2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Connections Visual and Performing Arts Academy
CDS Code:	55724135530191
LEA Contact Information:	Name: Michael S. Merrill Position: Superintendent Email: mmerrill@summbears.net Phone: 209-902-3498
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$2,203,708
LCFF Supplemental & Concentration Grants	$101,856
All Other State Funds	$49,595
All Local Funds	$11,300
All federal funds	$0
Total Projected Revenue	$2,264,603

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$2,660,013
Total Budgeted Expenditures in the LCAP	$125,800
Total Budgeted Expenditures for High Needs Students in the LCAP	$125,800
Expenditures not in the LCAP	$2,534,213

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$142,395
Actual Expenditures for High Needs Students in Learning Continuity Plan	$85,225

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$23,944
2020-21 Difference in Budgeted and Actual Expenditures	$-57,170

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The planned expenditures in the general fund include salaries, benefits, vehicles, plant operations and maintenance and supplies.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF	Summerville Union High School will begin a Functional living Skills program in 2021-2022 that will benefit students with disabilities. The teacher and most of the supplies for this program are budgeted outside of the supplemental and concentration grants.

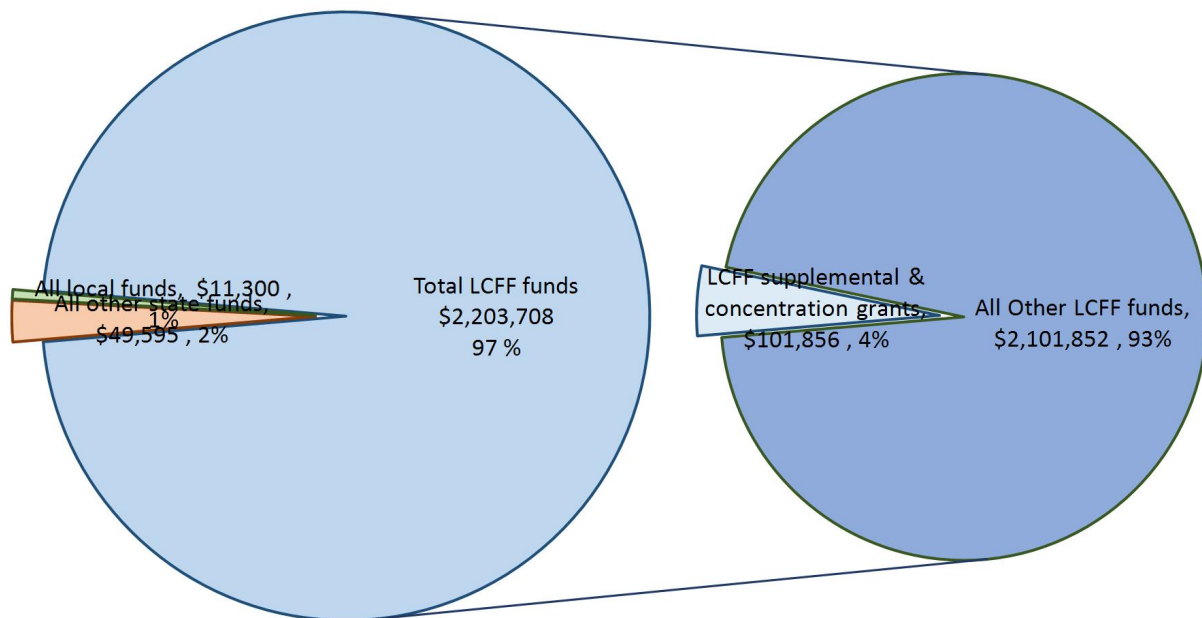|	
supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	Many planned expenditures were not possible to expend due to COVID. There are plans in our future LCAP to use these funds to serve our at-risk students as well as all students in our approved goals.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Connections Visual and Performing Arts Academy

CDS Code: 55724135530191

School Year: 2021-22

LEA contact information:

Michael S. Merrill

Superintendent

mmerrill@summbears.net

209-902-3498

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All local funds, $11,300 , 1%

All other state funds, $49,595 , 2%

Total LCFF funds $2,203,708 97 %

LCFF supplemental & concentration grants, $101,856 , 4%
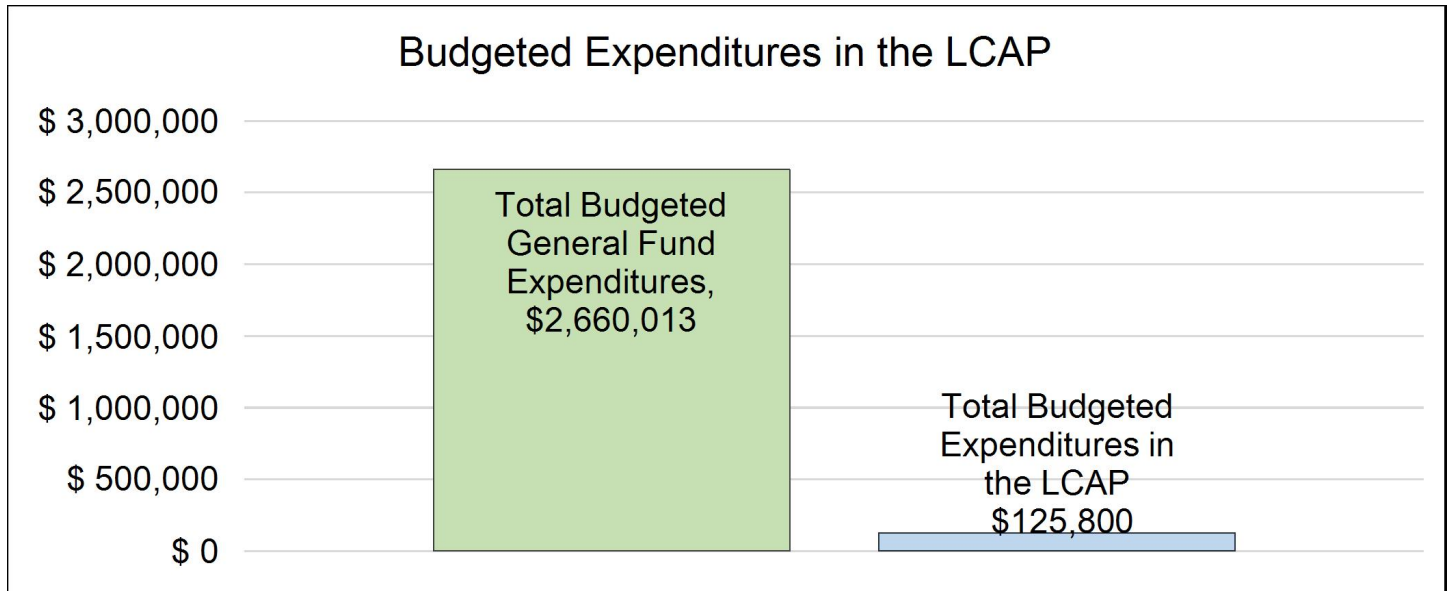
All Other LCFF funds, $2,101,852 , 93%

This chart shows the total general purpose revenue Connections Visual and Performing Arts Academy expects to receive in the coming year from all sources.

The total revenue projected for Connections Visual and Performing Arts Academy is $2,264,603, of which $2,203,708 is Local Control Funding Formula (LCFF), $49,595 is other state funds, $11,300 is local funds,

and $0 is federal funds. Of the $2,203,708 in LCFF Funds, $101,856 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 3,000,000	
$ 2,500,000	
$ 2,000,000	Total Budgeted General Fund Expenditures, $2,660,013
$ 1,500,000	
$ 1,000,000	Total Budgeted Expenditures in the LCAP $125,800
$ 500,000	
$ 0	

This chart provides a quick summary of how much Connections Visual and Performing Arts Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Connections Visual and Performing Arts Academy plans to spend $2,660,013 for the 2021-22 school year. Of that amount, $125,800 is tied to actions/services in the LCAP and $2,534,213 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The planned expenditures in the general fund include salaries, benefits, vehicles, plant operations and maintenance and supplies.
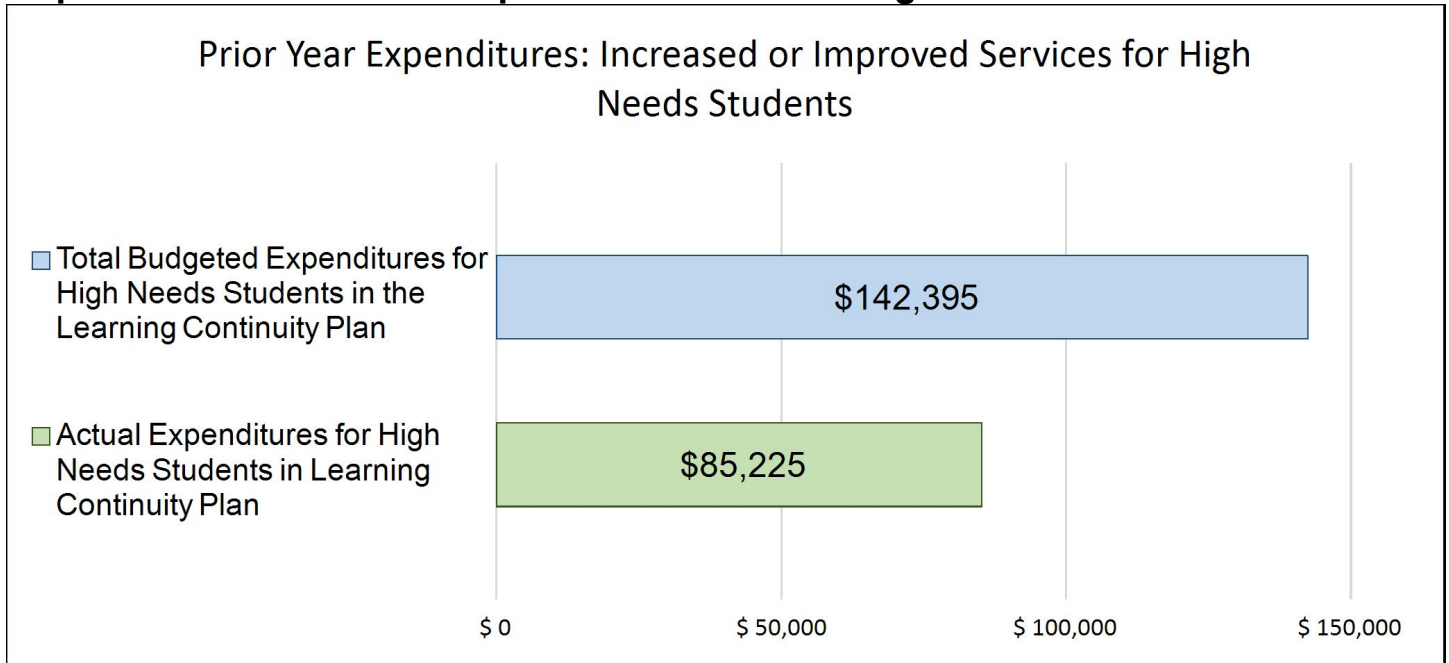
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Connections Visual and Performing Arts Academy is projecting it will receive $101,856 based on the enrollment of foster youth, English learner, and low-income students. Connections Visual and Performing Arts Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Connections Visual and Performing Arts Academy plans to spend $125,800 towards meeting this requirement, as described in the LCAP.

Summerville Union High School will begin a Functional living Skills program in 2021-2022 that will benefit students with disabilities. The teacher and most of the supplies for this program are budgeted outside of the supplemental and concentration grants.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $142,395

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — $85,225

$ 0 $ 50,000 $ 100,000 $ 150,000

This chart compares what Connections Visual and Performing Arts Academy 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 Connections Visual and Performing Arts Academy 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, Connections Visual and Performing Arts Academy's Learning Continuity Plan budgeted $142,395 for planned actions to increase or improve services for high needs students. Connections Visual and Performing Arts Academy actually spent $85,225 for actions to increase or improve services for high needs students in 2020-21.

Many planned expenditures were not possible to expend due to COVID. There are plans in our future LCAP to use these funds to serve our at-risk students as well as all students in our approved goals.

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

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

LEA Name	Contact Name and Title	Email and Phone
Connections Visual and Performing Arts Academy	Michael S. Merrill Superintendent	mmerrill@summbears.net 209-902-3498

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).

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Connections Visual and Performing Arts Academy

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Goal 1

Goal #1. Provide a rigorous academic program for every student in Connections VPAA with the opportunity to learn at high levels through:
- full implementation of Common Core State Standards
- increase graduation rate increasing academic performance as measured by the CAASPP (California Assessment of Student Performance and Progress)
- Provide access to core curriculum to all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                         Priority 2: State Standards (Conditions of Learning)
                         Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Graduation Rate **19-20** 93% **Baseline** 2016 92.1%	94%
Metric/Indicator SBAC 95% Tested **19-20** 95+% **Baseline** 2016 95%+	due to COVID-19 testing was not done for the 19-20 year
Metric/Indicator CASSPP 11th	due to COVID-19 testing was not done for the 19-20 year

Expected	Actual
19-20 ELA 74% Math 43% **Baseline** 2016 Meets/Exceeds ELA 71%. Math 40%.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Math 1 and 2: support classes ELA Development 1 and 2: support classes	(1000)-Salaries 1000-1999: Certificated Personnel Salaries Supplemental $15,519.65 (3000)-Benefits 3000-3999: Employee Benefits Supplemental $3,072.33	(1000) Salaries 1000-1999: Certificated Personnel Salaries Supplemental $15,519.65 (3000) Benefits 3000-3999: Employee Benefits Supplemental $3,072.33
After school tutoring	(1000/2000)-Salaries (3000)-Benefits Dist. defined (7090) Supplemental $0	(1000/2000)-Salaries (3000)-Benefits Dist. defined (7090) Supplemental $0
Academic teachers attend standards based professional development	(5000)-Services Resource 0935 5000-5999: Services And Other Operating Expenditures Supplemental $0	(5000)-Services Resource 0935 5000-5999: Services And Other Operating Expenditures Supplemental $0
Summer credit recovery for underperforming students	(1000) Salaries (3000) Benefits (4000) Supplies	(1000) Salaries (3000) Benefits (4000) Supplies

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Resource 0926 Supplemental $0	Resource 0926 Supplemental $0
Admin provide annual student academic progress reviews to every student	$0	$0
SBAC training on interim assessments for ELA and Math	(5000)- Services/Conf/Travel Resource 0935 5000-5999: Services And Other Operating Expenditures Supplemental $0	(5000)- Services/Conf/Travel Resource 0935 5000-5999: Services And Other Operating Expenditures Supplemental $0
Qualify more courses for A-G requirements	$0	$0
Purchase standards based curriculum and professional development.	(4000) Supplies Resource 0920 Supplemental $0	(4000) Supplies Resource 0920 Supplemental $0
Implement the concept of a single lab classroom, shared by all lab science classes has been discussed in addition to creating a more interactive classroom instruction environment in room 303.	(4000) Supplies 4000-4999: Books And Supplies Base Grant $4,000	(4000) Supplies 4000-4999: Books And Supplies Base Grant $0

Goal Analysis

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

Funds budgeted for this goal were still used to support Language Arts Development and Math support classes. In addition, after school tutorial was provided until the school closure due to COVID-19 on March 16, 2020. Funds were again allocated for these programs once school started again in the fall of 2020. School re-opened in person in October of 2020, at which time the after school tutorial supports were again started.

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

Closure in March of 2020 made everything come to an abrupt stop in terms of being able to serve students on campus. Once we started in hybrid learning in September 2020, students were able to be provided additional supports when on campus as well as

through zoom lessons and office hours with teachers. There is no doubt that this made it harder on students both academically as well as socially and emotionally.
Once we were able to open for in-person learning daily for students, we started to see an uptick in academic performance and more students accessing our crisis counselors for mental health needs.

Goal 2

Goal #2. Increase student engagement:

- Through increased use of student engagement instructional strategies in Connections VPAA classrooms.
- The use of technology instruction in the classroom
- Increase use of Character Counts and student recognition programs
- Engage students in character education through Character Strong curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                       Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Three Tech PD to staff **19-20** 3 tech PD to staff **Baseline** 2016 3 tech PD to staff	we were only able to complete one of the three tech professional development days due to school closure
Metric/Indicator Increase Attendance Rate **19-20** 94.6% **Baseline** 2016 94%	94.3%
Metric/Indicator Decrease Chronic Absenteeism **19-20** 14%	7.7%

Expected	Actual
Baseline 2016 14.75%	
Metric/Indicator Decrease suspension rate **19-20** 4% **Baseline** 2015-2016 8.4%	0%
Metric/Indicator Decrease expulsion rates **19-20** .60% **Baseline** 2015-2016 .93%	0%
Metric/Indicator Recognize students in Character Counts Program **19-20** 8 luncheons **Baseline** 2016-2017 6 Luncheons	we were able to have 5 luncheons prior to school closure

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Classified Experts	(1000) Salaries 1000-1999: Certificated Personnel Salaries Supplemental $46,724.21 (3000) Benefits 3000-3999: Employee Benefits Supplemental $7,996.64	(2000) Salaries 2000-2999: Classified Personnel Salaries Supplemental $46,002.62 (3000) Benefits 3000-3999: Employee Benefits Supplemental $7,873.14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Professional development in classroom technology instruction through TCSOS	(1000) Salaries (3000) Benefits Supplemental $0	(1000) Salaries (3000) Benefits Supplemental $0
Professional Development focus on math	(1000) Salaries (3000) Benefits Function 3110 Supplemental $5,800 Base $4,160	(1000) Salaries (3000) Benefits Function 3110 Supplemental $5,800 Base $4,160
Provide instructional access to technology and professional development for instruction for teachers; and one to one tech devices to students	(4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199 4000-4999: Books And Supplies Supplemental $13,042.24 5000-5999: Services And Other Operating Expenditures Base $13,416.01	(4000) Supplies Resource 0008 Dist. Defined 0199 4000-4999: Books And Supplies Supplemental $10,609.13 (5000) Services Resource 0008 Dist. Defined 0199 5000-5999: Services And Other Operating Expenditures Base $14,368.71
Get Focused Stay Focused	Paid for by Grant $0	Paid for by Grant $0
Engage students in character education through Character Counts curriculum.	(4000) Supplies Resource 0935 4000-4999: Books And Supplies Supplemental $0	(4000) Supplies Resource 0935 4000-4999: Books And Supplies Supplemental $0

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Goal Analysis

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

Funds continued to be expended for support services and professional development despite the school closure in March 2020. More time and training was implemented especially around distance learning and providing the necessary equipment for students and staff to make this happen. Once school was closed in March 2020, some of the expenditures that were planned did not happen. Most of these expenditures were expected to be moved forward to the upcoming year.

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

The school closure made it very difficult to provide the hands-on learning and professional development that had been planned for the year. We had to cancel our work with our San Joaquin County Office personnel to assist in our second year of math training (professional development). That is expected to be moved to the following year for more training. Additional tech training had to be postponed, while some training through TCSOS was able to happen remotely. With the school closure, some of the funds allocated were not able to be fully expended, but they will be focused on in the future school year.

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Goal 3

Goal #3. Increase student preparation for college, career, and community:

- through increasing the percentage of students achieving A-G requirements for college.
- Identify, refine, and implement efforts to prepare and connect students to future career opportunities through education, training, and work.
- Increase communication of information to parents and students about post-secondary opportunities

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent graduating meeting a-g **19-20** 61% **Baseline** 2016 55%	84%
Metric/Indicator Increase students in pathway programs **19-20** 420 **Baseline** 2016 405 Student course enrollments	267 in SHS and 93 in Connections
Metric/Indicator 4 year college senior enrollment	21.95%

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Expected	Actual
19-20 30% **Baseline** 2016 27.8%	
Metric/Indicator Seniors attending Columbia College **19-20** 39% **Baseline** • 2016 – Number of seniors taking courses at Columbia College 2016 – 44/130, 33.8% of graduating seniors	51%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide equipment for Pathway instruction	(4000) Supplies Resource 0935 4000-4999: Books And Supplies Supplemental $1,942.50	(4000) Supplies Resource 0935 4000-4999: Books And Supplies Supplemental $0
Increase student enrollment in Pathway courses	$0	$0
CTE teacher training	(5000)- Services/Travel/Conference Resource 6387 5000-5999: Services And Other Operating Expenditures CTEIG	(5000)- Services/Travel/Conference Resource 6387 5000-5999: Services And Other Operating Expenditures CTEIG $0
AP training for teachers summer institutes	(5000) Services/Trav/Conf Resource 0935 5000-5999: Services And Other Operating Expenditures Supplemental $0	(5000) Services/Trav/Conf Resource 0935 5000-5999: Services And Other Operating Expenditures Supplemental $0

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support a Columbia College CTE course on campus for 2019-2020.	(4000) Books and Supplies 4000-4999: Books And Supplies Base Grant $0	(4000) Books and Supplies 4000-4999: Books And Supplies Base Grant $0
Online course offering that includes access to Columbia College courses and APEX Learning online school course credit recovery	$0	$0

Goal Analysis

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

Funds were still expended to help students meet their a-g requirements, create more opportunities to mete CTE pathways, and take AP tests. Funds not expended for this goal will carry forward as we look to continue to support our students and staff in meeting these goals.

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

Closure of school in March of 2020 made continuing to expect the same high caliber commitment of students difficult as they were to be held harmless according to academic grading. Those students that wished to continue to challenge themselves could do so and increase their grades, but those that chose not to, saw a decline of learning making that much more of an uphill battle at the start of the new year. Not having in-person learning or professional development, staff meetings, etc. made it more difficult to have everyone stay a part of the educational process.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

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Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

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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
Foster Youth, English Learners and Low Income students will be invited to return to campus where they can receive additional support prior to the full school returning. Any student that does not have reliable access to the internet will be able to use room 202 to access the wifi and teacher's support. These groups have become part of our soft re-opening plan as they are are among the highest need students.	$16,500.00	$16,500.00	Yes
Purchase of thermometers	$330.00	$1,322.80	Yes
Purchase/rental of hand washing stations	$1,155.00	$1,801.80	Yes
Additional cleaning by custodial staff, teachers, students	$13,200.00	$4,630.00	Yes
Additional Transportation staff to provide student transportation using social distancing and to deliver meals if hybrid	$11,550.00	$0	Yes
Purchase of face masks/shields	$19,800.00	$329.16	Yes

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

With students not on campus for the full year, we spent more on distance learning needs and safety measures to make sure that we could open our campus to receive students as soon as our plan was approved through County Public Health. We managed to do that in late September and early October. We will use all available funds to make up for lost time over the upcoming year. Some of the planned expenditures were paid either from a variety of other COVID related funding, or from the General Fund. In this case, both

"yes" and "no", are marked under contributing. If the expenditures were fully paid from other funds, "no" is marked under contributing. In some cases, such as transportation, the expenditures were all expended in the General Fund as the Charter fund does not have coding for transportation.

Analysis of In-Person Instructional Offerings

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

With students not on campus for the start of the 2020-2021 school year, we were not able to have freshman orientation or a back to school night to start the year. These are critical events for setting the tone for new and returning students as well as an opportunity for parents and community members to learn more about our programs and ask pertinent questions. We know that students were struggling with not being at school in person both academically as well as on the social-emotional front. Once we were able to have students return, we saw an marked increase in work completion and support for all student needs being able to be met.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase sitewide licenses for software progams used to enhance distance learning opportunities	$6,930.00	$2,272.84	Yes
Apex, Near Pod, Teachers Pay Teachers, Zoom	$3,300.00	$3,300.00	No
Purchased math scholastic program to support student engagement	$1,650.00	$1,650.00	No
Purchase software for CTE programs to allow for distance learning	$1,650.00	$1,650.00	No
Technology needs purchased: 75 chromebooks Piano Keyboards Laptops for teaching and clerical staff	$13,200.00	$11,462.40	Yes
Professional Development for Distance Learning TCSOS Week-long training for Nearpod platform and Google Classroom platform Zoom was provided for all staff	$1,980.00	$986.64	Yes
Preparing for materials dispersal overtime for Attendance Clerk, Data Analyst, Secretary and Paraprofessional Distance Learning Plans for special education students	$1,650.00	$1,650.00	No

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

Chromebook expenditures were moved into 2021-2022 due to not arriving by June 30, 2021. Some of the planned expenditures were paid either from a variety of other COVID related funding, or from the General Fund. In this case, both "yes" and "no", are marked under contributing. If the expenditures were fully paid from other funds, "no" is marked under contributing. All of the expenditures in this goal were made.

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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.

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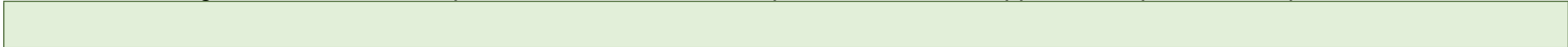
Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assessing, Reteaching, Spiraling Curriculum and Review of previous lessons and concepts.	$13,200.00	$13,200.00	Yes
Analyzing interim assessments to determine effectiveness of curriculum delivery and instructional techniques	$13,200.00	$5,493.91	Yes
Survey parents and students in terms of what has worked and not in the event we may need to return to remote instruction.	$1,650.00	$1,650.00	No

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

Some of the planned expenditures were paid either from a variety of other COVID related funding, or from the General Fund. In this case, both "yes" and "no", are marked under contributing. If the expenditures were fully paid from other funds, "no" is marked under contributing. Many of these costs will be recognized in the 2021-2022 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.

Many students stopped early in March of 2020 when schools closed. At the start of the 2020-2021 school year, we tried to make it very clear that grades count and learning has to move forward. That was difficult as we were still in distance learning initially. Once we were able to bring small groups of students back in September, we started to see how important it was to see students in person and support them academically, socially and emotionally. Support in classrooms from paraeducators, Language Arts Development classes and math support classes helped to support the students so the learning loss could be mitigated as early on as possible. After school tutorial stated once we were back in October. Teachers continued their online and in-person office hours for those that needed the additional assistance. Teachers continued to look for ways to support students as they struggled not only with school pressures, but pressures from outside of school.
Focus will be placed on analyzing interim assessments to determine the effectiveness of curriculum delivery and instructional techniques. The money not spent was due to school closure and will be picked up in the new school year.
Teachers, counselors, and administration continued to look for additional ways to support students as they struggled not only with school pressures, but pressures from outside of school. Parents were communicated with weekly through our Friday Weekly Campus

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Updates which included a voice message and email with appropriate attachments about what was happening with academic expectations, safety protocols, and what supports were available for students through zoom office hours, in-person instructional support, virtual and in-person mental health support and plans for summer school credit recovery options and math ramp-up support during the summer.

The use of interim assessments through the CAASPP library is a part of the overall plan to see how students are performing, where the gaps are, and how to best plan for remediating those gaps. The money budgeted for that process will be carried forward as it was not spent during the time of closure and even after we opened since we had trouble finding substitute staff in order to provide release time for staff to look over interim assessments and plan for their implementation. This planning and release time will continue in the coming year.

Learning loss is a critical topic and it continues to be addressed specifically for our Foster Youth, homeless, EL low income, and our students with disabilities. As teachers, counselors and administration reach out to these students and have parent meetings to determine how best to support the district learns more about how to best address the individual needs of all of our students. Teachers are using a variety of online (digital library through CAASPP, Renaissance Learning, etc.) and in-person (teacher made assessments, as well as curricular adoption formated assessments) to determine gaps in student learning specifically for our Foster Youth, homeless, EL low income, and our students with disabilities to determine how best to close those gaps.

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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.

Our Crisis Counselors were certainly busy this school year trying to meet the needs of the number of students that were struggling with both on campus and off campus pressures. We had two separate presentations to the school board by our counseling staff to show the need based on what they were seeing and hearing as they worked with our students. Our budget committee, students group and school site council group all saw how important this need was and they overwhelmingly advised our board to hire another crisis counselor for the upcoming year. We will go from 1.5 FTE counseling staff to 2.0 FTE counseling staff. This will be an area that we need to look at for quite some time to come as we have a lot of students suffering form pressures related to COVID-19 and the fallout form that.

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.

Summerville Union High did a lot of outreach this school year to our stakeholders for information and input. The Superintendent and Principal did a weekly email and phone message to all stakeholders (students, staff, community/parents and board). Surveys were sent multiple times to gather input on re-opening plans, support plans, safety measures, daily instructional times, feelings about distance learning, hybrid, in-person learning, etc. We were also able to use staff meetings, PLC meetings, Leadership Team Meetings, CAST, School Site Council and Board meetings as ways to gather more input and disseminate information. As well we used our facebook pages, booster clubs and ASB to get word out.
As a part of student success and achievement, Summerville implemented some re-engagement strategies to help students that were either not attending either distance learning or in-person classes. These tiered re-engagement strategies included reaching out to students through Google Classroom, zoom, phone calls emails, and even text messages to see how best the school can support them. Additionally, teachers, counselors, and administration reached out to parents through the same avenues to help support their student to get back in touch with teachers and set up meetings both virtual and in-person to find a mechanism to support each student and his/her need.

Analysis of School Nutrition

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

Summerville started early in providing breakfasts and lunches to our students from the time school closed in March all the way through this school year. Parents and students have been very appreciative of this. Our food service staff has been amazing. In addition, we used our bus drivers to deliver meals along bus routes when school was still in the distance learning and hybrid phases. We purchased some new equipment in the foodservice area to make serving as many students as we were serving possible. We also purchased an Oliver's Speed-Seal machine to make sure that meals could be provided in as safe a manner as possible. We have

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served more students this year for both breakfasts and lunches than ever before especially in light of the fact that the meals are free to all students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	We recognize the unique needs of our 7th and 8th grade students and their need to be back for in-person learning. This allows us to demonstrate the district's ability to implement the safe reopening plan with fidelity.	$13,200.00	$13,200.00	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Our special needs students also have unique needs so we are having them return to in person instruction prior to the full opening in October.	$13,200.00	$13,200.00	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Some students do not have reliable access to the internet. This includes our foster youth, homeless, English Learners, low income and students living in remote regions.	$4,950.00	$825.00	Yes

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

The District was able to provide in-person instruction for 7th and 8th grade and special needs students starting in September. All students returned to a hybrid instruction model on October 5th. All students returned to in person instruction on October 19th. Because the majority of students were participating in the in-person learning activities, internet access for distance learning was not needed. The District was able to provide access to the existing wi-fi network with minor modifications. Some of the planned expenditures were paid either from a variety of other COVID related funding, or from the General Fund. In this case, both "yes" and "no", are marked under contributing. If the expenditures were fully paid from other funds, "no" is marked under contributing.

Overall Analysis

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

The existing network was capable of providing access on campus, with some added licenses.

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

The staff at Summerville is looking at ways to continually assess students using digital library resources, embedded curriculum assessments, benchmark tests and other methods to see where students are performing, where they need to be, and how to get them there. We have more professional development coming to work with our staff this year specifically in the areas of English Language Arts, science and math. In addition, we will continue our work with our CTE pathway programs as they are the implementation of the things learned in our core courses.

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

No significant differences were noted that haven't already been mentioned in previous sections. COVID closure made a significant turn of spending and we will continue to make up for our lost time.

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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.

With the support of our stakeholders we have used the student data, our goals from our previous LCAP, and what we have learned through this pandemic to create a logical and coherent plan to meet the needs of our students now and into the future.

The district continues to place a focus on where students are performing right now and how best to support them to get to that next level. We are using funds to provide for on-going professional development in relation to not only in-person learning, but also in the event that we would have to return to distance or remote learning. Students are receiving support for not only their academic needs, but their social and emotional needs as well.

Professional development is the focus in all areas, but particular attention is being focused on using instructional coaches from TCSOS and San Joaquin County Office of Education for English Language Arts, mathematics and science. Our teams are in place and training starts with our buy-back days August 19 and 20 as well as trainings throughout the school year both in-person with the coaches in classrooms supporting the teaching process and providing immediate feedback as well as through release time to work collaboratively as departments with the coaches to prepare well-written daily learning objectives create lessons, provide for closure at the end of each class session to be able to measure the effectiveness of the lesson in terms of meeting the daily learning objective and determine next steps.

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Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

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

Actions Related to the Distance Learning Program

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

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

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

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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- 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.

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	115,673.58	107,405.58
	0.00	0.00
Base	17,576.01	18,528.71
Base Grant	4,000.00	0.00
CTEIG	0.00	0.00
Paid for by Grant	0.00	0.00
Supplemental	94,097.57	88,876.87

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

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Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	115,673.58	107,405.58
	9,960.00	9,960.00
1000-1999: Certificated Personnel Salaries	62,243.86	15,519.65
2000-2999: Classified Personnel Salaries	0.00	46,002.62
3000-3999: Employee Benefits	11,068.97	10,945.47
4000-4999: Books And Supplies	18,984.74	10,609.13
5000-5999: Services And Other Operating Expenditures	13,416.01	14,368.71

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

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Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	115,673.58	107,405.58
		0.00	0.00
	Base	4,160.00	4,160.00
	Paid for by Grant	0.00	0.00
	Supplemental	5,800.00	5,800.00
1000-1999: Certificated Personnel Salaries	Supplemental	62,243.86	15,519.65
2000-2999: Classified Personnel Salaries	Supplemental	0.00	46,002.62
3000-3999: Employee Benefits	Supplemental	11,068.97	10,945.47
4000-4999: Books And Supplies	Base Grant	4,000.00	0.00
4000-4999: Books And Supplies	Supplemental	14,984.74	10,609.13
5000-5999: Services And Other Operating Expenditures	Base	13,416.01	14,368.71
5000-5999: Services And Other Operating Expenditures	CTEIG	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00

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

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Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	22,591.98	18,591.98
Goal 2	91,139.10	88,813.60
Goal 3	1,942.50	0.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$62,535.00	$24,583.76
Distance Learning Program	$30,360.00	$22,971.88
Pupil Learning Loss	$28,050.00	$20,343.91
Additional Actions and Plan Requirements	$31,350.00	$27,225.00
All Expenditures in Learning Continuity and Attendance Plan	$152,295.00	$95,124.55

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$8,250.00	$8,250.00
Pupil Learning Loss	$1,650.00	$1,650.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$9,900.00	$9,900.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$62,535.00	$24,583.76
Distance Learning Program	$22,110.00	$14,721.88
Pupil Learning Loss	$26,400.00	$18,693.91
Additional Actions and Plan Requirements	$31,350.00	$27,225.00
All Expenditures in Learning Continuity and Attendance Plan	$142,395.00	$85,224.55

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Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Connections Visual and Performing Arts Academy	Michael S. Merrill Superintendent	mmerrill@summbears.net 209-902-3498

Plan Summary [2021-22]

General Information

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

The Connections Visual and Performing Arts Academy is a charter school serving grades 7-12 located on the Summerville High School campus in Tuolumne, California. Connections VPAA opened its doors to 50 7th and 8th grade students in the fall of 2002. Each year after that, one more grade level was added, until Connections had its first graduating class in June of 2007. Currently, the enrollment in Connections is 194 students.

Connections VPAA and Summerville High School have a unique and cooperative relationship. The two programs are integrated on the same school campus, and students in each school benefit from the programs offered. The focus of Connections is visual and performing arts, and has drawn students from throughout the county who have a strong interest in these courses. Because of the strong enrollment in this program, several levels of art, choir, theater, music and dance classes are available, which strengthens the elective program for both Summerville and Connections students. Connections students are in turn able to benefit from the strong academic program existing at Summerville High School, and participate in athletics, ASB, school clubs, and the school band.

Because Connections VPAA is a charter school, specialized classes in non-core areas can be offered by non-credentialed teachers. However, we are working on making sure that all teachers are credentialed. This has allowed the program to develop specialty classes for academy students, such as ballet, academy theater, and an advanced theater productions course. Another benefit of operating as a charter school is that students who live outside of the Summerville High School District attendance boundaries may attend Connections without applying for an interdistrict attendance agreement. Students choosing to enroll in Connections sign an academic agreement which requires students to commit to enrolling in two visual and performing arts electives each semester, maintain grades of C or above, and demonstrate good attendance and behavior.

Parent involvement is a critical element of the success of the Connections VPAA and its students. Parents have formed an active booster club, "C.A.S.T.", which is the acronym for the "Creative Arts Support Team." There are also monthly meetings of the Connections Advisory Board, comprised of eight elected parents and the Connections Grade Level Coordinator. On a regular basis, 8-15 parents attend the

Advisory meetings to discuss budget, programs and upcoming events. Connections parents are also active on the Summerville High School Site council.

The students of both schools are completely integrated into the academic program, and a visitor to the campus would not be able to distinguish a difference between students of either school.

Reflections: Successes

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

Actions from our current LCAP show excellent progress. The Language Arts Development (LAD) course was utilized by the teachers much more effectively than in the past. Students participated in silent reading, grades were checked by the teacher, and assignments were followed up on from the original class with scaffolding, reteaching, and tutoring. After school, tutoring increased in usage and expanded to four days a week. Summer credit recovery switched to an online format in 2017. Students were faced with a higher rigor and showed success using this format. We continue our work to have more courses A-G approved. Recent A-G approvals include Filmmaking II, Principles of Biomedical Science, Human Body Systems, Photography, and Photography II. We will offer 2 Columbia College courses on campus this year. In addition, there is a continued push to have our CTE courses articulated with Columbia College.

The emphasis on Student Study Teams has effectively provided an opportunity for parents, teachers, and students to discuss students' performance in classes. An increase in staff technology proficiency and use was facilitated through professional development provided both onsite and through county-hosted training sessions. To increase attendance, Student Attendance Review Team meetings were implemented to address students struggling to attend school regularly.

Following the forced school closure in March of 2020 by Governor Newsom, the Summerville Union High School District worked hard to keep students engaged via distance learning. One-to-one iPads ensure that all students have access to Zoom lessons, Google Classroom, and standards-aligned instructional materials. In the Fall of 2020, the district worked rapidly and cohesively to create a safety plan and reopening plan that allowed us to safely return 100% of our student population to campus five days a week for in-person learning by mid-October. Through continued adherence to our safety plan, we have kept students safely on campus and learning through in-person direct instruction each day since. These efforts have helped minimize and mitigate learning loss resulting from the closure.

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.

CAASPP scores for 2019 showed an increase in the ELA scores. The math scores showed a slight increase in the lower two bands with students moving up from the bottom quartile, but there were few changes within the Standards Met or Exceeded categories. Implementing

Get Focused, Stay Focused had marginal implementation. Better teacher organization of the programs is encouraged. Two staff members plan to attend AP training during the summer of 2021 to be eligible to teach AP Statistics and AP Calculus.

The important CDE Dashboard indicators currently are suspension and graduation. The five-by-five indicator places Summerville at the yellow range for suspension and the blue range for graduation. These are significant improvements from the year prior when both were in the red range. Focus still needs to be put on looking at ways to increase student achievement in mathematics. Our math scores saw a steep decline in the 2018 CAASPP testing. Intensive training for the math department was implemented during the Fall of the 2019-2020 school year and will be continuing in the fall of 2021. Administrators and the Site Council continue to review discipline policies to determine if discipline consequences are appropriate and to consider alternatives to suspension in some cases. SHS has implemented an in-school suspension option for certain offenses in lieu of sending students home. This allows students to access their curriculum and have a quiet place to work. Our Saturday School option includes an education component for tobacco, attendance, or other related offenses. Administrators are also reviewing attendance policies and practices to improve the chronic absenteeism rate. Administrators are reviewing suspensions and infractions on a case-by-case basis while looking for other means of discipline.

The Dashboard five-by-five indicator for graduation shows that white students remained status quo from the previous year in the blue range, "very high," above 95% graduation rate. Our socioeconomically disadvantaged students increased into the blue range, also above 95% graduation rate. A discrepancy exists between the white population and our socioeconomically disadvantaged students in suspension. Actions in this LCAP are meant to address these discrepancies through tutoring, social-emotional support, SSTs, summer credit recovery, meetings with counselors, goal planning, CTE student engagement, support classes, teacher professional development, school crisis counseling, and improving campus climate.

Student mental health support has been identified as a significant need. Since the onset of the COVID pandemic, our current crisis counselor staff has seen a sharp increase in students needing support, especially in the areas of depression, anxiety, and suicidal ideation. Summerville Union High School District is working to amend our CALPADS reporting with regard to the College Career Indicator on the California Dashboard as the course codes for Career Technical Education were not reporting correctly causing our data to reflect in the orange. That will be corrected as the district enters the next reporting cycle.

LCAP Highlights

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

This year's LCAP focuses on the most important academic needs and mental health support needs of our students as well as site needs. These needs are identified in our goals. 1. Providing Mental Health Support for students. 2. Increasing student engagement. 3. Increasing student achievement. The purpose of these goals is to emphasize the preparation of every student for their future in academics and life and to support students' mental health needs. Many of the actions emphasize school-wide opportunities to increase effectiveness with all students and provide support and enhanced opportunities for our struggling and at-risk students, including our foster youth, homeless youth, English learners, and socioeconomically disadvantaged students. The goals are tied to specific and measurable results that will indicate progress in critical areas that point to student growth and success. Targeted actions are focused on our at-risk students as identified in the

LCAP. These actions have been evaluated for effectiveness and suggestions for improvement for the next year are included in this document. Additional actions are considered in an ongoing effort at improving student learning. Key features of our plan include providing student supports through increased crisis counseling and the addition of Tier 3 Response to intervention through our new Learning Center.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

The LEA has engaged the community in multiple efforts to solicit input into the LCAP. Stakeholder meetings have been held where input was solicited from the School Site Council, the Tech Committee, PLC Leads, Staff, student groups, and the governing board. Parents were contacted through the "School Messenger" automated call program. The School Site Council is serving as the primary community review committee for the LCAP. Parent Advisory Committee groups were asked for feedback and their input was taken into consideration with written feedback. Summerville bargaining units were included in the stakeholder process.
More school improvement issues that are imbedded in the LCAP are discussed in increasing regularity at school meetings. The use of technology continues to be a driving force on campus, both in planning and evaluating the instructional success. The technology committee has been a great resource in providing thoughtful review of the tech initiatives. The school board has a strong emphasis on academics. This emphasis includes regular reports to the board on student achievement, professional development, and student academic outcomes.

The LCAP input was discussed and information gathered during the following meetings during the 2020-2021 schoolyear:

Parents' Group meetings through School Site Council, Connections Advisory Committee, CTE Advisory Committee and boosters clubs

ASB Student Group meetings

Leadership Team Meetings (monthly)

PLC meetings (monthly)

Staff Meetings (monthly)

Tech Committee (monthly meetings)

School Site Council (monthly meetings)

Administrative meetings held weekly

Surveys to various stakeholder groups (Staff, Student, Community, Alumni)

CVPAA Advisory Group (monthly meetings) Reviewed draft at the May meeting.

Foothill Continuous Improving Learning Network (quarterly meetings of Superintendents and TCSOS staff around LCAP work) Gold Rush Charter School and SUHSD Superintendent (quarterly meetings)

SUHSD School Board Meetings and Study Sessions (LCAP and Board Goal setting, Governance and Budget Study Sessions which include both bargaining unit Presidents) TCSOS Administrative team meeting and overview

SUHSD Administrative Team Revision and annual update of WASC Action plan

SUSHSD High School and District Administrative teams updating and building LCAP budget documents

Consultation with the Tuolumne County SELPA was done in December 2020 in preparation for the SEP plan.

June 9, 2021. SUHSD School Board. First Reading of LCAP

June 23, 2021. SUHSD School Board. Approval of LCAP

A summary of the feedback provided by specific stakeholder groups.

The focus of the feedback from student, staff and community member stakeholder groups has pointed to the specific need for additional mental health support as we have more students struggling with a variety of issues surrounding isolation, lack of connection, suicidal ideation and not knowing what the world is going to look like or how safe we are during this pandemic.

The student groups have been the most vocal and have included the following items:

Chromebooks vs iPads: Chromebooks are preferred by most students. There are the few classes in primarily our academy arts classes that use iPads for certain apps. They would be fine with a class set of iPads if that was needed. Additionally, a couple of students noted that iPads are helpful in math for Get More Math applications. Students reported that iPads can lag causing lost time. Students pointed out the use of chromebooks in English would be more appropriate for typing essays. Students noted that the macs used in photography have a more extensive app access.
Suggested that whatever is used that classrooms provide charging stations instead of penalties for not having device charged.

Courses: Several courses were suggested for future years. Computer science/coding is an area that seems to be up and coming for employment in the future and students have interest in this course. Life Skills/Business is a course or series of lessons that can be spread over the four years at Summerville to incorporate more learning on taxes, apartment rentals, job applications and cover letters—basically a revamping of some of the topics that are covered in Senior Seminar, but may also be covered in more depth through other classes such as Economics in the senior year. Introductory lessons in these areas could also be a part of the keyboarding class with the 10-year plan in the freshman year. Home Economics is a course that students would like in order to learn skils such as cooking, sewing, budgeting, and completing scholarship and college applications. It was suggested that this could be a part of the Life Skills/ Business thread listed above.

Attendance: Student attendance was lagging at about 91-92% prior to COVID, but is now around 92-93%. We are always shooting for 95% or better as our funding is tied directly to this number. Of course this depends on whether the state looks to do a "hold-harmless ADA" as they have for the last two years. We are not looking at perfect attendance awards, as we are telling students to not come to school if they are not well (COVID response). Students mentioned ways to increase attendance such as: providing a rally by the administration showing the importance of attending school regularly. Eeducate students with the facts of what is lost when a student doesn't show up to school. They suggested staff show the benefit of regular attendance vs. punishing students for poor attendance. The further recommended enforcing attendance to participate in all co-curricular activities.

Learning Loss Mitigation: Loss of learning due to the school closure in response to COVID is an area that we will all need to focus on, as many students have lost out on instructional time despite our being in school during the pandemic. Classes were shortened and support may have been more limited due to less time in class. Students mentioned a variety of ways to support struggling learners which included: more access to some of the support classes in place now such as Language Arts Development and math support. We discussed the math option for the summer session to help students that are invited to remediate their skills in order to be better prepared to move on to the next math course in the sequence. Discussion suggested we expand opportunities to access the summer school program for not just credit recovery, but support in ELA, math or science courses. Again, it was recommended it would be best if based on an invitation basis to really support those students that need the extra time and remediation. An August Ramp-Up opportunity could be done as a 2-3 week session with our teachers working to support the struggling learners specifically in math and ELA. Additionally, students were suggesting more tutorial opportunities for students in science and history maybe even during the lunch period or early evenings if possible. Students suggested staff create more targeted math support classes so that there are not so many different levels in math support classes. Other support structures discussed by our students included a more proactive educational approach to the vaping, drug and tobacco issues students are experiencing. They would like to see some way to have these discussed every year in some format in one class or another. Frosh: Health class, Soph: PE, Junior: PE, and Senior: Senior Seminar/Home Economics/Economics were recommended. Some students have shared their level of addiction and don't respond as well to disciplinary interventions, but may better respond to educational components. Students suggested that our counselors could run group support sessions after school with a requirement (when caught vaping) or voluntary sign-up of 4 sessions to address addiction and the dangers of tobacco/vape. They felt this would do a better job of providing students with a healthy balance between education and support. The focus students feel needs to be more on support right now than on discipline for the addiction some are experiencing.

School Site Council input was sought at meetings this winter and spring. Discussions included concerns regarding learning loss due to school closure in March of 2020 and distance learning from March 13, 2020, through mid-October of 2021. Site council members suggested class size reduction in core subject areas to mitigate learning loss. The council agreed that continuing to offer Language Arts Development and Math Support classes was critical. Further, the third tier of Response to Intervention (RtI) was discussed. This could occur in the Learning Center. The vision shared was that General Education teachers push in to the Learning Center to work with small groups needing specific skill reteaching or support. It was also recommended that in-person math courses be offered during summer school as well as a possible "ramp up" late summer session. One council member recommended creating a class that, "prepares students for life." Several council members agreed that a revised version of Senior Seminar would be the best way to implement this need. CTE classes were another topic of discussion. Site Council noted that the community wants to see continued growth in the area of CTE courses that prepare students for careers after graduation. Student mental health needs were discussed. The council felt more support through crisis counselors was a critical need. The council discussed attendance. It was recommended that the focus is on strategies to improve attendance.

Recommendations included weekly attendance rate updates, educating students and parents on the correlation between regular attendance and student success, creating engaging lessons that encourage attendance, and educating families about how ADA impacts our budget. One council member expressed concern about the performance gap between the Summerville High students and the Connections academy students. No suggestions for how to address this were made.

The Connections Advisory Board input shared the above concerns and included a recommendation to seek input from a broader range of stakeholders and community members.

Staff, PLC, and Leadership Team Meetings input included discussion about learning loss mitigation. Teachers need time for curriculum review to prioritize key standards to ensure students will find success at the next level. Continued use of Math Support and Language Arts Development classes to supplement learning was discussed. Recommendations were made to reduce the number of students in core classes as well as in support classes to address learning loss. Benchmark assessments were discussed as a tool for identifying learning loss. Continued support of building CTE pathways was discussed. The team recognized that due to size of the student population, focusing on pathways that stakeholders supported would be important. Staff discussed the concept of reducing the 3-year PE graduation requirement to the two-year state requirement. Senior Seminar was a topic of discussion. Concerns regarding whether the course should continue to be a graduation requirement were voiced and discussed. Suggestions to discontinue the course and suggestions to modify the course were made. One of the staff's greatest concerns was that of student mental health. The emotional impact of COVID-19 has been staggering and teachers are seeing unprecedented numbers of students struggling with depression, anxiety, and suicidal ideation. Increased counseling services and parent forums for dealing with students struggling with mental health issues were recommended. Professional development for teachers in this area was recommended as well. Further, the staff provided input regarding the type of technology they would prefer students have for use in their classrooms. Some departments prefer iPads for students, many recommended Chromebooks. Teachers felt that the school closure in March created a mindset among parents and students that school attendance is not important. Staff discussed strategies to improve attendance. Recommendations included rewards for good attendance as well as educating parents and students about the importance of regular attendance and completing assignments. PLC discussions noted a need to increase student buy-in on standardized tests.

Student Survey Results: 77% of students felt they had adequate access to mental health services, but 52% said they would like to see more. Students identified a variety of mental health issues they face, with depression and anxiety being the most common. 82% feel there is a trustworthy adult they can go to on campus, and 92% feel safe on campus. Only 50% felt their "voice" matters on campus. 52% were satisfied or very satisfied with the instruction received from teachers and 75% felt teachers effectively communicate with them. Roughly 70% felt their math, science and English classes helped prepare them for state testing. The most common "other" responses were regarding a desire for more career preparation and life skills courses.

Parent/Staff Survey Results: 67% of those surveyed wanted more mental health services for students. 90% said their students have a trustworthy adult to go to and feel safe on campus. 75% were satisfied with the education offered at Summerville/Connections. 67% feel Math is preparing their students for state testing, 77% in science, and 87% in English.

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

For SUHSD, the LCAP process is integrated into ongoing discussions and evaluations of programs, expenditures, outreach effectiveness, and LCAP goals. The outreach to stakeholders resulted in providing valuable information for continuing the current action plan from our WASC accreditation, modifying actions based on needs that have come about specifically through the pandemic, and adding new actions based on the critical input from each stakeholder group. The most commonly discussed need was the increase of mental health professional time for our students. Expansion of our course offerings will continue to include access to "online courses". The online course offerings will include access to Columbia College courses and APEX high school courses for credit recovery. In preparing students for college, career, and community, we will focus both on our college-bound students and students "at-risk" of not graduating. Additionally, staff continues to support the move to APEX Learning online for our alternative programs and the move in that direction for our online learning during the school year. Stakeholder input supports the increase in the effectiveness of student engagement through technology, increasing teacher effectiveness through professional development in the areas of technology use, more professional development in RtI and student interventions, effective first teaching, and classroom intervention strategies. Professional development around the distance learning concept became a big part of the past year and will be a part of our future in case the need arises either through Public Safety Power Shutoffs or snow days that cause school closures. The discussions during the district's budget committee work have echoed the needs heard from other stakeholder groups specifically around lowering class size in freshman core classes and a continued focus on math achievement and mental health support.

Goals and Actions

Goal

Goal #	Description
1	Increase availability of mental health and social emotional supports for all students including at-risk, homeless and foster youth.

An explanation of why the LEA has developed this goal.

Increasing the availability of mental health services for students is an important goal for Summerville Union High School District and Connections Academy. Over the past several years, data from the California Healthy Kids Survey (CHKS) revealed Summerville High School District's 9th and 11th grade students have levels of depression and suicidal ideologies that need to be addressed. Data from the 2019-2020 CHKS shows that 44% of ninth grade students and 39% of eleventh grade students felt so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities. In addition to the chronic sad or hopeless feelings data, 27% of ninth graders and 26% of 11th graders indicated that they seriously considered suicide. Clearly depression and suicide are topics that Connections would like to address through improved social emotional resources and mental health services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Sad or Hopeless Feelings, Past 12 Months; taken from CHKS data	44% of 9th Grade 39% of 11th Grade				0% of 9th Grade 0% of 11th Grade
Seriously Considered Attempting Suicide, Past 12 Months; taken from CHKS data	27% of 9th Grade 26% of 11th Grade				0% of 9th Grade 0% of 11th Grade
Counselor appointments with students.	Total meetings: 204 Severe Weekly mtgs: 37 Moderate Monthly mtgs: 135 Low Annual mtgs: 44				25% more total meetings including group sessions 25% reduction in suicide assessments and 0 suicide attempts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Suicide Assessments: 44 Reported Suicide attempts: 8				
Table P4.1 (CHKS) Belief in Others; data indicates perceptions of school supports	76% of 9th graders indicate positive perceptions of school supports; 66% of 11th graders indicate positive perceptions of school supports				100% of 9th and 11th graders indicate positive perceptions of Belief in Others; school supports

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire additional Mental Health Staff	Summerville will increase counseling services from one full-time and one part-time counselor to two full-time counselors. The additional mental health staffing will allow for counselors to better meet the needs of students in crisis as well as work proactively with students and coordinating student mental health groups. By having more counseling available to students we hope to decrease the number of students who feel hopeless and consider committing suicide. Students in the low socio-economic demographic, English Learners, and foster youths will have better access to counselors with the increase in counseling services. Our goal is a 25% increase in total student meetings with our counselors.	$16,500.00	Yes
2	Provide professional development on mental health	Provide mental health trainings to all staff, including trauma informed practices. Resources such as Tuolumne County Public Health, Tuolumne County Schools Office and trainings from experienced staff will help all staff be prepared to help students.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Improve mental health services out-reach	Students may be reluctant to reach out for mental health help. Having an additional full-time counselor will allow the counselors more time to meet all students and offer services. Counselors can also provide lessons in classes and organize group sessions for willing students. More opportunities to meet with counselors will help increase students perceptions of school support and our goal is for 100% of students to have a positive perception of school supports.		Yes
4	Purchase social emotional learning curriculum	Purchase materials that can be used to address mental health needs in all grades. Mental health lessons and ongoing lessons on self-awareness, communication skills, bullying and cyber-bullying and many more topics may address student mental health needs. Lessons will be incorporated into course curriculum in all grade levels to ensure a continuity of mental health lessons for all students.	$3,300.00	Yes
5	Mental health discussions in staff meetings	Connections administration will have counselors attend staff meetings to discuss trends and mental health needs they see when they meet with students. Ongoing meetings will be arranged between PE teachers and counselors to encourage discussions of student mental health throughout the year.	$500.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Increase student engagement and participation in classes and programs to improve graduation and drop-out rates, suspensions, attendance, climate, and expulsions.

An explanation of why the LEA has developed this goal.

The district would like to increase students' investment in their learning and their participation in school activities. During the school closure and distance-learning periods in the 2019-2020 and 2020-2021 school years, many student engagement opportunities were not offered. All sport and club activities were suspended. Also, while on distance-learning teachers reported many students were not actively engaged in learning. This was evident through poor attendance, participation, effort in class, effort on assignments and quality of work. Many students failed classes during the school closure and distance learning. Connections works with Columbia College to offer dual enrollment classes. Participation in this program was hindered during the pandemic.Connections would like to see more involvement in school activities including sports, clubs and extra-curricular offerings from all students. Involvement in extra-curricular activities helps get foster youth, homeless youth, English learners and socioeconomically disadvantaged students engaged in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019; Red color indicator for Summerville High School Districh, 11.5% of all students suspended; Red color indicator on CA dashboard for socio-economically disadvantaged and white sub-groups; orange color indicator for hispanic sub-group				Blue Tier for all sub groups
Number of students enrolled in college	25 in 2019-2020				50

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
course offerings taught on our campus.					
Expulsions	1 expulsion in 2020-2021				0 Expulsions
% of students participating in athletics	38% in 2019-2020				45%
% of students participating in clubs	20% in 19-20				50%
School Facility maintenance "Facilities Upkeep" CHKS data FIT reports reflect that all but 400 wing are in good repair	66% of 9th and 55% of 11th grade students perceived school as usually clean and tidy on 2019-2020 CHKS				80% of 9th and 11th grade students perceive school as usually clean and tidy. District wants all facilities in good repair
Graduation rate	Overall- 94% in 2019; socio-economically disadvantaged sub-group was in yellow color indicator; white sub-group was in the blue color indicator				100% blue tier for all sub groups
Dropout rate	2.3% in 2019-2020				0%
% of student involvement as measured by 5 Star "Involvement"	2020-2021 9th = 34% 10th = 24.7% 11th = 20.0% 12th = 22.5%				50% increase from 2020-2021

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Character Counts Cards issued	157 in 2019-2020				200
Attendance rate for Summerville Campus	2019-2020 P2=94.43%				95%
Eligibility lists; number of ineligible students S1 and S2	2019-2020 S1=59 2020-2021 S1= 89 2020-2021 S2= TBD				0 students ineligible
School Connectedness Table A4.9 (CHKS)	61% of 9th graders feel connected to school 52% of 11th graders feel connected to school				75% of 9th and 11th graders

Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve Dual Enrollment process	Classes are offered by Columbia College on the Summerville High Campus and students are allowed to attend classes at the college. Summerville High Administration would like to improve and better promote the opportunities for students to take classes on the Columbia College campus and on our campus. Grade Level Coordinators will work with Columbia College representatives and students to promote dual enrollment in 10th and 11th and 12th grade classes. Presentations will be given to explain the benefits of dual enrollment. Number of students enrolled in college course offerings taught on our campus will be monitored.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Increase Participation in Extracurricular Clubs	To promote participation in extracurricular activities, Summerville High and Connections will publicize and host "Club Week" where all clubs are promoted and students have an opportunity to learn about various club offerings. Students involved in extracurricular activities often have incentive to improve behavior and avoid suspensions and expulsions. Extracurricular activities also promote good attendance. % of students participating in Extra-curricular clubs will be monitored.	$1,000.00	Yes
3	Increase Graduation Rate	To improve the graduation rate, teachers and administrators will work to promote student success. Students who fall behind and are in danger of not graduating will be alerted of their status through letters home and personal communications. Struggling students will be placed in support classes and be able to attend after school tutoring. Parent meetings will be arranged and student study team meetings will be held when appropriate. Annual graduation rate will be monitored.	$6,000.00	Yes
4	Student member on governing board	To increase student inclusion and involvement in district matters a student representative will sit on the school board. This student will provide a student voice to the board and community.		Yes
5	Parental Involvement	Encourage parental involvement and gather input through weekly communications from the superintendent and principal and surveys throughout the year. Recruit volunteers for school organizations such as site-council, Connections Advisory Board, CAST, and Athletic Boosters. Host events throughout the school year that are family-friendly with meals provided to encourage parental involvement amongst ELL parents, Foster parents, parents of students with disabilities, and socio-economically disadvantaged families. Parent surveys will collect data to monitor this action. The number of parents attending scheduled events will be monitored. The district has seen about a 35% survey return rate over the last year and the goal is to be at 50% or above.		Yes

Action #	Title	Description	Total Funds	Contributing
6	Improve participation and incentive programs	Promote use of Character Counts cards by staff to encourage citizenship and engagement on campus. Monthly celebrations will reward selected students. The 5-Star program will be used to encourage participation in events as a participant and spectator. Teachers and administrators can reward students in various ways for earning 5-Star points. The number of students receiving Character Counts cards and the % of student population participating in 5-Star program will be monitored.	$2,500.00	Yes
7	Ensure support for Foster Youth, ELL and all students	Attend Student Services meetings to be sure best practices are being used to support all student groups, including Foster Youth and ELL. Utilize "Foster Focus" website to maintain student records. Suspension rate, expulsion rate, eligibility, and attendance of at-risk students will be monitored. CHKS data will be monitored.	$500.00	Yes
8	Provide a Functional Living Skills program for ID Special Education Students	Develop, staff and supply a Functional Living Skills program to address the needs of our Lower functioning (ID) Special Education students. Attendance and eligibility of Special Education students receiving services through this program will be monitored.		No Yes
9	Create a Learning Center to better serve struggling students	Create a Learning Center to serve all Special Education students as well as at-risk students including socio-economically disadvantaged students, foster and homeless youth and English Language Learners. Center will create an inclusive environment where general education and Special Education students can interact while seeking support from Special Education teachers, general Education teachers, and paraprofessionals. Frequent staff communucation with parents will promote parent involvement in students' learning and provide better support for parents. Attendance, eligibility, dropout rate, suspension and expulsion rates, and graduation rates of general education and Special Education students receiving services through this program will be monitored.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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Goals and Actions

Goal

Goal #	Description
3	Improve student college and career readiness as measured by statewide student achievement data and CTE program completion. Provide programs and resources to meet student's needs.

An explanation of why the LEA has developed this goal.

Our student's scores on the state math, English and science tests have not been as strong as we would like. They have been particularly low in math. We have increased the number of CTE courses and would like to increase the number of students who access the courses as well as those who complete a CTE pathway and earn their certificate of completion. We want our students to graduate with skills that will translate into either a trade or college. To meet this goal, staff at Summerville High plans to employ fully credentialed teachers, enhance curriculum, utilize focused daily objectives, work to prepare students for state tests, and guide students to CTE and A-G completion. Additionally, we want to increase the percentage of students completing all 3 NGSS aligned science courses.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of appropriately assigned, fully credentialed teachers	1 teacher misassigned and 1 without EL in 2020-2021				100%
Percent of pupils who passed an AP test with a 3 or higher	67 students took a test 85 tests total 43 passed 64% passed AP				120 students take test 120 tests taken 108 tests passed 90% pass rate
% of students meeting A-G requirements or CTE completion status; California School Dashboard College and Career readiness indicator	In 2019, school wide Orange indicator level; Socioeconomically disadvantaged, Orange level; White Students, yellow level				All subgroups in blue indicator level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Years that Life-Skills curriculum is taught.	2; 9th grade health and keyboarding and Senior Seminar teach life-skills				4 Life-skills curriculum taught in every grade level.
% of core classes routinely utilizing formative assessments	25% of core courses use formative assessments				100% of core courses effectively using formative assessments in the classroom
% of students who meet A-G requirements	yellow tier in 2019 for Summerville High School. Socio-economically disadvantaged were 96.1 points below standard. White students were 66.5 points below standard.				Blue Tier for all sub-groups.
English Language Arts and Math indicator on statewide dashboard	Green tier in 2019 for Summerville High School. Yellow tier for Socio-economically disadvantaged subgroup.				Blue Tier for all subgroups
Number of students in advanced CTE courses.	60 in 2020-2021				103
% of student satisfying CTE programs of study	2018-2019= 30.65% (38 of 124) 2019-2020= 19.7% (26 of 132)				50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students taking all 3 NGSS courses.	46%				70%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhance curriculum	Adopt and utilize new English curriculum. Continue to implement and develop Next Generation Science Standards Science Curriculum. English Language Arts and Math indicators on statewide dashboard metrics will be used to monitor this action item.	$15,000.00	Yes
2	Prepare students for college or career	Continue supporting growth and awareness of CTE programs. Prepare and encourage students to meet A-G requirements. Provide support classes and after school tutoring to encourage success in classes. Having 100% of teachers hold appropriate credentials will ensure students are getting the best preparation for college and careers in their content area. We will measure our progress in this area by looking at the % of students completing A-G requirements, % completing CTE requirements as well as % of students enrolled in a CTE program and advanced CTE programs. We will also look to improve the number of students passing their AP tests as an indicator for college readiness.	$3,500.00	Yes
3	Post Daily Objectives in classroom	All core teachers post daily objectives in the classroom to encourage focused teaching and learning. Weekly observations of teachers' classrooms will be documented to monitor this action item.	$1,000.00	Yes
4	Professional Development for qualified teachers	Provide professional development for Math, English and Science departments. Provide trainers/specialists to each department. Provide release days for departments to develop and implement standards	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		aligned curriculum and assessments. Hire only fully credentialed teachers to teach in their subject areas.		
5	Increase Life Skills opportunities	Add life skill content to a variety of classes. Ensure a life skills component in each year of student's high school career. Implementation will be documented in teachers' syllabi.	$12,500.00	Yes
6	Add Functional Living Skills program	Functional Living Skills program will serve the Special Education population functioning between the SDC and ILS levels and focus on vocational, academic and living skills to promote employment opportunities and independent living skills. Participation in vocational courses and CTE classes will be monitored.	$45,000.00	No Yes
7	Increase use of Formative and Summative Assessments	Ensure teachers utilize benchmark assessment resources such as Renaissance 360, CA State resources including California Assessment of Student Performance and Progress (CAASPP and CAST) interim assessments and the resources on the Test Operation Management System (TOMS) site. Test data will be monitored and thoroughly studied during PLC meetings.	$7,000.00	Yes
8	Provide all necessary materials and curriculum	Ensure that all teachers and students have materials necessary for teaching and learning. Provide all teachers with state aligned curriculum and resources. Provide students with technology and other equipment they need to succeed in classes.	$2,500.00	Yes

Goal Analysis [2021-22]

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.85%	$101,856

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.

A refined SST and RTI process is now in place. Administrators will continue to emphasize the effectiveness of early intervention and classroom strategies to support the most at-risk students. Students failing in private without identification and intervention is not an option. A multi-services and intervention approach will characterize our next steps. The cornerstone of this effort is early identification; a predetermined plan; caring adults who will take action; contact with parents; pursuit of every struggling student, and following up as a matter of routine. Focus for our at-risk students will be a main component of our Math Support classes and our LAD classes. In addition, there will be extra after-school support as well as in-class opportunities to support our at-risk students.

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

Efforts to improve student learning for unduplicated students at Connections VPAA (42.3%) are balanced between targeted actions and schoolwide actions. Both have an emphasis on improving learning for our at-risk students. Based upon staff and stakeholder input, the school is implementing actions/services to increase or improve services to our at-risk students.

The actions that are principally directed to target unduplicated students identify students who are struggling academically and are focused on providing support specifically to those students. These include the following:

- Math 1 and Math 2 support courses
- English Language Development support courses
- After school tutoring

- Summer School credit recovery
- Providing crisis counseling services
- Response to Intervention implementation

Each of these actions employs strategies to identify, support, and promote improvement in the academic performance of underperforming students. Each of these efforts has criteria to identify struggling students and principally direct academic invention with those students specifically.

The LEA employs strategies to provide services LEA-wide that have the greatest impact on the at-risk student population. Research supports that the first level of intervention and student support is through effective first teaching. These include providing a highly competent staff for instruction that are fully trained in common core standards, particularly in ELA and Math, both gateway subjects. The following services also are principally directed toward students using supplemental funds including but not limited to:

- Providing at least one annual one on one guidance appointment with academic counseling for every student
- Implement LEA-wide a Get Focused, Stay Focused curriculum to the freshman that in three years will grandfather into all grades 9-12. GFSF specifically guides all students in creating a detailed 10-year plan for success in the occupational areas of their choice.
- Academic support classes including ELD and Math
- After school tutoring

Research indicates that good academic practices show the greatest potential results with struggling students. While any student would benefit from the above-itemized actions, the unduplicated students benefit the most.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$125,800.00				$125,800.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$16,500.00	$109,300.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Hire additional Mental Health Staff	$16,500.00				$16,500.00
1	2	English Learners Foster Youth Low Income	Provide professional development on mental health	$2,500.00				$2,500.00
1	3	English Learners Foster Youth Low Income	Improve mental health services out-reach					
1	4	English Learners Foster Youth Low Income	Purchase social emotional learning curriculum	$3,300.00				$3,300.00
1	5	English Learners Foster Youth Low Income	Mental health discussions in staff meetings	$500.00				$500.00
2	1	English Learners Foster Youth Low Income	Improve Dual Enrollment process	$1,000.00				$1,000.00
2	2	English Learners Foster Youth Low Income	Increase Participation in Extracurricular Clubs	$1,000.00				$1,000.00
2	3	English Learners Foster Youth Low Income	Increase Graduation Rate	$6,000.00				$6,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Student member on governing board					
2	5	English Learners Foster Youth Low Income	Parental Involvement					
2	6	English Learners Foster Youth Low Income	Improve participation and incentive programs	$2,500.00				$2,500.00
2	7	English Learners Foster Youth Low Income	Ensure support for Foster Youth, ELL and all students	$500.00				$500.00
2	8	Students with Disabilities English Learners Foster Youth Low Income	Provide a Functional Living Skills program for ID Special Education Students					
2	9	English Learners Foster Youth Low Income	Create a Learning Center to better serve struggling students	$2,500.00				$2,500.00
3	1	English Learners Foster Youth Low Income	Enhance curriculum	$15,000.00				$15,000.00
3	2	English Learners Foster Youth Low Income	Prepare students for college or career	$3,500.00				$3,500.00
3	3	English Learners Foster Youth Low Income	Post Daily Objectives in classroom	$1,000.00				$1,000.00
3	4	English Learners Foster Youth Low Income	Professional Development for qualified teachers	$3,000.00				$3,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	English Learners Foster Youth Low Income	Increase Life Skills opportunities	$12,500.00				$12,500.00
3	6	Students with Disabilities English Learners Foster Youth Low Income	Add Functional Living Skills program	$45,000.00				$45,000.00
3	7	English Learners Foster Youth Low Income	Increase use of Formative and Summative Assessments	$7,000.00				$7,000.00
3	8	English Learners Foster Youth Low Income	Provide all necessary materials and curriculum	$2,500.00				$2,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$125,800.00	$125,800.00
LEA-wide Total:	$125,800.00	$125,800.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Hire additional Mental Health Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,500.00	$16,500.00
1	2	Provide professional development on mental health	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	$2,500.00
1	3	Improve mental health services out-reach	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	4	Purchase social emotional learning curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,300.00	$3,300.00
1	5	Mental health discussions in staff meetings	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	$500.00
2	1	Improve Dual Enrollment process	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00
2	2	Increase Participation in Extracurricular Clubs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Increase Graduation Rate	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	$6,000.00
2	4	Student member on governing board	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	5	Parental Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	6	Improve participation and incentive programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	$2,500.00
2	7	Ensure support for Foster Youth, ELL and all students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	$500.00
2	8	Provide a Functional Living Skills program for ID Special Education Students	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	9	Create a Learning Center to better serve struggling students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	$2,500.00
3	1	Enhance curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	$15,000.00
3	2	Prepare students for college or career	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	$3,500.00
3	3	Post Daily Objectives in classroom	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00
3	4	Professional Development for qualified teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Increase Life Skills opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,500.00	$12,500.00
3	6	Add Functional Living Skills program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	$45,000.00
3	7	Increase use of Formative and Summative Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	$7,000.00
3	8	Provide all necessary materials and curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	$2,500.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

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

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

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Connections Visual and Performing Arts Academy	Michael S. Merrill Superintendent	mmerrill@summbears.net 209-902-3498

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	1

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language
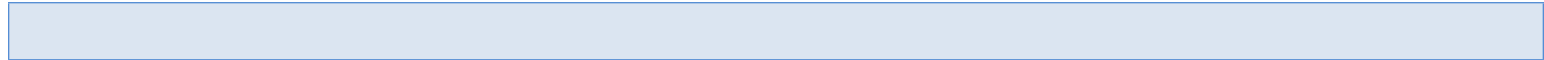
OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards					5
History-Social Science					5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards				4	
History-Social Science			3		

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

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

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards			3		
Visual and Performing Arts				4	
World Language			3		

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Summerville Union High School District has made progress despite the COVID-19 pandemic in implementing the academic standards adopted by the SBE. Our local measures have included the use of classroom-based assessments, benchmarks assessments from our adoptions as available, interim assessments in ELA, math and science from the CAASPP website, and continual feedback to students from teachers. There continues to be professional development scheduled to support teachers and the curriculum preparation and strategies for delivery. We are working with Tuolumne County for providing ongoing science PD and Stanislaus and San Joaquin Counties for ELA and math PD.
Each of our departments as using their Professional Learning Community PLC time to work together to provide collaboration and articulation opportunities. Money has been set aside to provide for professional development options for each department to access webinars, in-person seminars as available and days to work together as a department. For each training we try to have at least two people attend so that they can communicate about how they will implement their learnings.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.			3		
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			3		
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.		2			
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			3		

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Despite the COVID pandemic, the district has worked very hard to provide instruction to our students in-person from as early on as was safe to do. Our staff felt overwhelmingly that having students in school for in-person learning was a priority. We also heard from our crisis counselors that the mental health need of the students was at an all time high. They joined zoom sessions with teachers and tutorial sessions so that they could provide support for what they needed.

We have experienced good relations with both our teachers association, our classified association, Tuolumne County Public Health officials and our County Superintendent and we were able to create an MOU that allowed for the safe reopening of our schools. Our community was very supportive of our progress. There were some students that opted to stay on remote learning or independent study even after all students came back in person. That was a true relationship-building opportunity that we experienced.

We need to focus now on the students that may need to remain on independent study either by their own choice or that of their parent. This is a hurdle for our staffing as we are limited in the numbers that we can serve. We will provide a second IS teacher if needed as we did in the 2020-2021 year.

Building Partnerships for Student Outcomes

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

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.			3		
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Summerville High has worked diligently to encourage communication between students and teachers, teachers and parents and to include administration when that support is needed. We will continue to work on this as our feedback from surveys and Healthy Kids Survey shows that is an area where we can always improve.

Partnerships with our stakeholders is an important factor in making certain that everyone knows what the expectations are and how we each will be held accountable to those expectations.

Seeking Input for Decision Making

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

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Information for this priority is based on a series of parent surveys given throughout the school year. These surveys were given to help the school prepare for the reopening of school remotely from August through September and then in-person from October through the end of the school year in June.

An email and phone message was sent out each Friday during the school year to let people know about surveys, campus updates and asking for people to get involved in making sure their voices are heard.

Additionally, we have used zoom to provide more opportunity to parents and our community to participate in our School Site Council and Board meetings. This will continue for the foreseeable future to allow for more options for people to participate.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Based on the findings from our California Healthy Kids Survey and the parent surveys, Summerville High School and Connections Visual and Performing Arts Academy realized the following results: students feel the school is a safe

place to be (9th 52% agree 11th 55% agree), adults encourage students to learn—success in job/college (9th 52% agree 11th 56% agree), teachers work hard to help with school work (9th 53% agree 11th 48% agree), teachers encourage classroom participation (9th 64% agree 11th 58% agree), staff promotes academic success for all students (9th 48% agree 11th 53% agree, parents 77%), SUHSD provides a supportive and inviting environment for learning (9th 52% agree 11th 45% agree, parents 71%), few students feel the classrooms are crowded, expected behaviors are clearly articulated (9th 54% agree 11th 46% agree), students are informed of consequences when rules are broken (9th 56% agree 11th 42% agree), adults respect differences in students (9th 47% agree 11th 46% agree), staff makes it clear that bullying is not tolerated (9th 53% agree 11th 50% agree), school grounds and building are clean (9th 54% agree 11th 54% agree), there is good support from the community (parents 94%), there are opportunities for parents and community to be involved in school (parents 96%).

Areas to continue our work on include: students have considered suicide (9th 26% agree 11th 18% agree), students try their best (9th 22% agree 11th 15% agree), students pay attention in class (9th 16% agree 11th 15% agree), students treat their teachers with respect (9th 22% agree 11th 12% agree), students treat each other with respect (9th 24% agree 11th 23% agree), students report when they are bullied (9th 27% agree 11th 16% agree), students stop bullying when they are aware (9th 29% agree 11th 20% agree).

Summerville High School and Connections Visual and Performing Arts Academy have implemented the Character Counts program that allows staff to recognized students for doing the right thing with regard to the 6 character counts pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. There is a luncheon for students that are recognized and the people that awarded the student speak about why they were selected in front of the group. The students each receive a Character Counts t-shirt as well. These ceremonies are done monthly. ASB has done a lot this year to provide opportunities to have outdoor competitions, a parade, homecoming celebrations and a great in-person graduation complete with fireworks.

As always, we will use the data presented to continue to look at how we can improve on the lower data points and continue to serve all of our students to the best of our ability despite the continued challenges of the COVID pandemic.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

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

Summerville High School and Connections Academy utilize the school's master schedule, district graduation requirements, Power School SIS for tracking, and Williams Act to make sure that each student has access to the rigorous and relevant curricular offerings that the school provides.

Our Grade Level coordinators meet with incoming students when they are in the 8th grade to discuss course options, graduation requirements and their 4-year plans. The students in Connections Academy can petition to enroll as 7th graders on the Summerville campus. Connections students take a regiment of core academic curriculum (English, math, science social studies, PE) and two visual and performing arts options. All students regardless of ability level are served based on tier individual needs, goals and working toward meeting their future hopes and dreams.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study.
Students in Summerville Union High School District have access to a variety of school learning environments ranging from the seat based program at Summerville High and Connections Academy, to an Independent Study/Home-based program housed on the Summerville High site, alternative education through Long Barn High School, necessary small school sites at Mountain High, South Fork and Cold Springs. In addition, Summerville Union High School District offers an Adult Education program on the Summerville High campus. In each of these programs, students have access to a broad course of study that provides them with the core curriculum in an online format using APEX Learning or by book depending on the student needs and most appropriate learning styles. In addition, the APEX Learning program offers students access to a host of elective opportunities to meet their credit need and desires of courses to take. The courses offered through the APEX Learning are a-g compliant.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.
As the student population decreases, it becomes more difficult to continue to offer the students the large variety of core academic and elective classes, CTE pathway and CTE elective classes, as well as the large variety of visual and performing arts options. Many of the CTE classes provide materials and equipment that are funded through grants that may not continue. The visual and performing arts classes are specialized for our students that are enrolled in our Connections Visual and Performing Arts Academy. The Summerville Union High School District Board of Trustees are committed to providing the variety, rigor and depth in courses of study for our students to succeed and be able to compete in the 21st century world.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students.
Summerville Union High School District is committed to offering our students as many courses of study as can be reasonably done. Summerville High and Connections Academy offer an eight-period block schedule with 300 credits required for graduation. This allows for students to take an increased number of core curricular as well as elective classes throughout their four years at Summerville High. In addition, we have tapped into Columbia College our local two year college for students to access college level courses as dual enrollment courses offering them high school and college credit for the courses taken. We are continually looking at other options that will allow our master's degree staff to offer our students college level courses on the Summerville campus enriching the rigor and relevance they will have access to.
Our continued work in meeting with our students on a regular basis to look at progress toward graduation, college/career readiness is an ongoing mission. Letters are sent home to parents after grading periods when students find themselves falling short of the requirements in any of their coursework. These letters are sent in addition to the GLC's meeting with the students on regular bases to help support them.
Summerville is committed to our SST process to support students in meeting their individual goals.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					

Coordinating Services	1	2	3	4	5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					