monitor successes and areas of growth.



## Goal 4

Build a high performing organization that is financially sustainable and recognized as a leader in public education locally and statewide.

State and/or Local Priorities addressed by this goal:

State and Local Priorities: 1, 3, 4, 5, 7, 8

### Annual Measurable Outcomes

Metrics/Indicators	Expected 19-20	Actual 2019-20
Close the fiscal year with a balanced budget ----- Balanced in 18-19	Balanced in 19-20	Balanced
Maintain an ADA of 95% or better ----- ADA End of Q3 18-19: PS7 E = 93.0%; PS7 M = 92.5%  Chronic Absenteeism: 18-19: 28.9%	ADA 95% or above in 19-20	ADA evaluated through 3rd qtr (due to school closure) PS7 E = 90.3% PS7 M = 93.1%  Chronic Absenteeism: 19-20: 27.8%

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<b>Institute strategies to maintain high attendance and improved student retention.</b> <ul style="list-style-type: none"> <li>Adhere to attendance policy and utilized the first two levels of SART/SARB process.</li> <li>Create attendance incentive system</li> <li>Develop a system to track and report student progress more often during school year</li> </ul>	Staff salaries (general fund) \$50,000 (per site)	\$112, 856

- Conduct exit conversations with families opting to leave to understand primary reasons
- Continue staffing student services coordinators (at middle and elementary) to continue focus on attendance and support

## Goal Analysis

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

NA

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

### Successes (what is working/effective):

PS7's commitment to communication with parents is particularly important in the area of attendance. The school has historically struggled with chronic absenteeism and average daily attendance was below expectations for the year. With that said, the school did see a decrease in chronic absenteeism by 1% from 2018-19 to 2019-20. Although a small decrease, this came about through a focus on individual and schoolwide attendance. The school did a deep dive into the attendance policy to see how it could best support families in coming to school regularly. Constant communications through the Illuminate parent portal, truancy letters and meetings, home visits, daily phone calls about absences, emails, newsletters and Class Dojo messaging about attendance kept the topic at the forefront of everyone's mind. The school did Culture Cups to boost attendance and excitement about coming to school - opening it up to staff/teachers for ideas to boost the strategies effectiveness. Award ceremonies recognized scholars with high attendance to promote attendance as a positive. The school and classes tracked attendance data and that data was posted to the PS7 community (i.e., weekly posted to Class Dojo at the elementary level).

### Challenges (what is not working/ineffective):

Although the school did see some gains in scholar attendance, the school faced many challenges it must still work through, some outside of the school's immediate control. For example, transportation is one issue that affects attendance, particularly at the elementary level. PS7 offers free city bus passes for scholars, but this is not effective, or recommended, for younger scholars. The COVID-19 school closure at the end of 2019-20 presented its own set of unique challenges as attendance depended on a reliable internet connection. Although the school was able to provide families with obtaining internet connections if they did not have access prior to the school shutdown, stability and connectivity was always an issue. In addition, during the school closure time, the school implemented flexible schedules for scholars to review and complete lessons and assignments. These flexible schedules may have

contributed to a disconnect on the importance of school during this time. In addition, at PS7 we wonder how perfect attendance awards really affect attendance. Are there alternatives to this that may promote positive attendance?

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PPE equipment and other safety supplies (i.e. thermal scanners, sanitizer and cleaning supplies)	\$14,000	\$10,479	No

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

When the Learning Continuity and Attendance Plan was originally written, in early fall 2020, the school was still in full distance learning. Although the school was preparing for a hybrid model, or potential return to full in-person instruction later in the year, the full extent of the necessary equipment and supplies to bring scholars back on campus was not fully known.

### Analysis of In-Person Instructional Offerings

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

#### Successes:

One of PS7’s greatest successes of the first half of 2020-21 was re-opening for hybrid instruction before most schools in Sacramento County. For the majority of the school year, PS7 was the only public middle school, and one of the few elementary schools, in Sacramento County offering in-person instruction in a hybrid model. The school welcomed scholars back in November 2020. The percent of students participating in hybrid instruction has grown to 80% in the 4th quarter of the school year for tk-5th grades and 100% of middle school scholars (6-8th grade) are receiving live daily instruction, whether through distance learning or the hybrid model. Both models offered students a full-range of courses while offering additional support to high-needs groups such as English learners and students with disabilities through the co-teaching and inclusion models. All of this required double-planning by administrators, staff and

teachers so that the school could pivot it's instructional model as necessary based on COVID-19 restrictions, while trying to minimize learning loss and addressing additional scholar and family needs, such as social/emotional and food/nutrition.

Before scholars returned to campus, we communicated with families in multiple ways, including virtual orientation sessions, to prepare families well in advance of the return to in-person learning. We had a plan for hybrid learning that was laid out to families before day 1 of the 2020-21 school year - four months before it actually happened. And although some of that plan did change from August 2020 to November 2020, the school regularly communicated with families on what to expect and when. Families were surveyed multiple times about their intent to return to in-person learning so that staff could better prepare for them and ensure that all aspects of the hybrid model, from safety to instruction, could be adjusted as necessary.

Similarly, the school was ready for the health and safety concerns of scholars, families and staff well before anyone returned to the campus. Safety signage (i.e., social distancing, masking and washing hands) was posted during the summer, as well as directional signs and seating arrangements (i.e., in the classroom and for lunch) to keep scholars appropriately socially distanced. Temperature checks were added for all scholars coming on campus and hand sanitizer and cleaning supplies were aplenty and utilized in prescribed ways to ensure consistent safety precautions were enforced.

**Challenges:**

While planning for all possibilities this year presented challenges, one of the greatest challenges was working with families to bring their scholars back on campus. From November 2020 to the end of the school year, the number of scholars back on campus continued to grow; however, some families are still hesitant to return. This challenge may come into play at the start of the 2021-22 school year as well as it is currently unclear what will be required for schools and the status of COVID-19 in general.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks	\$25,000	\$65,558	Yes

Document cameras	\$6,000	\$5,500	No
Teacher laptops	\$0	\$11,507	No
WiFi hotspots and internet	\$3,000	\$11,649	Yes

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

When the Learning Continuity and Attendance Plan was originally written, in early fall 2020, the school was in full distance learning. Based on the funding available at the time and a needs assessment of scholar device and connectivity, the school was able to ensure that all scholars had access to a reliable device and an internet connection. As the year progressed not only was new funding released, but the ongoing maintenance of devices and connectivity was reassessed to ensure that scholars continued to have what they needed to get online and attend all classes live, each day. In addition to providing devices and hotspots, the school was able to provide some families with further assistance to get reliable internet services. Teachers were also provided with updated laptops as necessary.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Successes:

After three months of distance learning in spring 2020, we gathered input from teachers, staff, and families on the best strategies for implementing distance learning in 2020-21. Surveys and focus groups overwhelmingly asked for more live lessons so we created a structured schedule that mirrored a regular school day and had live lessons each day using Google Classroom and Zoom. Within these live lessons, breakout rooms provided additional support for students using the co-teaching model. Students with special needs were able to obtain virtual services during the day as well. There were daily objectives and assignments in addition to live instruction. Teachers offered office hours during the week to support students. And not only did students receive instruction in core content areas (math, English, science and social science), but scholars had electives and P.E.. This continued the strategy to mirror a regular day as much as possible even in a virtual world.

Professional development continued throughout the year, only virtually. The 21 PD days and early release days for PD and staff planning/meeting continued to ensure the continued community interaction and development of staff. PD consisted of topics that would have been offered had there not been a global pandemic (i.e., classroom management, data analysis), but also included using technology and supporting scholars in using technology.

The school also doubled-down on attendance during distance learning to ensure scholars were online and learning every day. Daily calls regarding attendance, letters and home visits were meant to keep scholars and families focused on daily attendance. Additional staff such as the dean team were pulled in to assist in communication with families.

**Challenges:**

Despite the many successes in offering distance learning, there were still many scholars that did not attend regularly. Keeping scholars and families focused and engaged continued as a challenge all year with so many variables impacting individual scholar attendance.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Co-teachers (new hires)	\$0.00	\$29,035	Y
Hero pay and Saturday school	\$0.00	\$93,864	N

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

As additional funding was released for the 2020-21 school year, PS7 was able to hire 2 additional co-teachers to provide support in classes. In addition, Saturday school continued during the year and staff were given Hero Pay for the school year.



## Analysis of Pupil Learning Loss

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

### Successes:

PS7 was able to carry out the strategies and actions as planned to help mitigate pupil learning loss, including:

- Virtual small group instruction at designated times throughout the school week for scholars with Specialized Academic Instruction minutes. Students with related services (i.e., Language and Speech, individual counseling) were able to access these services virtually, at designated times, with each scholar's various service providers.
- EL, special education, 504 scholars and any scholar identified as needing extra support received additional support in the co-teaching model. Two additional co-teachers were hired during the 2020-21 school year.
- Breakout rooms in Zoom allowed for small group instruction and parallel teaching with co-teachers (core classes) to address additional differentiated learning needs.
- Office hours and intervention with teachers at the end of the day.
- Frequent assessments of scholar learning including daily exit tickets, unit assessments and quarterly benchmarks that assessed potential learning loss.

### Challenges:

For those scholars with consistent attendance, learning was assessed regularly so that appropriate support could be put in place to address class or individual learning loss. However, there were scholars who did not attend distance learning or hybrid instruction regularly during the year making it difficult to assess and quickly address learning loss. For students who were in distance learning and then chose to attend hybrid instruction, the move back to campus greatly impacted learning positively.

## Analysis of Mental Health and Social and Emotional Well-Being

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

### Successes:

PS7 monitored and supported mental health and social and emotional well-being through regular communication, opportunities for scholars to interact outside of academics, and providing additional support as necessary for those scholars in need. This included:

- Regular teacher check-ins with individual students
- Constant communication with scholars and parents/guardians through email, phone, and Class Dojo.
- Monthly events on campus for scholars and families to come to campus and interact with teachers/staff using appropriate safety precautions (i.e., masks and social distancing)
- Check-ins by our Dean Team, campus monitors, and other staff including home visits as necessary
- Virtual events for scholars such as clubs and virtual lunch to connect with their peers and build positive relationships virtually
- Daily, weekly and quarterly opportunities for positive incentives
- Use of social emotional curriculum to support mental health
- Support for families to find additional services as necessary

**Challenges:**

Again, the largest challenge was disconnected scholars and families. Scholars that were not available could not be monitored for needs.

## **Analysis of Pupil and Family Engagement and Outreach**

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

**Successes:**

PS7 continued its focus on family outreach through constant communication and activities for scholars and families, including:

- Regular teacher and staff check-ins with individual students
- Regular communication with families such as newsletters, mailed letters, website updates, email blasts and autocalls
- Virtual, and when it was safe and feasible, in-person events to engage families and create a sense of community
- Extracurricular activities for students to engage students and address needs outside of academic needs
- Orientations and Culture weeks at key points to transition families into and out of distance learning

- Multiple modes for scholars/parents to contact teachers and administrators for support such as email, phone, Class Dojo

### **Challenges:**

For scholars who did not attend regularly, in many cases there was little two-way communication between the school and family, despite the school's attendance and re-engagement plans. Although the school was able to hold some in-person events in socially responsible ways, the interactions, which are a key to family engagement, were limited.

## **Analysis of School Nutrition**

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

### **Successes:**

All students are eligible to receive free breakfast and lunch because SHPS schools (Sac High and PS7) are Community Eligibility Provision (CEP) schools. To ensure that families were able to access meals in a convenient and safe environment for distance learning scholars, meals were provided in bulk two days a week. This schedule made it more convenient for families and for those families who were restricting outside contact, they were able to minimize interactions with the nutrition staff. Contactless drive-up assisted in this process.

For scholars who returned to campus, grab and go meals were provided to decrease contact. Scholars were spread throughout the campus and assigned seating to maintain social distancing while eating.

In addition, as the Pandemic-EBT (P-EBT) program has rolled out, SHPS has supported families in getting the benefits. The P-EBT program is a federal program that provides money, via a P-EBT card, to spend on groceries. All scholars who were eligible for free/reduced meals, which is all scholars in SHPS, were automatically eligible for the original P-EBT program and the extension, but had to apply. The P-EBT 2.0 program, which is in the process of rolling out as of May 2021, will be issued automatically to all eligible scholars.

### **Challenges:**

The number of scholars eating meals during this time dropped as some families chose not to pick up the school meals. The method of distribution, both for distance learning and hybrid, limited the menu and options that scholars had during this time.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
NA				

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

NA
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## Overall Analysis

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

<p>The goals for the 2021-22 LCAP/SPSA* have not changed from those outlined in the 2020-21 SPSA so that we can focus on academics, safety and security, parent engagement, and scholar engagement. And many of the actions/strategies will be the same with refinements and revisions based on a review of the data and input from stakeholders. However, 1.25 years spent in distance learning and limited in-person instruction have altered some plans as we get ready for 2021-22. Learning loss will need to be addressed in the 2021-22 school year and beyond. We have summer school and intersessions planned as usual, but as per our Expanding Learning Opportunities Grant plan, more scholars will be able to attend. The inclusion/co-teaching model will be increased as the additional support of a trained adult in the classroom provides more opportunities for one-on-one and small group interventions. The importance of culture and re-teaching the entire school community will also be a factor in the 2021-22 plan so that teachers, staff, scholars and families can return to campus and the high expectations that PS7 has for all.</p> <p>* PS7 is an independent charter school and is not required to create a 3-year LCAP. Instead the school creates a 1-year combined LCAP/SPSA</p>
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An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue regular assessment of scholar learning daily, weekly or by unit, and with regular benchmark assessments to ensure that scholars do not continue to fall behind. Students with disabilities, students with 504 plans and English learners will be monitored in accordance with their plans through regular review of data to ensure that these scholars are continuing to make progress towards state standards, but also towards individual goals set for these scholars. As these students have changing needs, their plans will be reviewed to adjust - particularly if the school has to change models during the school year (i.e., from distance learning to/from in-person). The inclusion model and co-teaching will provide additional support in the classroom for these and all students who need additional support. In addition, as outlined in the Expanding Learning Opportunities Grant plan, the school will expand summer school and intersession in addition to increasing staffing for these programs.

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

NA

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

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

The goals for the 2021-22 LCAP/SPSA\* have not changed from those outlined in the 2020-21 SPSA so that we can focus on academics, safety and security, parent engagement, and scholar engagement. And many of the actions/strategies will be the same with refinements and revisions based on a review of the data and input from stakeholders. However, 1.25 years spent in distance learning and limited in-person instruction have altered some plans as we get ready for 2021-22.

We will focus on monitoring our students with IEPs in a more systematic way to gauge progress on IEP goals, not just CAASPP scores. Bringing scholars and families back on campus for instruction and events will be a key to re-engagement, particularly for those scholars and families that were disengaged during the 2020-21 school year. We will continue to focus on attendance as a strong indicator of

engagement as well as reviewing discipline data as the school is full in-person. The lack of reliable, comparable data over the past 1.25 years makes it necessary to reset baselines and expectations moving forward.

Learning loss will need to be addressed in the 2021-22 school year and beyond. We have summer school and intersessions planned as usual, but as per our Expanding Learning Opportunities Grant plan, more scholars will be able to attend. The inclusion/co-teaching model will be increased as the additional support of a trained adult in the classroom provides more opportunities for one-on-one and small group interventions. The importance of culture and re-teaching the entire school community will also be a factor in the 2021-22 plan so that teachers, staff, scholars and families can return to campus and the high expectations that PS7 has for all.

\* PS7 is an independent charter school and is not required to create a 3-year LCAP. Instead the school creates a 1-year combined LCAP/SPSA

## **Instructions: Introduction**

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

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

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

### **Annual Update**

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

### **Annual Measurable Outcomes**

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

### **Actions/Services**

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

### **Goal Analysis**

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

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



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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education  
January 2021

# Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
St. HOPE Public School 7	Nicole M. Michalik, Ph.D. Data and Accountability Contractor	<a href="mailto:nmichalik_contractor@sthopepublicschools.org">nmichalik_contractor@sthopepublicschools.org</a> 916-649-7900

## Plan Summary [2021-22]

### General Information

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

St. HOPE Public School 7 (PS7) is a TK-8 charter school committed to providing students the skills and training necessary to become contributing members of their school, family, and community. PS7 is a learning environment where students, faculty and parents embrace a standard of excellence in academic achievement, ethics, and citizenship. Students participate in a college preparatory program with low student-teacher ratios during an extended instructional schedule.

At PS7 scholars receive rigorous instruction that is aligned to common core standards and ultimately to getting our students to and through college. Our goal is for all of our scholars to demonstrate mastery of their grade level standards or to meet their individual growth goal that is designed to get them on track. Additionally, literacy is a huge focus at PS7 and we have a goal to have all scholars reading on grade level by the end of the year.

PS7's mission is to graduate self-motivated, industrious, and critically-thinking leaders who are prepared to earn a degree from a four-year college or university, committed to serving others and passionate about lifelong learning. PS7 students will be well-prepared for high school, higher education, and employment. They will accept their rights and responsibilities as citizens in a democratic society.

PS7 is part of St. HOPE Public Schools and is split between two campuses: grades TK-5 at Strawberry Lane and grades 6-8 at the Sac High campus on 34th St.

## Reflections: Successes

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

The 2020-21 school year presented an entirely new set of challenges for staff, teachers, scholars and families. Despite the challenges presented, PS7 had success or made progress in a number of areas.

**In-person instruction, access to a broad course of study, and targeted supports:** For the majority of the school year, PS7 was the only public middle school, and one of the few elementary schools, in Sacramento County offering in-person instruction in a hybrid model. The school welcomed scholars back in November 2020. The percent of students participating in hybrid instruction has grown to 80% in the 4th quarter of the school year for tk-5th grades and 100% of middle school scholars (6-8th grade) are receiving live daily instruction, whether through distance learning or the hybrid model. Both models offered students a full-range of courses while offering additional support to high-needs groups such as English learners and students with disabilities through the co-teaching and inclusion models. All of this required double-planning by administrators, staff and teachers so that the school could pivot it's instructional model as necessary based on COVID-19 restrictions while trying to minimize learning loss and addressing additional scholar and family needs, such as social/emotional and food/nutrition.

**Student and family engagement - Events:** The school was able to continue to hold events for students and families considering the health and safety of all participants. From virtual orientations to on-campus award pickups, the school worked hard to engage the PS7 community and keep as many opportunities for scholars as possible. For example, the elementary site held a modified Literacy Week with read alouds, a virtual book fair and "Literacy Night Drive-Thru" where 100 cars came through in 45 minutes and received a bag of 8-10 books. Both sites were able to hold virtual parent conferences to offer all families the opportunity to talk to their scholars' teachers.

**Preparation for state testing:** The school kept to it's plan to administer the state annual assessments, CAASPP and CAST, to all students as required. Although some challenges were encountered due to device setup, remote testing, and the challenge of having an increased number of students on campus, the school is well on it's way to meeting it's participation goals for all students and all student groups. As a lead in to CAASPP testing, the elementary school scholars scored well on benchmarks 1st ELA, 1st Math, 2nd ELA, 3rd ELA, 4th Math, 5th grade math as well as progress across all grade levels.

## 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.

**Resetting school culture and behavior:** As scholars have not been on campus full-time since March 2019, PS7 has not had the daily contact with scholars to consistently and constantly reinforce school expectations. In addition, the school now has two years of data on scholar behavior, particularly suspension data, that is not comparable to previous years. This makes it difficult to see how progress that was made through March 2019 would have developed. Scholars, staff, teachers and families will need to be reset on school expectations as scholars return to 100% in-person instruction. Teachers and staff will have additional professional development prior to the start of school and throughout the year to reset expectations. Scholars and families will have opportunities to orient themselves to the school's expectations through orientations, on-campus work (i.e., culture week and advisory at the middle school), and daily contact with staff and teachers.

**Increasing English learners' progress towards meeting state standards:** As with most school data moving into 2021-22, English learner progress towards meeting state standards will have gaps in comparable data. However, in the most recent years with available data, PS7 EL scholar reclassification rates were low. Since then, the school has identified a teacher to bring attention to EL scholars in the classroom through systematic tracking of individual student progress and additional professional development on EL standards and working with EL students in the class. In addition, the school will continue to offer a co-teaching model with teaching assistants in core classes to support EL students.

**Monitoring schoolwide progress on IEP goals:** Scholars with disabilities (special education scholars) have historically not performed on par with the rest of their peers on state assessments. To better track individual student progress, the school has begun to focus on the goals established in students' individual education programs (IEPs) and tracking progress on these goals on a schoolwide basis as a metric for success for these students in addition to progress made on state assessments and in course work.

**Chronic Absenteeism:** Chronic absenteeism continues to be a challenge for PS7. Students who are chronically absent miss 10% or more of instructional time (instructional days). While the data is not comparable across the past three years, chronic absenteeism has dropped to a small degree (~1% from 2019-20 and 2020-21 through the 3rd quarter of the year). In addition to daily attendance monitoring, we identify chronically absent students every two weeks and will continue to review and revise attendance communication and incentives to work with individual scholars, families and the school as a whole to further decrease chronic absenteeism.



# LCAP Highlights

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

PS7's 2021-22 LCAP/SPSA has 5 identified goals aligned with the LCFF State Priorities:

1. Provide all scholars with access to a high quality education that puts them on the path to and through college
2. Ensure all scholars are educated in learning environments that are clean, healthy and safe
3. Build a strong sense of community through frequent, transparent communication with families and provide ample opportunities for families to engage and support their children's education
4. Provide scholars with ample and varied opportunities to engage in the school community
5. Build a high performing organization that is financially sustainable and recognized as a leader in public education locally and statewide
6. Support families and scholars in prioritizing attendance and coming to school each day

The plan outlines identified actions and activities for the 2021-22 school year acknowledging the unique situation presented by COVID-19 in 2019-20 and 2020-21 and that the plan may change as the school year progresses. This is a 1-year plan.

**Title I Schoolwide Program** - Schoolwide programs address the educational needs of children living in impoverished communities with comprehensive strategies for improving the whole school so every student achieves high levels of academic proficiency. California *Education Code* 64001 and the Every Student Succeeds Act (ESSA) requires schools that receive federal funds through the ConApp to consolidate all school planning requirements into the SPSA (School Plan for Student Achievement). Single school districts and charter schools may use the local control and accountability plan (LCAP) to serve as the SPSA, provided that the local control and accountability plan meets federal school planning requirements and the stakeholder requirements in subdivision (a) of Section 52062, and is adopted at a public hearing pursuant to Section 52062 or 47606.5, as applicable.

**Additional Targeted Support and Improvement (ATSI)** - Schools are eligible for ATSI if they are among schools eligible for Targeted Support and Improvement (TSI) and if any student group at the school, on its own, meets the criteria for the lowest-performing 5 percent of Title I schools for CSI. Schools with one or more student groups that, for **two consecutive years**, meet the same criteria for the lowest-performing 5 percent of Title I schools for Comprehensive Support and Improvement (CSI) are eligible for TSI. At PS7, special education students (a student group at PS7) had all red and orange indicators on the California Dashboard (ELA, math, chronic absenteeism, suspensions/expulsions) in 2019. The school will continue in ATSI in the 2021-22 school year as schools could not enter or exit ATSI from 2019-20 to 2020-21 due to COVID-19 data inconsistencies and

non-comparable data. Unfortunately, due to COVID-19 inconsistent and non-comparable data, the school will likely not be eligible to exit ATSI until at least 2 years of comparable data are available.

**Differentiated Assistance (DA)** - County superintendents, charter authorizers, the California Department of Education (CDE), and the California Collaborative for Educational Excellence (CCEE) provide differentiated assistance for eligible LEAs, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups. PS7 was identified for DA due to its chronic absenteeism rate and addresses this within the LCAP/SPSA.

## 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.

PS7 - ATSI

### Support for Identified Schools

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

PS7, as a single-school LEA, incorporates its support and improvement plans into its LCAP/SPSA by identifying key metrics to track progress for the groups identified. At PS7, special education students (a student group at PS7) had all red and orange indicators on the California Dashboard (ELA, math, chronic absenteeism, suspensions/expulsions) in 2019 so those groups are identified in its plan to monitor progress in these areas.

### Monitoring and Evaluating Effectiveness

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

PS7, as a single-school LEA, incorporates its support and improvement plans into its LCAP/SPSA by identifying key metrics to track progress for the groups identified. Progress will be monitored by regular review of data for the identified group (special education students) and by reviewing individual student progress on their individual IEP goals.

# Stakeholder Engagement

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

The school begins formal SPSA/LCAP planning in the winter/spring of each year.

1. Starting in the late fall/spring the schoolsite council (SSC) reviews available data and actions/strategies from the current plan to determine what is/is not 'working' towards meeting the school's goals. This process takes several meetings.
2. Administrators further evaluate the data and the review done by the SSC in determining goals and actions/strategies for the next school year. The school aligns its goals with the California Dashboard indicators and LCFF priorities.
3. As the school was identified for Differentiated Assistance, PS7 also met with Sacramento City Unified School District towards lowering the school's chronic absenteeism rate.
4. The plan is then created with staff input and presented to the SSC for approval (May 2021) and recommendation to the SHPS board of directors.
5. The plan is presented at a public meeting of the Board of Directors (May 27, 2021) and open for public comment.
6. The plan is presented at a regular board meeting for final adoption (June 29, 2021).

## 2020-21 Schoolsite Council Members:

Member	Name
Principal	Elisha Ferguson Parsons
Certificated Teacher	Lauren Brown
Certificated Teacher	Katie Jelcz
Certificated Teacher	Alli Kauffroath
Certificated Teacher	Ernestine LaPlante
Non Certified Staff Member	Kat Besse
Parent/Community Member	Tanish Bynum
Parent/Community Member	Danielle Johnson
Parent/Community Member	Janel Quayle

Parent/Community Member	Angelica Trillas (EL parent - ELAC)
Parent/Community Member	Latia Evans

A summary of the feedback provided by specific stakeholder groups.

The PS7 schoolsite council started to look at the 2021-22 LCAP/SPSA in the late fall by reviewing the available data on the 2020-21 SPSA goals (the LCAP was not required for 2020-21) and the strategies and activities that were aligned with those goals. The leadership team, including the chief of schools, site leads, deans of culture and instruction, and the head dean also bring feedback from their teams to the process. Feedback from teachers and staff throughout the school year contributes to the evaluation of progress and finding better ways to accomplish the school's goals. In addition, PS7 has met with SCUSD on several occasions to discuss and review the school's plan to decrease chronic absenteeism starting in spring 2020 through spring 2021.

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

The schoolsite council identified a lot of successes to continue to build upon in the next year:

- Teacher created curriculum and vertical alignment
- Benchmark assessments that provided data for regular review
- Teacher and staff support through ongoing professional development, including PD sessions on a variety of topics, but also individual coaching and working with peers (i.e., grade level/content area collaboration)
- The Dean Team and consistent messaging of expectations from and to all stakeholders
- Continued family engagement activities
- Consistent and ongoing communication with families

The group also identified some areas to review and grow:

- More peer observations (acknowledging that these were difficult in 2020-21)
- Even more parent communication (i.e., regarding supports for scholars)
- Alternatives to current awards such as attendance - does this actually promote attendance?
- Providing more structure for some interventions, especially for older grade levels

One area that has been developing in 2020-21 that will be expanded in 2021-22 is monitoring the academic progress of students with disabilities outside of just monitoring CAASPP scores. After reflection, the special education team will come up with a systematic way to track progress on IEP goals for individuals as well as schoolwide. PS7 has also come up with a better process to review teacher assignments each school year towards ensuring that there are zero teacher misassignments. Another area that was influenced by stakeholder input is the need to reset expectations for next school year for staff, teachers, scholars and families. After 1.25 years of distance learning and hybrid instruction, all of these groups will likely return full-time to campus next year allowing for an opportunity to revisit and reset academic and social/behavioral expectations.

SCUSD provided input in the school's specific actions/strategies to target chronic absenteeism and also provided resources from the county office of education regarding strategies to decrease absenteeism.

# Goals and Actions

## Goal #1

Goal #	Description
#1	<p>Provide all scholars with access to a high quality education that puts them on the path to and through college.</p> <p>LCFF priority 1: Basic services or basic conditions at schools</p> <p>LCFF priority 2: Implementation of state academic standards</p> <p>LCFF priority 4: Student achievement</p> <p>LCFF priority 5: Student engagement</p> <p>LCFF priority 7: Access to a broad course of study</p>

An explanation of why the LEA has developed this goal.

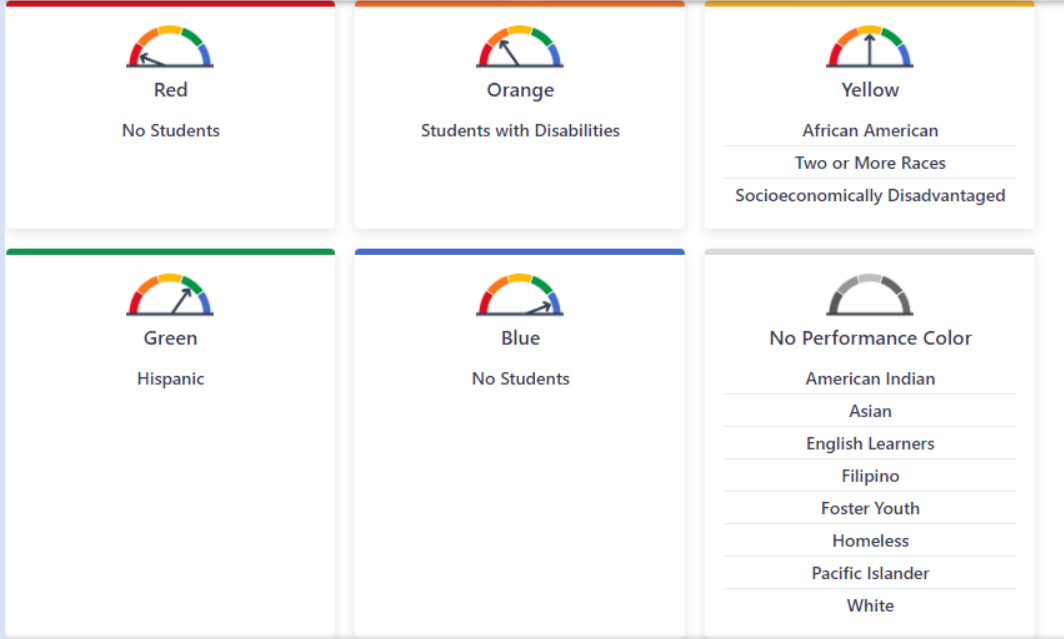
Progress on the CAASPP in ELA and math provide a good measure of student progress towards meeting Goal 1. Analysis of the data indicates that students were making academic growth on the CAASPP, in both ELA and math; however, some subgroups were not growing or matching the overall site growth. Overall, the percentage of students who met or exceeded standard on the latest CAASPP ELA (2019), rose 8% to 46.4% and on math rose 3% to 38.2%. By site, PS7 elementary (tested grades 3rd -5th) had 50% of tested students score met/exceeded; PS7 middle (tested grades 6th - 8th) had 45%. Students were not assessed on the CAASPP in 2020 due to the COVID-19 school shutdown. 2021 CAASPP scores will not be available until summer 2021.

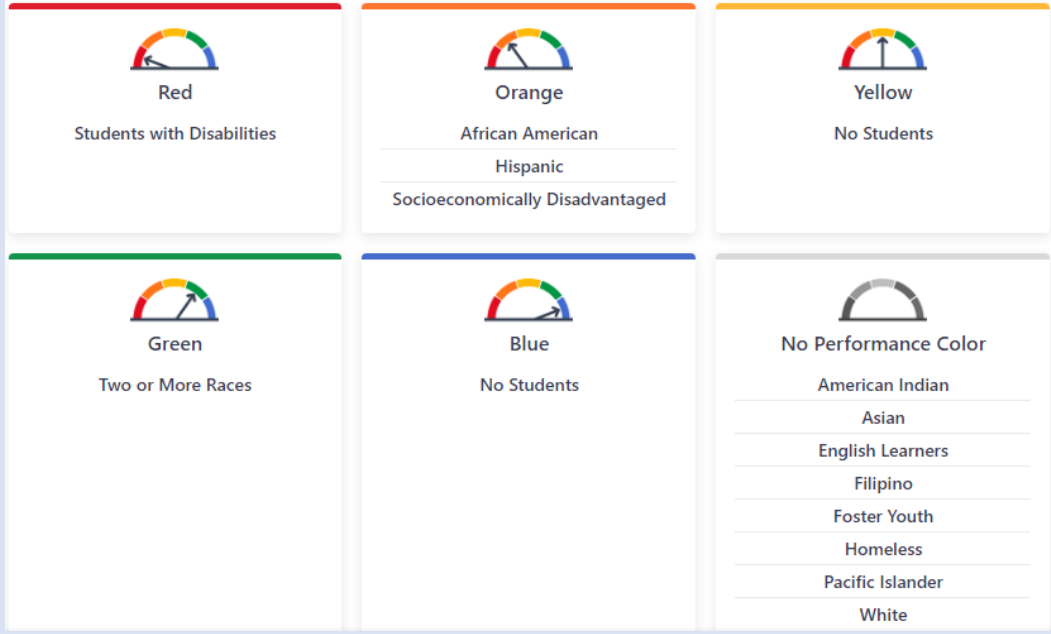
Students with disabilities did make progress in this time; however, the percent of students who met or exceeded the standard in both ELA and math is at or below 20% (9% for ELA, 20% for math).

The percent of EL students who met or exceeded standards actually dropped from 2018 to 2019 in both ELA and math (29% and 14%, respectively). 10% of EL students were considered Well Developed (level 4 of 4 levels) on the 2020 Summative ELPAC and only 1 student was eligible for reclassification based on the [reclassification criteria](#). On the 2019 California Dashboard, 41.2% of EL students were making progress towards English Language Proficiency, which is considered low. 2020-21 Summative ELPAC scores will not be available until summer 2021.

In addition, the school needs to focus on maintaining high standards for teacher created curriculum and materials as well as ensuring teachers are assigned to teach within their credential or are otherwise deemed to be competent in their content area.

## Measuring and Reporting Results

Metric	Baseline	Desired Outcome for 2021-22
<p>CAASPP - ELA</p>	<p>% met/exceeded CAASPP ELA:            2020-21 = pending            2019-20 = not administered            2018-19 = 46.4%            2017-18 = 38.7%</p> <p>2019 CA Dashboard ELA: all students = YELLOW (18-19 scores)</p>  <p>2020 CA Dashboard = not produced due to COVID-19 school closure</p>	<p>Increase% met/exceeded ELA by 1% for:</p> <ul style="list-style-type: none"> <li>• All students</li> <li>• All significant subgroups (African American, Hispanic and Socioeconomically disadvantaged, students with disabilities)</li> </ul>
<p>CAASPP - math</p>	<p>% met/exceeded CAASPP math:            2020-21 = pending (summer 2021)</p>	<p>Increase% met/exceeded ELA by 1% for:</p>

	<p>2019-20 = not administered  2018-19 = 38.2%  2017-18 = 35.6%</p> <p>2019 CA Dashboard math: all students = ORANGE</p>  <p>2020 CA Dashboard = not produced due to COVID-19 school closure</p>	<ul style="list-style-type: none"> <li>• All students</li> <li>• All significant subgroups (African American, Hispanic and Socioeconomically disadvantaged, students with disabilities)</li> </ul>
<p>Special education scholars' IEP goals</p>	<p>No process to track/measure IEP progress at a schoolwide level, not just individually.</p> <p>No baseline.</p>	<p>Create and implement a system to track/measure IEP goal progress for the school as a whole.</p> <p>Create a baseline to measure schoolwide progress on IEP goals.</p>
<p>English learner (EL) progress</p>	<p>% met/exceeded CAASPP ELA:  2018-19 = 14.3%  2017-18 = 33.3%</p>	<p>Increase the % of EL students making progress towards English proficiency</p>



	<p>2019 CA Dashboard EL Progress: 41.2% making progress</p> <p>Summative ELPAC Overall: 2019-20 = 10% Level 4 2018-19 = 5% Level 4</p> <p>Reclassification rate: 2019-20 = 5% 2018-19 = 5%</p>	
Curriculum/textbooks	All students have access to curriculum/textbooks.	Maintain status
Teacher assignments	# of misassignments (teachers with credential teaching outside of content area) 2020-21 (expected - pending final from CDE) = 0 2019-20 = 0	Reduce the number of teachers teaching outside of their credential to zero (0)

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Rigorous, college-prep, common core curriculum development	<ul style="list-style-type: none"> <li>Evaluate and adjust benchmarks to continue to improve alignment</li> <li>Assess curriculum, identify gaps &amp; develop/order new curriculum as needed</li> <li>Curriculum Leads</li> <li>Weekly lesson plan feedback and co-planning sessions to support teachers with their curriculum development</li> </ul> <p>Teacher and administrator salaries/benefits - general fund (i.e., coaches, curriculum/instruction specialists)</p>	\$2,239,787	N
2	Professional development	<ul style="list-style-type: none"> <li>At PS7 we have 21 professional development days built into our school calendar and hold weekly professional development sessions. We offer on-going, differentiated professional learning including department, grade-level and school site collaboration, peer observations, training and job-embedded coaching aligned to our teacher evaluation-based planning, instructional execution, assessment, classroom culture, and leadership development.</li> </ul>	\$25,183	N

		<ul style="list-style-type: none"> <li>• Provide teachers with training and support in specific content areas, working with different student populations (i.e., EL students) and use of technology</li> <li>• Work in specialized departments to provide professional development specific to content area</li> <li>• Coaching/feedback for teachers- weekly lesson plan feedback, a weekly to biweekly observation/debrief cycle consisting of an instructional coach observing a teacher and then meeting with the teacher to review samples of student work, reflect on the lesson and identify 1-2 key next steps to better support scholars and to improve teacher performance.</li> <li>• Teacher's new to St. HOPE participate in three days of New Teacher Professional Development before the start of the school year to specifically provide differentiated support and PD to set up our new teachers for a successful school year.</li> </ul> <p>Title II</p>		
3	Ongoing data analysis	<p>Ongoing data analysis of benchmark data to adjust instruction based on students results</p> <ul style="list-style-type: none"> <li>• Track and reflect on student achievement data at least quarterly</li> <li>• Track and reflect on EL and reclassified fluent English proficient (RFEP) student progress</li> </ul>	\$0	N Y
4	Inclusion model	<ul style="list-style-type: none"> <li>• Ensure special education, 504 EL students receive additional support as necessary using an Inclusion model in core content classes</li> <li>• Co-teaching model</li> </ul> <p>Teaching assistant salaries/benefits - Title I Sped team salaries/benefits - General fund EL support stipend (general fund)</p>	<p>\$219,248 (Title I)</p> <p>\$224,087 (special ed team - General Fund)</p> <p>\$347,047 (special education sources)</p>	Y N Y

			\$2,000 (EL support - General fund)	
5	Create process to monitor progress towards achieving IEP goals	<ul style="list-style-type: none"> <li>• Create a process to track and monitor the progress on identified IEP goals for students with disabilities</li> </ul>	\$0	N
6	Teacher assignments	<ul style="list-style-type: none"> <li>• Establish a process between Site Leads + School Counselors + HR Credentialing Point Person to review master schedule and teacher assignments by July of each year.</li> <li>• For vacancies complete extensive recruitment efforts to hire a credentialed teacher who is not misassigned including <ul style="list-style-type: none"> <li>-Post the position</li> <li>-Reach out to partners</li> </ul> </li> <li>• Prior to the start of the school year, seek board approval for any teacher misassignments that are deemed an effective fit despite being a misassignment.</li> </ul>	\$0	N
7	Extended learning time	<ul style="list-style-type: none"> <li>• Summer school</li> <li>• Saturday school</li> <li>• At the middle, Office Hours/Tutoring occurs three times a week after school</li> <li>• Teachers and staff spend MORE TIME in professional development and collaborative planning sessions in order to be optimally prepared for time in front of scholars so that they are maximizing bell to bell instruction.</li> </ul> <p>General Fund</p>	\$51,000	N

## Goal Analysis

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.

The LCAP was NA for 2020-21; however the school completed a standalone SPSA for the 2020-21 school year as was required for Title I schools. Despite the challenges of the 2020-21 school year, the school was able to implement most of the planned activities including ongoing curriculum development, professional development, data analysis and additional support for students through the

co-teaching/inclusion model. The school was not able to create a process to track special education IEP goals and intervention was limited in 2020-21.

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

There were not any significant differences in budgeted and actual expenditures.

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

Continued work on common core curriculum creation aligned to benchmarks allowed teachers to see regular progress of scholars in a year without CAASPP data (2019-20). Ongoing professional development provided guidance and coaching for teachers as a group, but also individually via weekly or bi-weekly observations and meetings with coaches. Data analysis continues to be a key in monitoring scholar progress for teachers as well as for scholars and parents/guardians. The inclusion model (co-teaching) continues to support students in the classroom with identified needs (i.e, EL, special education and 504 students), but also for general students in need of extra support. Even in distance learning and hybrid models, scholars benefit from the extra adult in the classroom to focus one-on-one or small groups.

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.

Goal #1 is not a new goal; however, each year the school revises and refines the actions and strategies associated with the goal. In the 2020-21 SPSA a new action/strategy was added to monitor the progress of students with disabilities by measuring and monitoring IEP goals. This process was not created for implementation in 2020-21 and will instead be implemented in 2021-22 to start to accurately track progress beyond just CAASPP scores for this group of scholars. In addition, the school will monitor teacher assignments and where a teacher is misassigned, seek board approval for the teacher to teach the subject outside of their credential if that teacher is deemed to be an effective teacher in that subject area. Finally, the school will continue extended learning time, as it is not new in 2021-22, but has added it to the planned actions/strategies tied to this goal as an effective way to support scholars outside of the regular school year.

## Goal #2

Goal #	Description
2	<p>Ensure all scholars are educated in learning environments that are clean, healthy and safe.</p> <p>LCFF priority 1: Basic services or basic conditions at schools</p> <p>LCFF priority 6: School Climate</p>

An explanation of why the LEA has developed this goal.

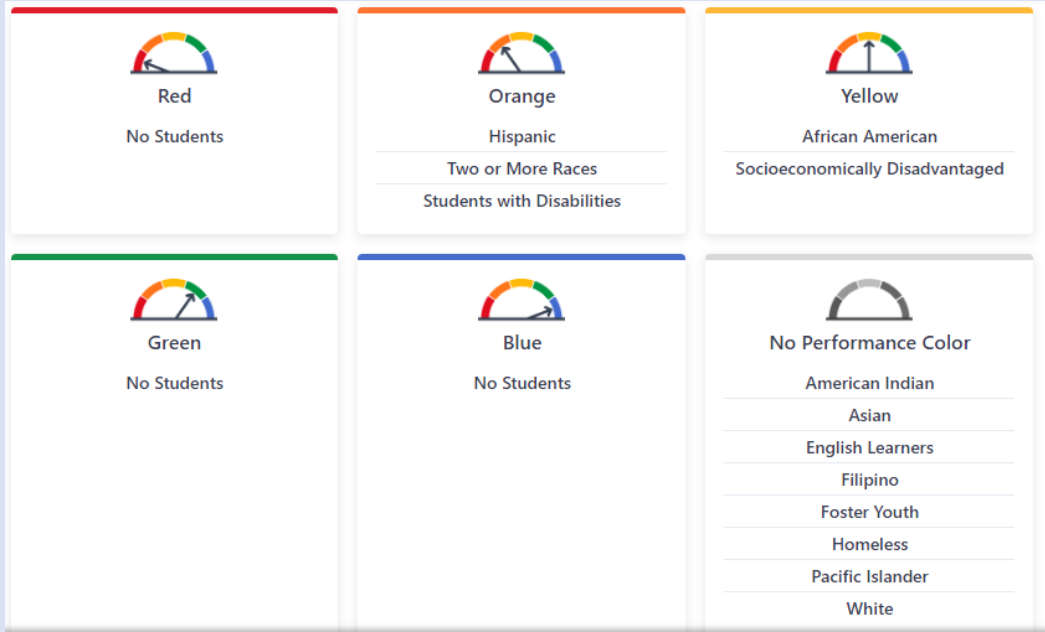
PS7 will ensure that all students experience a safe and welcoming learning environment that supports them in college and career preparation. Analysis of the data indicates that the school does prioritize a safe and clean environment and that changes in discipline practices have resulted in fewer student suspensions and, therefore, more time in class for scholars. In addition, building school culture is essential to ensuring that staff and students have a safe and nurturing environment in which to learn and instruct.

Due to the COVID-19 school closure and adjusted instruction models (distance learning and hybrid), there is a need to reset expectations in 2021-22 and reteach all stakeholders on campus-wide practices and procedures regarding attendance, behavior and PS7's high expectations. Resetting and reteaching will help build relationships among all stakeholders.

Data for 2019-20 and projected 2020-21 are not comparable to previous years. For example, suspensions were collected for the full school year in 2019-20 (including distance learning from March to June 2020) and the 2020-21 school year, but that data is not comparable to 2018-19 due to limited time on campus during this time period. The school will continue to monitor school safety data, primarily suspensions, once school returns to full in-person instruction.

## Measuring and Reporting Results

Metric	Baseline	Desired Outcome for 2021-22
Mandated safety drills	<p>2019-20: All required drills conducted as required (up to COVID-19 school closure)</p> <p>2020-21: All required drills conducted as required</p>	<p>Fire drills: 1x per month - PS7 elementary 4x per month - PS7 middle (intermediate grade levels)</p> <p>Earthquake (drop):</p>

		1x per quarter - PS7 elementary and middle
Cleanliness/disinfection	2020-21: Conducted daily cleaning/disinfecting as per COVID-19/health department requirements for in-person (including hybrid) instruction	Conducted daily cleaning/disinfecting as per COVID-19/health department requirements for in-person (including hybrid) instruction
Facility Inspection Tool (FIT; as reported on the School Accountability Report Card (SAR))	Overall rating: 2019-20: Good 2020-21: Good	Maintain the overall rating on the FIT as "Good"
Suspension rate	2018-19: 13.3% 2019-20: 11.6% 2020-21 (as of April 2021): <5%  2019 CA Dashboard: all students = YELLOW  	Establish new baseline for suspension rate and the CA Dashboard
	2020 CA Dashboard = not produced due to COVID-19 school closure	

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Safety drills	<ul style="list-style-type: none"> <li>• Train staff and teachers to carry out mandated safety drills</li> <li>• Review Comprehensive School Safety Plan at least annually with school leaders and other staff as applicable</li> <li>• Carry out drills as mandated by state regulations</li> </ul>	\$0.00	N
2	Cleanliness/disinfecting	<ul style="list-style-type: none"> <li>• Ensure maintenance team properly cleans/disinfects the campus as required by health regulation (COVID-19)</li> </ul> <p>Funding from ESSER funds for re-opening (PPE, supplies)</p>	\$10,500	N
3	Facility maintenance	<ul style="list-style-type: none"> <li>• Submit and track maintenance tickets submitted to Sacramento City Unified School District (SCUSD) to fix onsite issues</li> <li>• Work with onsite SCUSD facilities staff to ensure the facility is in good condition</li> </ul>	\$0.00	N
4	Dean team	<ul style="list-style-type: none"> <li>• Continue Campus Dean Team (middle school) to strengthen culture and implementation of school policies and procedures.</li> <li>• Implement school procedures and policies with fidelity (attendance, behavior, dress code).</li> <li>• Review discipline data quarterly</li> </ul> <p>Deans salaries/benefits - general fund</p>	\$276,866	N
5	Build school culture	<ul style="list-style-type: none"> <li>• Hold school orientations, parent engagement events (i.e., Back to School Night, Literacy Week, parent conferences, awards and promotion ceremonies)</li> <li>• Maintain, and revise as necessary Culture Week</li> <li>• Continue and revise student incentives (i.e., Culture Cup) and campus events (i.e., Culture Week)</li> </ul> <p>Engagement activities- general fund</p>	\$9,000	N
6	Reset and reteach schoolwide expectations and routines	<ul style="list-style-type: none"> <li>• Reteach campus wide procedures to teachers, staff and scholars during professional development, school culture week, advisory</li> <li>• Reset expectations for all stakeholders when back to full in-person instruction</li> </ul>	\$0.00	N

		<ul style="list-style-type: none"> <li>• Implement school procedures and policies with fidelity (attendance, behavior, dress code).</li> </ul>		
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## Goal Analysis

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.

Despite distance learning and hybrid models wherein scholars were not on campus all day, every day, the school was able to hold multiple engagement events, follow through on implementation of school policies and procedures (i.e., attendance and expectations while attending a Zoom class), and continue the Dean Team with a larger focus on scholar attendance and outreach. Living in a virtual world for most of the year, when scholars were welcomed back on campus for the hybrid model, there were new challenges in engaging scholars and families. Events were virtual or drive-thru, attendance was tracked and monitored in a different way, and communication with individual scholars and families has been challenging.

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

There were not any significant differences in budgeted and actual expenditures.

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

Teachers, staff and parents participated in and indicated that they appreciated the ongoing events and communication while the school stressed safety and health through limited face-to-face interactions. It is hard to gauge the effectiveness on behavior as suspensions decreased significantly from 2019-20 to 2020-21 primarily due to the lack of on-campus activity.

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.

Goal #2 is also not a new goal for PS7. However, due to the global pandemic, 2021-22 presents a new set of challenges as it is expected that scholars will return to campus full-time in 2021-22. Under that assumption, we will focus on resetting expectations for all stakeholders, starting with staff and teachers as they return to start the school year in summer PD and continuing through family orientations, Culture Week, and advisory.



## Goal #3

Goal #	Description
3	<p>Build a strong sense of community through frequent, transparent communication with families and ample opportunities for families to engage and support their children's education.</p> <p>LCFF priority 3: Parental Involvement and Family Engagement</p>

An explanation of why the LEA has developed this goal.

The school recognizes the need for a strong school community which involves all stakeholders, particularly parents. Keeping parents engaged requires consistent communication and opportunities to participate in meaningful ways on the campus and be involved in the change management process.

## Measuring and Reporting Results

Metric	Baseline	Desired Outcome for 2021-22
Weekly communication	2020-21: regular communication to families weekly	Send a regular, weekly newsletter, or other communication, to all families
Parent conferences	2020-21: Virtual parent conferences	Offer student/parent conferences at least 2x per year
Family engagement events	2020-21: >3 schoolwide parent/family events held	Hold at least 3 schoolwide parent/family engagement events
Parent survey: 1. My scholar's teacher communicates frequently and consistently. 2. My scholar's teacher clearly communicates results and how I can help my child improve.	2019-20 Spring survey (PS7 elem only - school closure prevented PS7 middle from completing the survey). The percent of respondents that indicated agree/strongly agree for each question (on a 5-point scale): 1. 93% 2. 96% 3. 95% 4. 97%  2020-21 spring survey 1. not assessed (modified survey due to coVID19)	At least 90% of families will indicate (agree/strongly agree) that teachers and the school communicate consistently and that the information is helpful/useful.

<p>3. The school communicates frequently and consistently.</p> <p>4. The Communication Folders help me stay informed of my scholar's grades, paychecks and big events occurring on campus.</p>	<p>2. 80%</p> <p>3. not assessed (modified survey due to coVID19)</p> <p>4. 90%</p>	
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent/family engagement events	Orientations, Back to School Nights, Literacy Week, parent conferences  Engagement activities- general fund	see goal 2	N
2	Ongoing communication with families	<ul style="list-style-type: none"> <li>• Weekly newsletter or other communication</li> <li>• Student information system parent portal</li> <li>• Autocalls/emails for school updates and announcements</li> </ul> SIS and other systems - general fund	\$18,914	N
3	Parent input	<ul style="list-style-type: none"> <li>• Annual parent survey</li> <li>• Parent focus groups</li> </ul>	\$0.00	N

## Goal Analysis

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.

The school was able to implement all of the planned strategies and activities.

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

There were not any significant differences in budgeted and actual expenditures.

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

Anecdotally and through qualitative input, parents and teachers and staff indicated that despite the distancing, the school's events and ongoing communication helped maintain the school community in 2020-21.

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.

This is a maintenance goal as PS7 strives to continue to engage parents and families. No new strategies or activities are identified; however the school is always expanding the modes of communication that may not be reflected in the actions/strategies listed here (i.e., new technologies).

## Goal #4

Goal #	Description
4	Provide scholars with ample and varied opportunities to engage in the school community.  LCFF priority 6: School climate

An explanation of why the LEA has developed this goal.

In the latest student survey (PS7 middle school, spring 2020), 45% of students indicated that their school offered good after-school and extracurricular options. Offering more and varied options for students to participate in and explore non-academic activities may increase pupil engagement and a positive school climate. In addition, to ensure that homeless students have access to all programs and opportunities at PS7, the school offers individual support for homeless scholars as necessary.

## Measuring and Reporting Results

Metric	Baseline	Desired Outcome for 2021-22
Number of available electives, clubs, sports and campus events available to students		Resume athletic offering to 2019-20 levels.  Establish baseline for the number of clubs and other activities.
Student survey: My school offers good after-school and extracurricular options.	2019-20 = 45% (middle school only) 2020-21 = not assessed (modified survey due to COVID19)	Increase the % of students who respond positively to this survey question by 5%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Track participation	Create a system to track participation in clubs and sports	\$0.00	N
2	Expand opportunities	<ul style="list-style-type: none"> <li>Expand opportunities for scholars to participate in clubs and other activities on campus</li> <li>Utilize homeroom/advisory to promote opportunities</li> <li>Partner with outside organizations</li> </ul>	\$0.00	N

		<ul style="list-style-type: none"> <li>• After school program</li> </ul>		
3	Addressing the needs of homeless scholars	<ul style="list-style-type: none"> <li>• Identify and train a homeless liaison to carry out requirements to address the needs of homeless scholars</li> <li>• Offer support for homeless students to ensure they can attend school regularly (i.e., uniform assistance, bus passes)</li> </ul> Assistance for homeless scholars - Title I	\$1,000	Y

## Goal Analysis

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.

Sports and clubs were limited during 2020-21 and the school did not create a system to track participation during the year.

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

There were not any significant differences in budgeted and actual expenditures.

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

PS7 has few identified homeless students; however, the school does have a trained homeless liaison and offers additional support to low-income families that are not identified as homeless. The expansion of activities and tracking will be implemented in 2021-22 to determine baseline levels. The student survey has not been completed as of May 2021 and the data will not be comparable to other years.

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.

PS7 has added opportunities through athletics and clubs throughout the years; however, participation has not been systematically tracked to see the participation rate as a whole but also to gauge interest through participation in those activities that are offered. The school will gather this evidence in 2021-22 to further refine offerings towards the goal of increasing engagement.

## Goal #5

Goal #	Description
5	Build a high performing organization that is financially sustainable and recognized as a leader in public education locally and statewide.  LCFF priority: none

An explanation of why the LEA has developed this goal.

Goal #5 is an ongoing, maintenance goal to ensure that the school and SHPS are stable and sustainable.

## Measuring and Reporting Results

Metric	Baseline	Desired Outcome for 2021-22
Balanced budget	Balanced each school year	Balanced at the end of the fiscal year
Average daily attendance (ADA)	End of quarter 3: 2018-19 PS7E = 93% PS7M = 93%  2019-20 PS7E = 90% PS7M = 93%  2020-21 PS7 E = 91.7% PS7 M = 92.6%	Increase ADA by 1%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Institute strategies to increase attendance	<ul style="list-style-type: none"> <li>Continued communication with families regarding the importance of regular attendance (i.e., newsletters, Class Dojo)</li> <li>Communication to staff/teachers regarding attendance (schoolwide and individual students)</li> <li>Truancy letters/meetings</li> <li>Personal calls when scholars are at risk of becoming or are chronically absent</li> <li>Provide bus passes and supports for families with transportation issues</li> <li>Continue to track and report student progress more often during school year including: monthly attendance audit, biweekly chronic absenteeism review, daily individual student review as necessary</li> </ul>	\$0.00	N
2	Celebration and recognition for positive attendance	<ul style="list-style-type: none"> <li>Culture Cups</li> <li>Tie to other incentives (i.e., honor roll and other scholar rewards)</li> </ul>	\$0.00	N
3	Manage operations and fiscal reporting to obtain an acceptable audit for PS7 at the end of each fiscal year.	<ul style="list-style-type: none"> <li>Implement sound fiscal policies and controls</li> <li>Allocate sufficient funds for all programmatic and operational expenses</li> </ul> <p>SHPS finance and operations services - General fund</p>	\$1,157,070	N

## Goal Analysis

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.

The school implemented strategies to increase attendance and actually had a more robust tracking and monitoring system in place as per it's 2020-21 Learning Continuity and Attendance Plan that included increased personal attention to attendance (more phone calls and home visits) and increased staffing to support this new focus. Deans and other staff assisted in monitoring attendance and working with families.

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

There were not any significant differences in budgeted and actual expenditures.

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

The school's ADA as of the 3rd quarter 2020-21 was on par with previous years despite distance learning and hybrid models. Unfortunately, the data is not comparable to previous years so the school will have to re-evaluate previous years data as we move into 2021-22.

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.

Goals #5 is strongly tied to Goal #6 for PS7 with regards to increasing attendance. The school will continue the practice started in 2020-21 to track chronic absenteeism by school and individual students at least bi-weekly which may also affect average daily attendance (ADA).



## Goal #6

Goal #	Description
6	Support families and scholars in prioritizing attendance and coming to school each day  LCFF priority 5: Student engagement

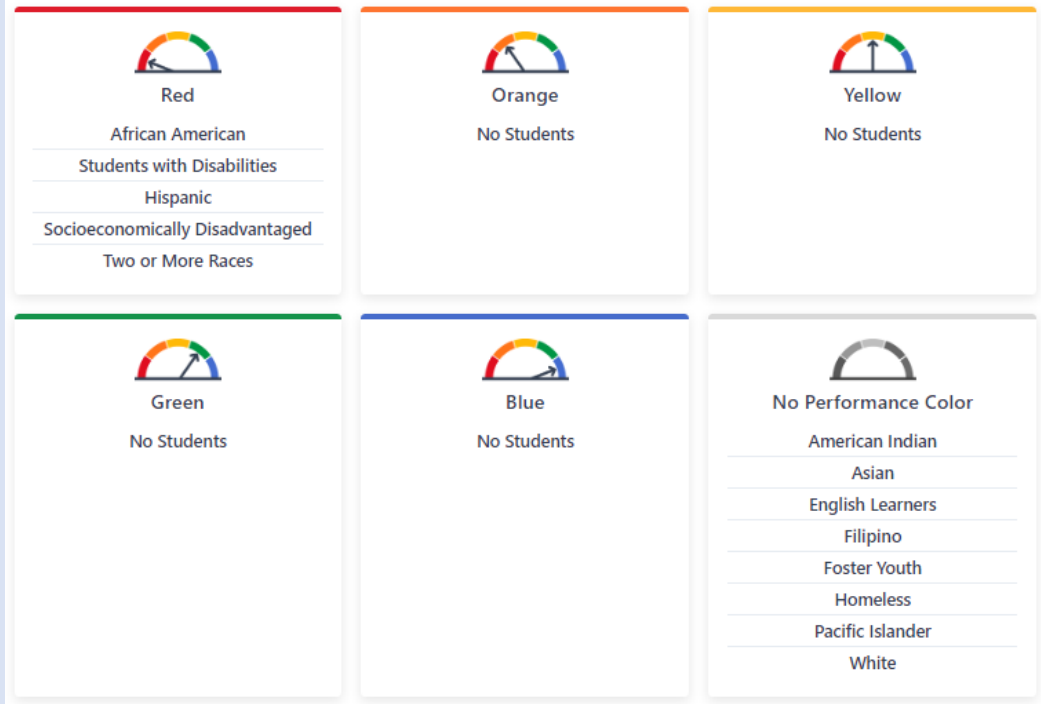
An explanation of why the LEA has developed this goal.

Scholar attendance determines achievement and engagement of scholars and families. The school's Chronic Absenteeism Rate increased through 2018-19 to a high of 28.9%. In 2019-20 (data through quarter 3 only due to school closure) improved slightly to 27.8%. Average Daily Attendance decreased in 2019-20 (through quarter 3 due to school closure) to 90% (elementary) and 93% (middle school) from ~93% in 2018-19.

Due to the high Chronic Absenteeism Rate, the school is working with SCUSD under Differentiated Assistance to address performance issues in this area.

## Measuring and Reporting Results

Metric	Baseline	Desired Outcome for 2021-22
Chronic Absenteeism Rate	2018-19: 28.9% 2019-20: 27.8% (through quarter 3 due to COVID-19 school closure) 2020-21: 26.9% (as of April 2021: Elem = 29.2%, Middle = 23.9%)  2019 CA school dashboard: all students = RED	Decrease by 1%



2020 CA Dashboard = not produced due to COVID-19 school closure

Average daily attendance (ADA)

End of quarter 3:  
 2018-19  
 PS7E = 93%  
 PS7M = 93%

2019-20  
 PS7E = 90%  
 PS7M = 93%

2020-21  
 PS7 E = 91.7%  
 PS7 M = 92.6%

Increase ADA by 1%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Institute strategies to maintain high attendance	<ul style="list-style-type: none"> <li>• Adhere to attendance policy</li> <li>• Continue to refine the attendance incentive system</li> <li>• Continue to track and report student progress more often during school year including: monthly attendance audit, biweekly chronic absenteeism review, daily individual student review as necessary</li> <li>• Ongoing parent communication on a schoolwide basis and with individual families</li> </ul> <p>Office staff - general fund</p>	\$193,200	N
2	Celebration and recognition for positive attendance	<ul style="list-style-type: none"> <li>• Culture Cups</li> <li>• Tie to other incentives (i.e., honor roll and other scholar rewards)</li> </ul>	\$0.00	N

## Goal Analysis

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.

There were no substantive differences.

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

There were not any significant differences in budgeted and actual expenditures.

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

The school's ADA as of the 3rd quarter 2020-21 was on par with previous years despite distance learning and hybrid models and chronic absenteeism decreases. Unfortunately, the data is not comparable to previous years so the school will have to re-evaluate previous years data as we move into 2021-22.

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.

PS7 continues to revise the strategies and actions tied to Goal #6. Although it is hard to gauge the true impact of attendance strategies implemented in 2020-21 on chronic absenteeism because of the distance learning and hybrid models in place, the school has refined how it monitors individual students and believes that this continued focus will have the desired effect of decreasing absenteeism in 2021-22.

# 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
24,48%	\$1,087,070

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.

Supporting students with identified needs are always at the forefront of planning. PS7's unduplicated percent (unduplicated count of students eligible for free/reduced meals, English learners, foster youth and homeless students) is over 70% so the school provides schoolwide programs and incorporates support for at-risk scholars.

The school uses a co-teaching and inclusion model so EL, special education and 504 students receive additional support in the classroom. Small group instruction and parallel teaching with co-teachers in core classes address additional differentiated learning needs. Administrators, homeless liaisons, and culture and operations coordinators work with identified homeless and foster scholars, as well as low-income students to ensure that they have the necessary resources to continue their education on an individual basis as the school typically has a small number of these students. SHPS also regularly reviews their policies to ensure that all students have access to the standard academic course of study, all programs and activities outside of the classroom, and the necessary resources to access academic and non-academic opportunities.

In addition, the school uses it's schoolsite council (SSC) as it's English Learner Advisory Committee (ELAC) and has at least 1 parent of an English learner on the council each year as required.

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

The co-teaching model was implemented to improve services to English learners and special education and 504 students, as well as foster and homeless youth as necessary (which constitute a very small percentage of the school's population), and low-income students which do constitute a large portion of the population. The school uses Title I funds as well as general funds to place co-teachers in the classroom and will increase the number of co-teachers in 2021-22. In addition, the school has an EL coordinator that works with school leaders to increase professional development for teachers and monitor EL students in the classroom to better provide support directly in the classroom. In addition, the school sets aside funds each year to assist homeless youth and ensure they are able to participate in all aspects of the school from activities to daily participation in classes (i.e., through uniform and transportation assistance). As the school is over 70% unduplicated, additional staff and teachers that are not parsed out for unduplicated services are able to provide supports to low-income, foster, homeless and English learner scholars as necessary.

## Local Control and Accountability Plan (LCAP) Expenditure Tables - 2021-22

		Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
		Totals	\$ 4,120,924	\$ 398,047	\$ -	\$ 255,931	4,774,902	\$ 4,735,488	\$ 39,414
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
1	1	Rigorous, college-prep, common core curri		\$ 2,239,787	\$ -	\$ -	\$ -	\$ 2,239,787	
1	2	Professional development		\$ -	\$ -	\$ -	\$ 25,183	\$ 25,183	
1	4	Inclusion model	All unduplicated	\$ -	\$ -	\$ -	\$ 219,248	\$ 219,248	
1	4	Inclusion model	English learners	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000	
1	4	Inclusion model	Special education	\$ 224,087	\$ 347,047	\$ -	\$ -	\$ 571,134	
1	7	Extended learning time		\$ 51,000	\$ 51,000	\$ -	\$ -	\$ 51,000	
2	2	Cleanliness/disinfecting		\$ -	\$ -	\$ -	\$ 10,500	\$ 10,500	
2	4	Dean team		\$ 276,866	\$ -	\$ -	\$ -	\$ 276,866	
2	5	Build school culture		\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000	
3	2	Ongoing communication with families		\$ 18,914	\$ -	\$ -	\$ -	\$ 18,914	
4	3	Addressing the needs of homeless scholar	Homeless	\$ -	\$ -	\$ -	\$ 1,000	\$ 1,000	
5	3	Manage operations and fiscal reporting		\$ 1,157,070	\$ -	\$ -	\$ -	\$ 1,157,070	
6	1	Institute strategies for high attendance		\$ 193,200				\$ 193,200	
								\$ -	

## Local Control and Accountability Plan (LCAP) Expenditure Tables - 2021-22

### Contributing Expenditure Table

				Totals by Type	Total LCFF Funds	Total Funds
				Total:	\$ 2,000	\$ 222,248
				LEA-wide Total:	\$ -	\$ -
				Limited Total:	\$ 2,000	\$ 222,248
				Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Rigorous, college-prep, common core curri	LEA-wide		PS7	\$ 2,239,787	\$ 2,239,787
1	4	Inclusion model	Limited	All	PS7	\$ -	\$ 219,248
1	4	Inclusion model	Limited	English Learner	Ps7	\$ 2,000	\$ 2,000
1	4	Inclusion model	Limited		PS7	\$ 224,087	\$ 571,134
1	7	Extended learning time	Limited		PS7	\$ 51,000	\$ 51,000
2	2	Cleanliness/disinfecting	LEA-wide		PS7	\$ -	\$ 10,500
2	4	Dean team	LEA-wide		PS7	\$ 276,866	\$ 276,866
2	5	Build school culture	LEA-wide		PS7	\$ 9,000	\$ 9,000
3	2	Ongoing communication with families	LEA-wide		PS7	\$ 18,914	\$ 18,914
4	3	Addressing the needs of homeless scholar	Limited	Homeless	PS7	\$ -	\$ 1,000
5	3	Manage operations and fiscal reporting	LEA-wide		PS7	\$ 1,157,070	\$ 1,157,070
6	1	Institute strategies for high attendance	LEA-wide		PS7	\$ 193,200	\$ 193,200
							\$ -
							\$ -



## Instructions - (NOTE: Charter schools are only required to produce a 1-year plan so multi-year goals are not applicable as described below)

[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)).

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

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

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

The revised LCAP template for the 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 (NA for 2021-22)

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.